

---

| RESEARCH ARTICLE

## What Makes a Great Language Teacher? Qualities of EFL and ESL Educators

SMBM Arshad<sup>1,2</sup> ✉ TB Toyirkulovna<sup>1</sup>, Mamatova Khilola<sup>1</sup>, Sameem M.A.M<sup>3</sup> and Okta Nurika<sup>4</sup>

<sup>1</sup>Faculty of Humanities, Gulistan State Pedagogical Institute, Gulistan, Uzbekistan;

<sup>2</sup>Department of English Philology and Management, AJOU University of Tashkent, Tashkent, Uzbekistan

<sup>3</sup>Department of English Language Teaching, South Eastern University of Sri Lanka

<sup>4</sup>Department of Computer & Information Sciences, Universiti Teknologi PETRONAS, Malaysia

**Corresponding Author:** SMBM Arshad, **E-mail:** arshad.smbm@gmail.com

---

| ABSTRACT

This study explores essential qualities, competencies, and other factors that support or hinder teachers' exceptional performance. Addressing the question "What makes a great ESL/EFL teacher?", this paper investigates the fundamental qualities and competencies every teacher should possess. While many other factors avail, few teachers realise the weight and depth of how much they could be motivated or demotivated from accomplishing their tasks well. Before jumping to conclusions and recommendations, this paper scrutinised some practices that many educators follow in the classroom, but they should not be practised. This study was carried out through an attentive review of available literature and observation of the researchers throughout their over two decade of teaching experience. Key findings are categorised into three, namely, teachers' competencies, qualities, and sort of factors that particularly depend on teachers, secondly, factors that demotivate teachers to achieve excellence in their career; and finally, practices teachers should or should not continue in the classroom or while teaching.

| KEYWORDS

ESL/EFL teaching, teacher competencies, teacher qualities, teacher motivation, teacher excellence, classroom practices, teacher performance, administrative support

| ARTICLE INFORMATION

**ACCEPTED:** 21 March 2026

**PUBLISHED:** 06 May 2026

**DOI:** <https://doi.org/10.61424/jlls.v4i2.816>

---

### 1. Introduction

Schools play a key role in our society, shaping the future up by educating the generations to come. There are hundreds of thousands of EFL and ESL teachers around the world, but not everyone is equally respected, and not everyone's students perform equally in their learning journey. This scenario is absolutely debatable from different viewpoints on learners, teachers, curriculum, administration, facilities, and many other factors. We must not neglect the fact that students' qualities, such as individual variations, linguistic capacity, learning style, desire to learn, motivation, etcetera, are some of the key factors that influence learners' performances in learning the language. When it comes to teachers, teachers' traits, linguistic competencies, commitment, passion, and some other essential qualities do also reflect the performances of learners. It's absolutely undeniable that teachers do have the magical power to transform students, regardless of their original capabilities. Students, especially young students, tend to listen to teachers more than they listen to their parents. Good teachers do really play a major role in the transformation of pupils' lives and important decision-making stages.

The quality of teachers and their lesson delivery are crucial factors in the effectiveness of language learning and teaching. Especially in the EFL and ESL setting, the need for ESL and EFL teachers has significantly escalated higher than before Crystal, D. (2003). Teachers who are effective in their profession not only facilitate the acquisition of language learning processes but also inspire and facilitate an active learning environment Tsui, A. (2003).

The researcher in this paper aims to explore the key characteristics that will level up an ordinary EFL teacher into a better educator by investigating teachers' qualities, administrative contribution and motivation, facilities required, and practices teachers should and should not take up to conduct better teaching. A thorough understanding of an effective teacher's qualities in the context of EFL and ESL settings is vital for improving training programmes, and as a result, it shall enhance learners' performances, hence it shall help attain ultimate curriculum objectives as well as offer insights for policymakers and educational institutions.

This study investigates the factors that make a teacher better based on multi-dimensional qualities backed by several theoretical background aspects. Krashen's (1985) Input hypothesis emphasises the importance of teachers to be a real-life language input for teachers in both receptive skills (listening and reading), as well as productive skills (speaking and writing). Michael Long (1996) highlighted the significance of interaction in the learning of a language, and it further witnesses teachers' role as an interaction source, providing learners with an authentic environment to negotiate meanings. The development of instructional quality is well rooted in Shulman's Model of Pedagogical Content Knowledge (PCK) (Shulman, 1986). (Mishra & Koehler, 2006), further emphasise the vitality of technology in teaching and its impact on teachers' knowledge and consequent performances

## **2. Literature Review**

Several research works have extensively examined the qualities that define effective EFL and ESL teachers and teaching. A brief theoretical framework of this study on what makes a language teacher great is based on different aspects such as teacher effectiveness, linguistics competence, and pedagogical knowledge, with special emphasis on the unique demands of EFL/ESL education.

A recent study on "What makes a good EFL teacher with a special reference to language teacher education" unveiled certain qualities such as knowledge of language subject, knowledge of language teaching, understanding of language learners, professional attitudes and values in language teaching and learning in and from practice and informed by context are important qualities of a good language teacher Pham, A. T. (2022). Another study on the distinctive characteristics of foreign language teachers demonstrates the following as the key to successful EFL teachers: content knowledge, understanding the dynamic nature of language, and maintaining close relationships between teachers and learners Borg, S. (2006).

An investigation of university students' perceptions of effective EFL teachers in Cyprus shed light on three major grouped findings: (a) Personal and Interpersonal characteristics, (b) subject-matter knowledge, and (c) approach to language teaching. Further investigation into the main groups exhibited the following: a good language teacher should be 1. eager to help students in and outside the classroom. 2. Encourages students to express and discuss their ideas for the content of the lesson. 3. Praise effort 4. Be friendly to students. 5. Treat students fairly regardless of achievement. 6. Take into consideration students' difficulties with the Foreign Language. 7. Express confidence in students' language abilities. 8. Be open-minded. 9. Use authority to maintain discipline. An effective language teacher should 1. Use the Foreign language (FL) competently. 2. Have a broad vocabulary in the FL. 3. Have a native-like accent. 4. Have a sound knowledge of the grammar. 5. Be familiar with language learning theories. 6. Be acquainted with the target culture. The following section of the investigation analysed the following activities: Rigidly textbook. Frequently use other materials. Integrate computer-aided instruction into the FL classroom. 4. Incorporate activities which expose students to the target culture. 5. Design or select materials according to the student's major. 6. Simplify his/her language to facilitate comprehension. 7. Expose students to real-life topics. 8. Use recasts to correct students' mistakes. 9. Use the FL as the predominant means of classroom communication. 10. Provide opportunities for students to use the FL beyond the classroom setting. 11. Not grade language production (speaking/writing) primarily for grammatical accuracy. 12. Set activities that require students to interact with each

other in the FL. 13. Grade written assignments predominantly for effort and content. 14. Set activities which require students to work in pairs or small groups. 15. Use activities that draw learners' attention to specific grammatical features. 16. Thoroughly explain new grammar rules before asking students to practice the relevant structure. 17. Grade written assignments predominantly for grammatical accuracy. 18. Correct students immediately after making a grammar mistake during communicative activities. 19. Address errors by immediately explaining why students' responses are incorrect. And, 20. Set activities that require students to work individually.

Being committed to helping students, praise efforts, and so on are some of the other qualities of a good teacher Kourieos, S., & Evripidou, D. (2013). Another study on the qualities of effective EFL teachers based on Thai undergraduate students revealed the following: classroom instructional skills, subject matter knowledge, pedagogical knowledge, and socio-affective skills Wangdi, T., & Shimray, R. (2022). Another investigation on the qualities of effective EFL teachers in the 21<sup>st</sup> century concluded by emphasising the importance of personal traits and eternal learner attitude Heredia-Arboleda, E. E., Torres-Cajas, M. J., Oviedo, D. R. Y., & Lara-Velarde, A. C. (2021). The view of teacher effectiveness embraces various dimensions, including in-depth subject knowledge, teaching skills, and teachers' capability to motivate pupils Darling-Hammond, L. (2000). As far as language education is concerned, effective teachers exhibit not only expertise in the language itself but also the expertise to create an active and productive classroom environment Richards, J. C. (2010). This supports social constructivist theories, which highlight the significance of learner-centred and interactive approaches to education Vygotsky, L. S. (1978). The approach of social constructivism promotes the fact that learning occurs through social interaction, witnessing a teacher's ability to retain students in meaningful dialogue and collaborative activities indispensable for language acquisition Mercer, N., & Howe, C. (2012). Thorough Linguistic competence convinces learners to learn from the teacher; furthermore, is a significant factor that encompasses both the knowledge of the taught language and the ability to spread this knowledge effectively to learners Canale, M., & Swain, M. (1980). On top of Linguistic competence, teachers should possess sociolinguistic competence and strategic competence, which involves the ability to manage communication in difficult situations where learners encounter learning troubles Bachman, L. F. (1990). Pedagogical Content Knowledge (PCK) refers to in-depth knowledge of content and expertise in teaching strategies that enable teachers to deliver the lesson and present lesson material in a way that is comprehensible and engaging for learners Shulman, L. S. (1987). TPACK refers to Technological Knowledge, Pedagogical Knowledge, and Content Knowledge. Integrating these three knowledge components in teaching ensures the lessons are conducted on a par with modern learners' needs with adequate content in an appropriate pedagogical approach Mishra, P., & Koehler, M. J. (2006). Transformative Pedagogy emphasises the fact that teachers are not only responsible for shaping educational competencies and academic skills but also for enhancing learners' social skills and critical awareness. This approach indeed helps learners to become abler to face personal challenges and societal changes Mezirow, J. (1997). Modern ESL and EFL classrooms do not just teach languages but impart students with cultural context and level up global perspective Ukpokodu, O. (2007).

### **3.2 Research Gap**

Though there are several studies carried out on the qualities of EFL teachers, this study specifically investigates all possible factors that make an EFL/ESL teacher better, in addition, it further explores demotivating aspects and factors that hamper teachers from becoming better. In addition, it also digs deep into activities and practices teachers should refrain from doing during learning, teaching, and extracurricular activities, and challenges in achieving teacher excellence.

### **3. Methodology**

This study applies a qualitative, descriptive approach that offers straightforward descriptions. The descriptive approach is more valuable in the field of education, Sandelowski, M. (2000), to analyse the qualities of effective EFL/ESL educators. The research design is based on a review of prevailing literature. The authors sought literature pertinent to the title from prominent databases like Scopus, Web of Science, and Google Scholar. All relevant literature was collected from academic databases like Scopus, JSTOR, ERIC, and Google Scholar to identify the relevant studies, articles, and reports on the subject area, as well as, peer-reviewed journal articles, educational policy reports, and professional guidelines of TESOL and IATEFL.

And personal observation, which is a powerful tool for research on the domain of language educators Farrell, T. S. C. (2015). The researchers presented their observation through more than two decades longer tenure of teaching experience as EFL and ESL educator from the school level to professional and IELTS candidates in three different countries from Southeast Asia, Central Asia, and the Gulf Peninsula, synthesising insights on teachers' qualities, competencies, classroom management, and other factors that are necessary to foster effective language learning. The observation sample size includes tens of thousands of students and more than thousands of teachers of various levels and classes, ranging from pre-grade teachers to high school teachers, tertiary and vocational college EFL/ESL teachers, university-level EFL / ESL lecturers as well as private institution teachers active on social media teaching English. Qualities of teachers, hampering factors, and other related aspects that help or hinder teachers performing well in their careers were preserved and noted in different forms like notebooks, emails, digital notepads, and so on.

#### **4. Findings and Discussion**

As we put all the knowledge gained from the literature with the observation of the researcher together, it became evident that numerous factors contribute to developing an EFL or ESL teacher's progress from good to better and great to exceptional. Everyone, namely teachers, administrative members, students, school welfare societies, parents, and so on, knows well and agrees to certain knowledge such as linguistic competencies, pedagogical expertise, classroom management skills, and technological competencies. However, some other essential qualities like interpersonal traits, emotional intelligence, professional development, cultural competencies, enthusiasm, passion, motivation skills, knowledge of educational psychology and philosophy of education, and so on are some of the other important qualities many don't realise the degree of importance that every teacher should possess.

##### ***4.1 Linguistic competency remains the foundation for a teacher's exceptional performance in the class.***

Linguistic competency can be defined as the knowledge of language structures and rules that help the user apply grammar, vocabulary, phonetics, and syntax that lay the foundation for acquiring adequate language proficiency Fromkin, V., Rodman, R., & Hyams, N. (2018); , 21 Harmer, J. (2015). Thorough linguistic competency helps teachers model accurate language applications, impart complex linguistic structures to students, and address students' queries effectively and confidently Richards, J. C. (2017). Moreover, linguistically competent teachers are able to appropriately simplify their explanations suitable to the learners' level of proficiency with relevant examples Ellis, R. (2008). A lack of knowledge about linguistic aspects will certainly make teachers feel unconfident in delivering lessons effectively. In addition, it can potentially allow students to take control of the class. The very teacher will be subject to students' insults. On the other hand, linguistically competent teachers ought to be ready to answer and explain any doubts students ask despite the relevance of the question to the lesson of the day. Such teachers should always be open to all kinds of language-related questions and be able to answer with clear and convincing explanations. Students take successful EFL/ESL teachers as their role models; those students want to write the way their ESL/EFL teacher writes; likewise, speak and deal with tests and questions in a very similar manner to their teacher does. Linguistic competencies include teacher's grammatical mastery, sociolinguistic competence, discourse competence, and strategic competence.

##### ***4.2 Pedagogical skills encompass a variety of other skills.***

These skills witness a teacher's excellence, especially in language education, where the method of a teacher's teaching aims at developing a wide range of language proficiencies and learning outcomes. These pedagogical skills encompass expertise in classroom management, lesson planning, and organization, differentiated instructions according to the needs of learners and scaffolding learning, adaptability towards students' needs, and ability to motivate students. Firstly, Classroom management is not just about maintaining discipline. It also involves preparing an atmosphere conducive to learning, like suitable seating and developing routine and discipline Marzano, R. J., Marzano, J. S., & Pickering, D. J. (2003). One of the very common problems EFL and ESL teachers encounter in classroom management is handling students with different language proficiency levels. EFL and ESL teachers have really been struggling to find a solution to manage students with different language proficiency in one class. One group of students is good at speaking, but another group is good at grammar, and some pupils of the very same group are not good at both. Finding a solution to this problem is arduous. Placement tests evaluate grammar, reading, writing, and vocabulary, but it's hardly used to test speaking and pronunciation in many cases. Even if we

conduct a placement test to evaluate the proficiency level of a learner like IELTS, grouping students would yet be difficult. Managing students have disruptive behaviour is another significant part of classroom management. Teachers should not be ignorant of this kind of student but develop strategies to respond to misbehaviours to minimise their impact on the classroom environment. Teachers can react in different ways, such as non-verbal signals, to remind students of appropriate behaviours, but teachers should keep in mind that insulting students before others may in no way be a good strategy that can improve the situation.

#### **4.3 Creating a Positive Learning Environment**

A dependable and positive teacher-student relationship is considered to be the heart of a good classroom environment. Teachers who exhibit empathy and respect towards their students understand their pupils. Teachers of this nature can build a good rapport that enhances trust between teachers and students and encourages open communication, which can find solutions for enormous issues learners face during their schooling tenure Dörnyei, Z. (2001). In the language classroom, establishing an environment where learners feel free to make mistakes is crucially important. Linguistic shame and shaming Abeywickrama, R. (2020) can easily be handled when the environment is teacher-learner friendly. Language learning settings involve quite a lot of feedback sessions; effective feedback should always encourage learners to bring their learning journey to the next level. Techniques like "Praise-Correct-Praise," which is well-known as "feedback sandwich" can be effective in maintaining a positive atmosphere Harmer, J. (2007).

#### **4.4 Encouraging students' active participation**

Language learning and teaching environment requires a lot of activities and learners' active participation. Teacher Talk Time or Too Much Teacher Talk (TTT) should be balanced in language classes O'Donoghue, C. (2023). Though teachers' talking helps learners study listening, pronunciation, vocabulary, grammar, spoken English grammar, and so on, it is equally important for a language learning class to allow students to speak more than teachers do. It's imperative that teachers allow students to practice the target language live with teachers. Engaging students' activity in the teacher's presence is vital; it helps learners listen and understand the question accurately, form the answer, and present and get immediate feedback from the teacher on the spot, encouraging learners' deeper cognition and critical thinking.

#### **4.5 Interpersonal Traits and Emotional Intelligence**

Though these two qualities are fundamental to all teachers, they draw greater attention to the effective role of ESL / EFL teachers, as language teaching, in most cases, is based on activities and interactions. Teachers who have a high level of emotional intelligence do comparatively better in exhibiting positive student-teacher relationships, understanding their own emotions, and managing students' emotions, as well as supporting learners' emotional and learning needs Goleman, D. (1995). The quality of showing empathy helps teachers understand pupils' perspectives, foresee challenges, and thus offer proper support. It doesn't mean that teachers should not be strict with students. Since language learning includes learners of different levels of proficiency, it is advisable to be empathetic. Moreover, some research works bear witness that empathetic teachers are more effective at developing a learner-friendly, supportive, and inclusive classroom atmosphere, which leads students to become more interested in learning and partake in learning activities well Dörnyei, Z. (2001). Effective communication is another important quality every teacher should possess, and it plays a better role in a language teaching environment. Many teachers tend to forget the fact that listening is also part of effective communication. Teachers should reduce talk and listen to students more as the learners should practice speaking in the classroom. Active listening shall also help teachers identify learners' proficiency and make corrections where necessary. As teachers are also human, personal issues might influence emotion and stress. Emotional regulation of teachers helps maintain composure and control personal stress in a disruptive classroom environment. Building desirable teacher-student rapport is always inevitable in all subject teachers, yet ESL / EFL teachers should be experts in building positive teacher-student relationships. A strong relationship between teacher and students will make the environment safe, and students will be comfortable learning from their mistakes Shauli Mukherjee, D. P. B., Bhattacharyya, S., Lilangan, C. R. W. B., & Sameem, M. A. M. (2022).

#### **4.6 Professional Development and Reflective Practice**

Teachers should be learners. Global villaging has been compelling us teachers to learn new knowledge every day. Introduction of TPACK concept and Computer Aided Language Learning (CALL), Computer Mediated Learning Instruction (CMLI), Virtual Learning Platform (VLP), Synchronous Learning and Asynchronous Learning platforms and sort of concepts require teachers to be regular learners. Teachers' involvement in learning can also be enhanced by engaging in research work Arshad, S. M. B. M. (2024). Language teachers must consistently expand their competence in methodologies, classroom techniques, and linguistic theories that are necessary to adapt to the evolving needs of contemporary students Richards, J. C., & Farrell, T. S. C. (2005). Regular participation in PD Programmes is crucial for all teachers, and it is particularly more important for language teachers. Reflective teaching involves critically analysing a teacher's own teaching practices to determine teachers' strengths, weaknesses, and areas that need further improvements Schön, D. A. (1983). It helps teachers understand their instrumental teaching method and the consequent impact on lesson delivery, through these, teachers can understand the pros and cons of conducting lessons and the evaluation process. Moreover, reflective teaching involves self-assessment, peer observation, student feedback, or maintaining a teaching journal Farrell, T. S. C. (2015). English language teaching professional networks such as TESOL (Teaching English to Speakers of Other Languages) or IATEFL (International Association of Teachers of English as a Foreign Language) offer opportunities to engage in Professional Learning Communities (PLC); taking part in such communities help teachers collaborate with colleagues around the world, share experiences, and help take part in collective problem-solving Stoll, L., Bolam, R., McMahon, A., Wallace, M., & Thomas, S. (2006).

#### **4.7 Cultural Competence in Language Teaching**

It is similarly important for all teachers to be better equipped in the classroom. It is more important for language teachers as language classes, in general, include students from different cultures hence, it is imperative that teachers know cultural background and consequently become able to recognize, understand, and effectively interact with learners from varying cultural backgrounds. This will make teachers aware of cultural norms, values, and communication methods that influence how language is used in various cultural contexts Nunan, D., & Bailey, K. M. (2009). Teachers who know cultural values and norms shall be able to convey the importance of the same to the students, and that will cultivate a cultural egalitarianism among students, which will ultimately help build a harmonious future for the generation to come. It's important to highlight the fact that teachers should develop cultural competencies by attending cultural exchange programmes or collaborating with teachers from different cultural backgrounds. The bitter truth is that the majority of the teachers prefer to live and work within their hometown, and this mindset hinders language teachers from attaining enough cultural interaction and awareness. The use of teaching and learning materials that are culturally relevant, such as literature, media, and real-life scenarios, may help language learners enhance cultural understanding and make the lessons more practical Byram, M. (1997), teachers can also inaugurate cultural projects and facilitate students' understanding about cultural issues and cross-cultural, intercultural affairs. Moreover, technology and digital platforms such as learning apps, social media, and web-based learning programmes made Gen Zers meet people around the world easily and interact with those who represent varying cultures. It's undoubtedly teachers' responsibility to facilitate a culturally safer learning environment. Most importantly, Research witnesses that teachers who have cultural competencies lead the classroom in a way learners show more interest in learning and achieve better results by improving motivation, engagement, and language skills Koehler, M. J., & Mishra, P. (2009).

#### **4.8 Technological Competence in Language Teaching**

Being technologically competent is crucial for all teachers, irrespective of the subject they teach. However, due to the increasingly developing technology and the Introduction of the TPACK Kramsch, C. (1993) concept into language teaching made technological competence yet more vital for teachers. Synchronous and Asynchronous Language Learning Apps offer learners easy access to learning languages, and teachers around the world live and learn at their own time and pace. Online learning resources like Dictionaries, websites, social media, and blogging include several resources like YouTube video lessons, Telegram, and WhatsApp groups, which make learning easier and compel teachers to be fully aware of how Technology works in teaching and learning languages. Language classrooms have been now turning to be technologically backed like Blended learning, flipped classroom model,

Digital library of videos, audio, books, etc., and Learning Management System facilities like Google Classroom and Google Docs. There is a considerable challenge among teachers that not everyone is capable of using all technological tools and learning resources available at the moment however, the majority of the teachers believe that this challenge of using technological devices in language classes will come to an end in less than half a decade as the teachers have already started learning and becoming acquainted with them step by step.

#### **4.9 Enthusiasm, Passion, and Motivational Skills**

It's an undeniable truth that some students in every EFL/ESL classroom find learning English either difficult or impossible. Teachers should take the necessary steps in order to motivate them to realise the importance of learning multiple languages. Teachers conducting lessons with considerable passion shall become a source of inspiration to learners. Particularly, in ESL and ELF classroom atmospheres, teachers should demonstrate a greater deal of passion for teaching the language, and therefore, it shall make ways for teachers to employ innovative methods and maintain the lessons interactive and interesting, thereby enhancing learning outcomes Bennett, M. J. (2013). The motivation skills of teachers play a greater role in helping learners set realistic life goals. Moreover, it helps learners continue their efforts to reach goals and overcome setbacks as well as hurdles that hinder their journey towards goals. Motivation is one of the great tools in teaching. Students love teachers who motivate them. Following strategies can help language teachers cultivate enthusiasm, passion, and motivation in teaching. Firstly, connecting lessons to real-life context: by relating language lessons to practical situations or learners' personal interests, teachers can make learning more fun and engaging Day, C. (2004). Teachers talk about their own experiences of language learning, difficulties, and ways to overcome them, as well as the benefits they have gained out of their language knowledge. These are some of the examples that demonstrate a genuine desire among students to learn. Sharing teachers' own experiences can inspire students to be involved in language learning with more enthusiasm Tomlinson, B. (2011). Encouraging students to consider their learning challenges as opportunities for growth rather than obstacles Avalos, B. (2011). Teachers should not easily overlook students who do not show interest or enough interest in language lessons. However, excessive motivation, increased preaching, and constant pressure may undermine teachers' credibility among students, and that may lead to disrespect for teachers. The teacher should balance their counselling session together with maintaining their esteem and dignity in order to foster respectful and effective relationships and a learning environment.

#### **4.10 Ethical and Professional Conduct**

Teachers should be impartial in the classroom. Some teachers show more interest in clever children while ignoring students who have learning difficulties. Teachers should not judge the students by their appearance. It is a bitter truth that some teachers preach but don't practice. Teachers who come late to the classroom cannot punish late coming children. Teachers should exhibit strong integrity in grading, assessments, and classroom management. Teachers should assign roles among students fairly, which will cultivate reliable and credible leadership qualities among students. Ethical teachers respect diversity; they always create an inclusive learning atmosphere that caters to all students, regardless of cultural, linguistic, or socioeconomic influences Kumaravadivelu, B. (2003).

#### **4.11 Teachers should be learners**

Students always like learning-teachers attitude but not learned teachers. This means that teachers show a learned or I know attitude; they unfortunately don't interact with students and show respect towards learners. This attitude is commonly found in university settings, and yet this can, in some cases, be found in schools as well. Teaching approaches, methods, techniques, and procedures have always been improving, teachers of the 1990s would possibly have limited knowledge about flipped classrooms and synchronous and asynchronous learning platforms. Teachers should always be learners therefore; they can stand before students confidently. The concept of "learning teachers" works well in all teaching, especially in language instruction, where pedagogical development and increasing student needs are met satisfactorily Gay, G. (2018).

#### **4.12 Classroom modern teaching aids and technical know-how**

Learning Management Systems (LMSs) help teachers with content delivery, student management and interaction, assessment, evaluation, reporting, integrations, standardisation, scalability, and so on. LMSs facilitate collaboration

and provide a structured framework for both synchronous and asynchronous learning. Different educational institutions use customised LMSs. While Google Classroom is free to use and widely used, there are other LMSs, such as D2L Brightspace LMS, Blackboard Learn LMS, Canvas LMS, and Moodle LMS, used by various educational institutions Haan, K. (2023). An interactive whiteboard, which is widely known as a SMART Board, is another inevitable tool that helps teachers present the lessons interactively. Instant access to the internet, the ability to play video, and other attractive facilities enhance visual and kinaesthetic learning. The use of digital assessment tools like Kahoot!, Quizlet, and Nearpod are some useful instrumental in formative assessment. Generative Pre-training Transformers (GPT) have been everywhere in this era. GPT helps improve conversation skills in ESL/EFL classroom settings, gives grammar and writing support, provides learners with personalised learning materials, and assists teachers in their lesson planning and resource creation Martin, C., Zhao, L., & Chen, Q. (2023).

#### **4.13 Ability to lesson planning**

According to Egounleti, Toboula, & Yebou (2022), the usage of lesson planning in black and white positively impacted teachers' and teacher inspectors' sides. Good lesson plans enhance students' motivation and encourage pupils' active participation hence, they help better academic performance. They further emphasised the importance of necessary training for teachers on preparing lesson plans and proper implementation techniques of the same, taking learners' interests, needs, and level of learners' proficiency. Appropriate lesson plans prepared suitable for particular students considering their needs, interests, and level of proficiency do not only yield a better performance but also build trust in teachers and teachers' teaching qualities and qualifications. Students grow respect and need for learning.

#### **4.14 Testing and evaluation skills**

Besides everything, teachers should be able to prepare test papers or tasks to evaluate students in a way that will genuinely test what learners have learned from the very same class. Teachers should not take questions outside what they are taught. When conducting tests, teachers should be unbiased and impartial between favourite students to others or good students to naughty students. The marks of the students should be given in an egalitarian manner. Showing favouritism in tests is an absolute injustice, some certain students hit the book the whole night, killing their sleep, and coming to the test to take similar grades that a favourite student of a particular teacher took is absolutely an injustice matter. This kind of practice will make students lose their trust in teachers and hate teaching generalising this quality of favouritism to all teachers.

#### **4.15 Ability to tackle students' questions skilfully:**

There are different techniques to respond to questions in EFL teaching and learning environments. Teachers should be able to choose the best practice to answer the question or clear doubts in a way students should be motivated. Mastery in responding to students' questions will encourage learners' active participation in lessons. Expert skills to relate learners' questions to content knowledge with pedagogical contents and emotional aspects will create interest among learners to ask more questions, and thus, they will pay more attention to lessons.

### **5. How teachers are demotivated**

It is imperative to realise the fact that, as much as motivation helps teachers perform well, demotivation hinders their accomplishments significantly. Demotivation can affect teachers from different directions and in different ways. The researcher intends to investigate how demotivates teachers, their consequences, and the ways to overcome demotivational setbacks. The following examines the directions and ways of demotivation intending to find possible solutions.

#### **5.1 Job Satisfaction and its Consequences**

Teachers, as humans do need to be satisfied with their jobs. Increased workload and inadequate compensation are leading to a high level of dissatisfaction Hakanen, J. J., Bakker, A. B., & Schaufeli, W. B. (2006). Lack of job satisfaction makes teachers become easily exhausted and mentally tired of the job, and thus, it breeds cynicism and reduced efficacy. All of these may result in reduced quality of instruction, such as the teacher not paying attention to details but covering the syllabus or teaching only the area teachers' guidelines cover, the classroom will be less engaging,

teachers will not involve in giving counselling to students, correcting students' mistakes and so on. Increased absenteeism is another consequence of dissatisfied jobs, which will create a gap between teachers and students and will create a lack of motivation among learners to engage in the subject commendably. Teachers feel the job dissatisfying stagnates their professional development. Intending to find another job, showing a lack of interest in participating in extracurricular activities, preventing giving creative ideas, and contributing to discussions and decision-making are some other consequences of job satisfaction.

### **5.2 Administration plays a major role in motivating teachers**

A positive school environment establishes collaborative, supportive, respectful, and mutual support, while a negative environment leads to higher turnover and job dissatisfaction Tschannen-Moran, M. (2001). The administration should stand by teachers as much as possible. Transparency and effective communication make the working environment more engaging and productive. Administration should be as clear as crystal in giving instructions pertinent to work or other relevant stuff. Instruction has two important factors that everyone should pay attention to; the first is adequate information answering questions (*like, what / where / who / how / when / why, etc*) in the instruction, and the second is the organisational hierarchy. In other words, the head of the school should pass the instructions to teachers through the teacher in charge, like the sectional head or the head of particular subject teachers. Giving instruction directly to the teacher with the relevant in-charge teachers shall cause unnecessary misunderstandings. The administration should understand teachers' interests and help develop their careers. The administration should permit and support teachers who intend to be involved in career development, professional training, and continued education. Administration should not impose rigid curricula, which can stifle teachers' autonomy and sense of independence, leading to disappointment and dissatisfaction. According to some research, teachers who have the independence to work autonomously are more satisfied and engaged in their jobs Pearson, L. C., & Moomaw, W. (2005).

### **5.3 Peer feedback can be highly influential in teachers' professional and personal lives, affecting both motivation and career satisfaction**

Mostly in non-supportive work environments, colleagues give overly critical or vague feedback to offend a particular teacher, resulting in increased stress and dissatisfaction, undervalued and unappreciated Ingersoll, R., & Strong, M. (2011). It's advisable to prevent comparative feedback between teachers, instead, assess teachers based on their teaching outcome, students' performance, and particular teacher's short- and long-term accomplishments. Many teachers consider being among supportive peers to be a blessing. Teachers have supporting peers who not only start the day happily with pure intention, wanting to teach students well but also feel safe and proud to be a teacher. Feedback from colleagues should be consistent so that the teacher who receives feedback understands the mistake and realise which practices would genuinely work to develop their teaching and continue to work on developing the same practice, on the other hand, inconsistent feedback shall make teachers feel confused and frustrated.

### **5.4 Students' performances**

To improve teacher accountability and assure student outcomes, a Performance-based evaluation system has been implemented in several education settings. But, there is one important thing we must know learning outcome does not only depend on teachers' interaction but also there are many other factors such as learners' individual differences (e.g.: age, gender, family background), learning extrinsic or intrinsic motivation, students personality traits such as extroversion, introversion; learning styles like visual, auditory, kinaesthetic; cognitive factors, sociocultural context of the language learned, input and interaction hypothesis; learners anxiety and self-confidence, learners' attitude and several other factors.

### **5.5 Parents and School Development Society**

Every parent in the world always has high expectations regarding their children not understanding the reality of their over expectations. This nature of parents many at times place the blame on teachers when their students don't perform well in their tests and other curricular and co-curricular, extracurricular activities. Primary grade language teachers get a lot of pressure from parents to teach what their children want to learn or what they think is important

for their children despite the syllabus and curriculum; this can diminish teachers' autonomy, and there is a high probability of developing misunderstanding between teachers and parents that can result in serious consequences. School Development Society (SDS) or Past Pupils Association / Society (PPA / PPS) kind of societies help schools build infrastructure facilities and enhance the quality of teaching aids and facilities. Sometimes, SDS or PPA/PPS impose tasks that conflict with teachers' priorities. This can also demotivate teachers and find doing their job difficult in that atmosphere.

## **6. What teachers should not do during teaching**

This section is one of the most important areas of discussion that has not been addressed by researchers before. The following are some important practices that teachers should not avoid or ignore in a classroom environment, as they can negatively impact learners' outcomes, classroom engagement, and classroom management.

### **6.1 Ignoring behavioural misconduct**

As and when a teacher observes a student insult or mock another, the teacher should condemn that and rebuke students sharply over appropriate conduct and remind them of what to do and what not to do in a classroom environment. It's obviously difficult to correct this kind of issue among secondary students, but I have a strong hope that it shall work really very well with young learners and primary students. Disciplinary measures to correct students' behavioural conduct and sort of activities, shall help learners' behavioural limitations and thus promote a safer school environment for everyone Skiba, R. J., & Peterson, R. L. (2000).

### **6.2 Disregarding students' feedback and concerns**

Disregarding students' feedback and concerns or failing to respond to students can cause disengagement, and as a result, students may develop a distance between teachers and themselves Brookfield, S. D. (2006). It's also important to highlight that prioritising one student's feedback over another will also show a similar consequence. Week students do not always remain weak. Some students get the luck to meet someone who inspires and get to develop an interest in learning. Teachers who have already labelled anyone weak students do not give priority to those kinds of labelled students and that will again develop a negative impact on students.

### **6.3 Focusing only on Tests and Grades**

Focusing only on Tests and Grades is another important thing that will destroy smooth classroom settings. This will limit students' habits of lifelong learning. Students who learn in an environment where tests and grades are given importance will only concentrate on surface-level learning strategies, such as memorisation, rather than concentrating on the subject to learn, understand, and apply the lesson to life Biggs, J., & Tang, C. (2011). Pupils' motivation will only be based on getting better results, which reduces learners' interest in learning for understanding and pleasure, which will increase stress and anxiety among students. Teachers should encourage learners to try different types of attempts to learn things in different ways. Some students are studious, and they bring some writing and extra homework, which is good practice, teachers should not fail to give time to look at their work and appreciate them.

### **6.4 Favouritism**

Teachers showing an impartial or biased approach to students is another critical factor that diminishes classroom cohesion. Rules must be common to all, and everyone must be monitored equally. In modern classrooms, students from primary grade carry mobile phones to school. Though students carry phones, they are not allowed during the lessons. Some teachers allow some students while some other students are warned not to use phones; this biased approach weakens the respect of teachers and the interest of students. Rules must be common to everyone, and all should practise similarly. Teachers should play a model role by setting his/her phone into silence and keeping the phone at a designated place where all phones at the beginning of the lesson should be kept and returned to students at the end of the lesson. Favouritism demotivates students when one is overlooked or undervalued; students undervalued do not participate actively in learning which can cause disengagement and lack of interest in studies Cotton, K., & Hart, C. (2003).

### **6.5 Mismatch of instructional level**

Teachers should not compete with students in proving their knowledge. When teachers overload students with over-scaffolding content, students find it cognitive overload which prevents learners from effective learning, also, it leads to frustration and disengagement Sweller, J., Ayres, P., & Kalyuga, S. (2011), which can fail to meet learners' individual needs and hinder learning progress Tomlinson, C. A. (2014). On the flip side, teachers should also be aware that the level of the content should not be lower than learners' proficiency. The researcher observed the reality that students, in general, have a mindset that they know everything. When teachers maintain a lower level of instructional content, students easily find it boring, and that makes learning consider the teacher incompetent to teach them, and consequently, students will not respect the teacher.

### **6.6 Misalignment of testing and evaluation level**

Teachers should be vigilant that test questions align with the subject and content taught in the classroom. Teachers should avoid taking questions that are either outside the syllabus or involve overly complex, over-scaffolded content, which can lead to multiple negative outcomes for pupils, impacting students' confidence, motivation, and, importantly, students' performance. When students feel their tests are not fairly conducted, they will dislike participating in tests and lose their interest in tests and achievements Mercer, S., & Dörnyei, Z. (2020).

### **6.7 Accepting gifts from students:**

This is a debatable point. Offering gifts to teachers shows gratitude, it has been a common practice in many Asian countries. The gifts, on the other hand, gifts can also be perceived as attempts to influence grading or other pertinent decisions. There are both pros and cons of accepting gifts from students. Firstly, the exchange of gifts enhances the teacher-student relationship, exchanging gratitude in students and cultivating cultural sensitivity. Whereas expensive gifts can cause favouritism thus, it can lead to bias or impartial treatment among students. It can lead teachers to face ethical concerns or even legal repercussions if the gifts are seen as bribes. Growing gift culture may put students under financial pressure. Overly personal or frequent gifts may blur the distance between personal and professional life. Based on the researcher's observation, when it is a cultural practice to give gifts to teachers, teachers may accept non-material tokens of gratitude like thank you cards or kind of inexpensive things also when there is a real need for a gift like celebrating teachers' birthday kind of events, students can buy group contributed gifts, avoiding personal gifts.

## **7. Challenges in Achieving Teacher Excellence**

Knowing the challenges that the teachers come across will make them plan to overcome them before it strikes them. This paper examined factors related to teachers' linguistics competencies, pedagogical competencies, technological competencies, personal traits, administration and third-party influences, and their role in boosting an ordinary teacher to become a better teacher. While all factors show good sides, there are also challenges in every factor. Addressing diverse learners' needs in one class, which comprises varying proficiency levels, individual variation, and linguistic backgrounds, will always remain an unhandled issue. Planning and delivering lessons in this era of cutting-edge technology without even proper access to technology has yet been another challenge for teachers to work on. Many schools that are particularly located in suburban and under-developed regions might have these issues that teachers should be able to manage at this point. Balancing responsibilities between administration and academics should again be another challenge. Accommodating evolving teaching methodologies, from grammar-translation to flipped classrooms and learning management systems, has also been something teachers should work on. Every student has different issues, and addressing all of them individually and motivating them is not an easy task for anyone to do. Amongst all of them, teachers should also pay attention to the development of their careers by taking new course programmes and Professional Development Programmes (PDPs). Large class sizes are another issue teachers encounter in their attempt to perform their duties well. Managing large classrooms has already been challenging; it becomes worse when the large classroom consists of students with mixed proficiency levels. Offering individualised attention to large classrooms with mixed proficiency is obviously a greater issue that hinders teachers' excellence Harmer, J. (2015).

## 8. Conclusion and Recommendations

There is a saying that “A good education can change anyone; a good teacher can change everything.” Several factors help or hinder teachers to become better than before. While teachers possess linguistics competencies and pedagogical expertise, their ability to create a positive learning environment, encourage students’ active participation, interpersonal traits, and emotional intelligence, professional development, and reflective practices, cultural competencies in language teaching, technological competence, enthusiasm, passion for teaching, motivational skills, ethical and professional conduct, teachers’ willingness to be lifelong learners, technical know-how about modern classroom computer-aided teaching and testing tools, are some of the other factors that made teachers exceptional. There is no doubt that motivation helps teachers to become better. Hence, this paper unearthed how demotivation hampers teachers from getting on their ladder. Followed by the factors that demotivate teachers, this paper further delves into what teachers should not do during teaching, outlining activities and practices teachers should not do during teaching. Finally, this paper highlights the challenges that teachers encounter on their way to achieving teacher excellence.

It is not solely in the hands of teachers to become better in their careers. Teachers should be knowledgeable enough to teach with a thorough understanding of the lesson and be able to best use technology in teaching. Despite the workload, teachers should seize opportunities to take course programmes on Professional development, which can strengthen teachers’ linguistic and non-linguistic, cultural competencies, helping them to navigate diverse classrooms effectively. School administration, Parents, and School Development Societies and kind of bodies should help teachers do their work well and appreciate their sacrifice. Students’ performances also do not solely depend on teachers’ efforts, and that should be well understood by the administration, parents, and students. The administration should promote a positive work atmosphere by providing essential instruments for effective teaching and motivating learners by cultivating interest among learners in learning. By following a balanced work, life, and dignity, the administration of educational institutions can uplift teachers in their journey toward becoming better teachers, enhancing their capacity to inspire, engage, and impart effectively in EFL and ESL atmosphere.

### 8.1 Limitations of the study and suggestions for future research work

This study is conducted based on qualitative investigation of the qualities and competencies of EFL teachers. And contextual factors that level teachers’ productivity up. Although the absence of quantitative inputs of the scrutiny could further validate the findings with more statistical evidences. Researchers of this study have reflected on findings based on countries from Southeast Asia, Central Asia, and the Gulf Peninsula. This could be another limit to generalise the finding suitably applicable to the other parts of the world.

Researchers understand the impact of the absence of statistical and quantitative data to derive scientifically proven finding and therefore, we propose to conduct another research based on these finding by employing mixed-method or quantitative research design that can empirically validate the varied dimensions of teachers’ excellence by collecting information from as many parts of the world as possible.

**Funding:** This research received no external funding.

**Conflicts of Interest:** The authors declare no conflict of interest.

**Publisher’s Note:** All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers.

**SMBM Arshad** Orcid: <https://orcid.org/my-orcid?orcid=0000-0001-9018-9588>

## Reference

- [1] Abeywickrama, R. (2020). Professional development and ESL teachers’ career enhancement. *International Journal of Research and Innovation in Social Science (IJRISS)*, 4(9), 495-503.
- [2] Arshad, S. M. B. M. (2024). SIGNIFICANCE AND SUPPORT FOR ACADEMIC RESEARCH IN THE REPUBLIC OF UZBEKISTAN. *Science and innovation*, 3(B2), 282-293.
- [3] Avalos, B. (2011). Teacher professional development in teaching and teacher education over ten years. *Teaching and Teacher Education*, 27(1), 10-20.
- [4] Bachman, L. F. (1990). *Fundamental considerations in language testing*. Oxford University Press.

- [5] Bennett, M. J. (2013). *Basic concepts of intercultural communication: Paradigms, principles, and practices* (2nd ed.). Intercultural Press.
- [6] Biggs, J., & Tang, C. (2011). *Teaching for Quality Learning at University*. Open University Press.
- [7] Borg, S. (2006). The distinctive qualities of foreign language teachers. *Language Teaching Research*, 10(1), 3-31. <https://doi.org/10.1191/1362168806lr182oa>
- [8] Brookfield, S. D. (2006). *The skillful teacher: On technique, trust, and responsiveness in the classroom*. Jossey-Bass.
- [9] Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Multilingual Matters.
- [10] Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1-47.
- [11] Cotton, K., & Hart, C. (2003). Classroom environment and student motivation: A review of literature. *Educational Leadership*, 61(4), 49-53.
- [12] Crystal, D. (2003). *English as a global language*. Cambridge University Press.
- [13] Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*, 8(1), 1-44.
- [14] Day, C. (2004) *A Passion for Teaching*. Routledge Falmer, London. <http://dx.doi.org/10.4324/9780203464342>.
- [15] Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.
- [16] Egounleti, P. M., Toboula, C. M. Z., & Yebou, E. (2022). EXPLORING THE EFFECTS OF LESSON PLANNING ON EFL TEACHERS' CLASSROOM PERFORMANCES IN THE PROCESS OF TEACHING ENGLISH AS A FOREIGN LANGUAGE IN BENINESE POST BEGINNERS' CLASSES. *European Journal of Education Studies*, 9(9).
- [17] Ellis, R. (2008). *The study of second language acquisition*. Oxford University Press.
- [18] Farrell, T. S. C. (2015). *Reflective language teaching: From research to practice*. Bloomsbury Publishing
- [19] Fromkin, V., Rodman, R., & Hyams, N. (2018). *An Introduction to Language* (11th ed.). Cengage Learning.
- [20] Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice*. Teachers College Press.
- [21] Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Bantam Books.
- [22] Haan, K. (2023). *Best Learning Management Systems (LMS) – Forbes Advisor*. [www.forbes.com](http://www.forbes.com). <https://www.forbes.com/advisor/business/best-learning-management-systems/> Accessed on 05<sup>th</sup> of Nov, 2024.
- [23] Hakanen, J. J., Bakker, A. B., & Schaufeli, W. B. (2006). Burnout and work engagement among teachers. *Journal of School Psychology*, 43(6), 495-513.
- [24] Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Longman.
- [25] Harmer, J. (2015). *The Practice of English Language Teaching* (5th ed.). Pearson.
- [26] Heredia-Arboleda, E. E., Torres-Cajas, M. J., Oviedo, D. R. Y., & Lara-Velarde, A. C. (2021). Qualities of Effective EFL Teachers in the 21st Century: A Reflection From Ecuador. *Theory and Practice in Language Studies*, 11(12), 1526-1533.
- [27] Ingersoll, R., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research*, 81(2), 201-233.
- [28] Koehler, M. J., & Mishra, P. (2009). What is Technological Pedagogical Content Knowledge (TPACK)? *Contemporary Issues in Technology and Teacher Education*, 9(1), 60-70.
- [29] Kourieos, S., & Evripidou, D. (2013). Students' Perceptions of Effective EFL Teachers in University Settings in Cyprus. *English Language Teaching*, 6(11), 1-16.
- [30] Kramsch, C. (1993). *Context and culture in language teaching*. Oxford University Press.
- [31] Kumaravivelu, B. (2003). *Beyond methods: Macrostrategies for language teaching*. Yale University Press.
- [32] Martin, C., Zhao, L., & Chen, Q. (2023). Ethical implications of AI in language education: A critical analysis. *International Journal of Language and Ethics*, 28(3), 289-303.
- [33] Marzano, R. J., Marzano, J. S., & Pickering, D. J. (2003). *Classroom management that works: Research-based strategies for every teacher*. ASCD.
- [34] Mercer, N., & Howe, C. (2012). Explaining the dialogic processes of teaching and learning: The value and potential of sociocultural theory. *Learning, Culture and Social Interaction*, 1(1), 12-21.
- [35] Mercer, S., & Dörnyei, Z. (2020). *Engaging Language Learners in Contemporary Classrooms*. Cambridge University Press.
- [36] Mezirow, J. (1997). Transformative learning: Theory to practice. *New Directions for Adult and Continuing Education*, 1997(74), 5-12
- [37] Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for integrating technology in teachers' knowledge. *Teachers College Record*, 108 (6), 1017-1054
- [38] Nunan, D., & Bailey, K. M. (2009). *Exploring second language classroom research: A comprehensive guide*. Heinle Cengage Learning.
- [39] O'Donoghue, C. (2023). *Teacher Talking Time: How can we reduce it? DC Teacher Training*. <https://www.dcteachertraining.com/post/teacher-talking-time-how-can-we-reduce-it>
- [40] Pearson, L. C., & Moomaw, W. (2005). The relationship between teacher autonomy and stress, work satisfaction, empowerment, and professionalism. *Educational Research Quarterly*, 29(1), 38-54.

- [41] Pham, A. T. (2022). What makes a good EFL teacher: A reference for language teacher education. *Journal of Language and Linguistic Studies*, 18(Special Issue 1), 150-159.
- [42] Richards, J. C. (2010). *Competence and performance in language teaching*. Cambridge University Press.
- [43] Richards, J. C. (2017). *Teaching English as a Second or Foreign Language*. Cambridge University Press.
- [44] Richards, J. C., & Farrell, T. S. C. (2005). *Professional development for language teachers: Strategies for teacher learning*. Cambridge University Press.
- [45] Sandelowski, M. (2000). "Whatever happened to qualitative description?" *Research in Nursing & Health*, 23(4), 334-340.
- [46] Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. Basic Books.
- [47] Shauli Mukherjee, D. P. B., Bhattacharyya, S., Lilangan, C. R. W. B., & Sameem, M. A. M. (2022). THE TEACHER EVALUATION CONUNDRUM: EXAMINING THE PERCEPTIONS OF SPECIAL EDUCATION TEACHER. *Journal of Positive School Psychology*, 6(2), 1559-1566.
- [48] Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1-22.
- [49] Skiba, R. J., & Peterson, R. L. (2000). School discipline at a crossroads: From zero tolerance to early response. *Exceptional Children*, 66(3), 335-346.
- [50] Stoll, L., Bolam, R., McMahon, A., Wallace, M., & Thomas, S. (2006). Professional learning communities: A review of the literature. *Journal of Educational Change*, 7(4), 221-258.
- [51] Sweller, J., Ayres, P., & Kalyuga, S. (2011). *Cognitive load theory*. Springer.
- [52] Tomlinson, B. (2011). *Materials development in language teaching*. Cambridge University Press.
- [53] Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners*. ASCD.
- [54] Tschannen-Moran, M. (2001). Collaboration and the need for trust in the development of the role of the school administrator: A comparative study of secondary and elementary teachers. *Educational Administration Quarterly*, 37(2), 217-247.
- [55] Tsui, A. (2003). *Understanding expertise in teaching: Case studies of second language teachers*. Cambridge University Press.
- [56] Ukpokodu, O. (2007). Fostering preservice teachers' transformative learning in a social studies methods course: A reflection on transformative pedagogy. *Social Studies Research and Practice*, 2(3), 296-314.
- [57] Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- [58] Wangdi, T., & Shimray, R. (2022). Qualities of effective EFL English teachers as perceived by Thai university students: A photovoice study. *Issues in Educational Research*, 32(2), 805-824.
- [59] Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*, 108(6), 1017-1054.
- [60] Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge (TPACK)? *Contemporary Issues in Technology and Teacher Education*, 9(1), 60-70.
- [61] Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4-14. (The foundational work for PCK, which TPACK expands upon).