

## **HABITUDES OF AN EFFICIENT ENGLISH LANGUAGE TEACHER (EELT) AS PERCEIVED BY LEARNERS OF ENGLISH**

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### **ABSTRACT**

*This study discusses the effective methods adopted by as perceived by learners of English. Writing audit demonstrates that a compelling and great educator has a significant job in understudies' exhibitions and their prosperity. Significant jobs of educators may influence understudies' demeanors and inspirations to language learning.*

**Keywords:** *habitude, method, professional development, webinar, teaching techniques, teacher learning,*

### **АННОТАЦИЯ**

*В этом исследовании обсуждаются эффективные методы, принятые в восприятии изучающими английский язык. Письменный аудит показывает, что убедительный и отличный педагог имеет большое значение для выставок дублеров и их процветания. Значительная работа педагогов может влиять на поведение дублеров и их вдохновение в изучении языка.*

**Ключевые слова:** *привычка, метод, профессиональное развитие, вебинар, методика обучения, обучение учителя,*

### **INTRODUCTION**

Improving the field of unknown dialect instructing and learning without improving the characteristics of EFL instructors appears to be incomprehensible. This endeavor, at direct, requires perceiving and recognizing the characteristics of powerful EFL instructors. The reason for this examination was to portray and explore characteristics of a successful English language educator (EELT) as seen by Iranian English language students. The gathered information were measurably examined. The outcomes demonstrated that understudies anticipate that a decent English instructor should be able to create appropriate associations with understudies, capacity to assemble understudies' certainty, capacity to keep up order in the study hall as the most significant focuses.

The issue of the ideal teacher is an ongoing topic. It has been addressed and talked about in the teaching/learning field for long. The teacher is one of the main factors that has a lot of influence on students' achievement, performance and their success. In addition to the teacher's knowledge about the subject matters, other

characteristics of the teacher such as teaching skills, teaching styles and personal traits will also impact the students' learning attitudes, motivation and the learning outcomes to some extent.

## **DISCUSSION AND RESULTS**

The teacher seems to take the key role in facilitating the students' learning and the characteristics of the teacher may influence the students' learning process to some extents well (Murray, 1991). Prabhu (1990) pointed out that the characteristics of EFL teachers with positive attitudes and enthusiasm strongly correlated with increasing rapport between students and teachers, and appeared to promote productive learning. This indicates that the teacher's characteristics can both encourage and discourage the students' learning. In respect to the classroom atmosphere, this matter may be influenced by the teacher's characteristics as well.

The topic of what makes a decent instructor is not really another subject. A snappy look at the writing uncovers that the aftereffect of practically any examination has been a rundown of qualities which ought to be controlled by educators so as to be classified "successful". For instance, Raymont and Welton (referred to in Campbell, Kyriakides, Muijs, and Robinson, 2004), were most likely the primary who endeavored to create suggestions with respect to viable instructing. They presented five suggestions: arranging, instructor student association, exercise structure, center showing abilities, and the intensity of the individual educator to instruct. These five recommendations are related and truly bode well when just considered as a unit.

Thompson, Greer, and Greer (2004) investigated the impressions of college understudies with respect to the attributes of their preferred educators from whom they had the option to learn. Information gathered from the understudies showed that there are twelve regular attributes that risen as vital to what understudies conceptualize as great instructing. They recommended that every one of those attributes focus on the subject of minding. In the event that teachers are to be receptive to understudy needs and improve the adequacy of understudy results, they should initially comprehend what understudies characterize as compelling addressing.

Effective teachers have been described as 'active' teachers who make maximum use of instruction time, present material in ways to meet student needs, monitor programs and progress and plan opportunities for students to apply newly acquired concepts and skills (Brophy & Good, 1986; Witcher, Onwuegbuzie, & Minor, 2001). Diamond defined an effective teacher as "the one who conducts effective teaching which produces beneficial and purposeful student learning through the use of appropriate procedures." (Diamond; 1998, cited in Strickland, 1998, p.83).

The fact of the matter is that in EFL environments English class is the prominent, if not the only, true opportunity to 'learn' and 'use' English. This fact highlights the importance of the EFL teacher as the prominent 'source of input' for the learners. Therefore having an 'effective' teacher is the fundamental need of an EFL class for efficient functioning of educational systems and for enhancing the quality of learning'.

Different views of language teaching lead to different views as to what the essential skills of teaching are, and to different approaches to the preparation of teachers. Students do know how teachers feel about them. If they think you don't care for them, you have already lost them. "The aim of teaching is simple: it is to make students' learning possible...To teach is to make an assumption about what and how the student learns; therefore, to teach well implies learning about students' learning" (Ramsden, 1992, p. 124).

## **CONCLUSION**

To make their teaching activities more effective for learners, caring and responsible language teachers should therefore feel a need for discovering what their students' needs are. Conducting such research to define an effective EFL instructor characteristics would pave the way for both language institutions and instructors themselves to make the distance between learner's expectations and experiences in EFL classes as shorter as possible.

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