
AUGMENTING THE TEACHER EFFECTIVENESS CONSTRUCT: VOICES OF THE EFFECTIVE ENGLISH LANGUAGE TEACHERS FROM UNIVERSITIES IN PAKISTAN

Rahila Huma Anwar

Assistant Professor

Department of Humanities, NED University of Engineering & Technology,
Karachi, Pakistan

E-mail: rahilaanwar@neduet.edu.pk

Sajida Zaki

Professor

Department of Humanities, NED University of Engineering & Technology,
Karachi, Pakistan,

E-mail: drzaki@neduet.edu.pk

Natasha Memon

Assistant Professor

Department of Humanities, NED University of Engineering and Technology,
Karachi, Pakistan

E-mail: natashamemon@googlemail.com

ABSTRACT

Educational standards around the globe and most specifically in Pakistan are put to contest with challenging standards. There is an amounting pressure on the administrators and the policymakers to furnish the educational institutes with effective teachers. This leads to rekindle probe into the ongoing debate on the qualities that contribute to teacher effectiveness. Therefore, the present research utilized mixed methods approach with an aim to explore the effective English language teachers' (ELTs) conception about the qualities of effective ELTs. In the first quantitative phase, the survey method was used to identify effective ELTs through Self-Assessment Test (SAT) at both public and private sector higher education institutes (HEIs) of Pakistan through convenience sampling (N = 243). Based on the results of phase one, eight ELTs were selected purposefully for semi-structured interviews which were then analyzed thematically using ATLAS.ti 9.0 software. Thematic analysis of the semi-structured interviews revealed nine main categories emerging under the a priori theme of perceived effective teachers. The study adds to the inconclusive definition of teacher

effectiveness and bears implications for various stakeholders of the teacher education system to provide opportunities to the ELTs in order to develop such qualities as identified through this study.

KEYWORDS

Teacher Effectiveness, Highly Effective Teachers, English Language Teachers, Higher Education, University/Tertiary English Language Teachers

INTRODUCTION

With the fast-pacing world, rapid change and reform in education have become a significant feature at the political forefront (Haidar & Fang, 2019). Administrators and the policymakers in the educational sector across the globe are continually striving to devise policy and action plans to cater for the ever-emerging demands and new challenges of the global market (Rose & McKinley, 2018). Educational standards around the globe and most specifically in Pakistan are put to contest with challenging standards, high stakes testing, and raised accountability for administrators and teachers at all levels as a result of globalization and internationalization (Rasool, Arshad, & Ali, 2019; Zakaria, Janjua, & Fida, 2016). This global communion and knowledge dissemination demand to follow the current advances in higher education and its policies, among which knowledge of English is a key component. This necessitates research agenda coalesced around the research in English language teachers' professional development and English language education (Brutt-Griffler, 2017).

This amounting pressure on the administrators and the policymakers has made this realization more felt than ever to furnish the educational institutes with teachers able to have a greater impact on the student learning and achievement (Riaz, Jabeen, Salman, Ansari, & Moazzam, 2017). This has led to a renewed emphasis on a timeless certainty that student achievement and performance are directly proportional to teacher effectiveness, and this is equally applicable in the higher education context (Mehrparvar & Karimnia, 2018; Su & Wood, 2012). This leads to rekindle probe into the ongoing professional development of teachers and factors that contribute to teacher effectiveness, particularly university/tertiary level teachers of English. Thus, an accompanying concern here is to understand qualities of the effective English language teachers.

Although researchers consent that teachers are the most vital resource in the educational setting to determine not only students' future academic success but also lifetime outcomes, however, they have found it difficult to define and elaborate on the characteristics that are specific of an effective teacher (Burroughs et al., 2019; Kim,

Jörg, & Klassen, 2019). A renewed understanding of such qualities will help in creating stable, high-quality professional development experiences for teachers through teacher development programs as only effective teachers can act as key ingredient in the country's struggle with ways to improve the quality of education (Postareff, Lindblom-Ylänne, & Nevgi, 2007; Riaz et al., 2017).

However, the majority of the studies focusing specifically on the qualities of effective English language teachers have all been studied from either students' perspective or quantitatively investigated without incorporating the voices of the participants to understand and describe the meaning of teacher effectiveness (Çelik, Arıkan, & Caner, 2013; Park & Lee, 2006; Stephanou & Kyridis, 2012). Any study of such a nature where teacher effectiveness is explored both quantitatively and qualitatively, involving voices of the teachers, to give depth and breadth to the construct is non-existent at the higher education level to the best of the researchers' knowledge. Therefore, present research aims to fill this gap by adopting a mixed methods approach to explore English language teachers' conception about the qualities of effective teachers adding to the concept of teacher effectiveness.

LITERATURE REVIEW

Teacher Effectiveness

Hunt (2009) states that "the term teacher effectiveness is used broadly, to mean the collection of characteristics, competencies, and behaviors of teachers at all educational levels that enable students to reach desired outcomes" (p. 1). Su and Wood (2012) emphasize "teachers in higher education encourage, support, inspire and enable those whom they teach" (p.144) similar as the teachers in the school context. Though teacher effectiveness is a complex concept to define, Skelton (2009) proposed that teacher effectiveness "... represents a potent force to drive us forward in our efforts to understand and improve what we do" (p. 107).

Strong, Gargani, and Hacifazlioglu (2011) introduced a more process-driven definition of teacher effectiveness recognizing it through four factors; (1) effective teaching practice; (2) assessment of learning; (3) creating a positive learning environment and (4) the personal qualities of the teacher. Goe et al. (2008) developed a five-point definition of teacher effectiveness covering multiple components, which are: (1) effective teachers have high expectations for all students and facilitate them in learning; (2) effective teachers contribute towards students' positive academic, attitudinal, and social outcomes; (3) they use innovative strategies and resources to facilitate effective learning; (4) they contribute to enhancing diversity and civic sense in educational institutes; and (5) they maintain collegial and cooperative attitude with

colleagues and students.

In higher education context, Gibson (2010) emphasized that in order to facilitate the latest trends in learning teachers must develop and equip themselves with creative and innovative skills. Supporting this Zhu et al. (2013) elaborated that the innovative skills of teachers involve four competencies based on learning, social, educational, and technological skills. Most foundational to these four competencies are the teachers' readiness to change, flexibility to adopt new and innovative teaching and learning approaches, and confidence to take risks for improvement in the teaching and learning process (Zhu et al., 2013). In an ever-changing context, assigning a finite set of skills for the modern-day teachers in any context is an unrealistic pursuit and remains a topic of debate in the literature.

English Language Teacher Effectiveness

Second language teaching is an even more complex phenomenon (Burns & Richards, 2009). The objective of the teacher education programs is to develop qualified and effective teachers, which necessitated research studies exploring effective teacher characteristics and these explorations helped identifying effective language teacher characteristics (Borg, 2006a; Külekçi, 2018). Thus, understanding and conceptualizing the effective language teacher characteristics are rudimentary for language teacher educators. Research also supports the point that high-quality and effective teachers can serve as important contributors to the learning of students from disadvantaged and underprivileged backgrounds (Higgins et al., 2016). As it is emphasized that teacher effectiveness influences students involvement, responsiveness, and their love for learning (Du Plessis, 2015). Effective teachers spend extra time in teaching and curricular planning and organization, they are more enthusiastic about teaching, are more concerned about the needs of their learners, and are committed towards their pupils' learning experiences (Cheung, 2006). According to Borg (2006b), English language teachers deal with a number of challenges as compared to the teachers of other subjects. For instance, language teaching is more complex, progressive, and diversified in terms of contents than other subjects. It is important for a language teacher to stay updated about the language teaching methodologies and practices (Carmel & Badash, 2019). English language teachers are also expected to maintain relaxed and close relationships with their students owing to the intensity that language learning entails (Borg, 2006b).

In an effort to comprehend the effective language teacher attributes, Brosh (1996) presented a list of desirable characteristics that a language teacher should possess which are "1. Knowledge and command of the target language", "2. Ability to

organize, explain, and clarify, as well as to arouse and sustain interest and motivation among students”, “3. Fairness to students by showing neither favoritism nor prejudice”, and “4. Availability to students” (p. 133). Arikan et al. (2008) through their research revealed that an effective English language teacher should possess a good knowledge of English (95.2%), should be innovative (79.6%), and should be friendly and not authoritative (73%). Therefore, it can be evidenced that along with general and cognitive capabilities, language teachers are deemed to possess certain personality traits (Shishavan & Sadeghi, 2009) which would make them develop a relationship of care and empathy with their students. In their study, Ghasemi and Hashemi (2011) stated that effective English language teachers offer students “more opportunities to use English via meaningful tasks and activities and try to arouse the learners motivation for learning English” (p. 414).

Literature above advocates the point that there exists no all-purpose single definition of either general or English language teacher effectiveness. Therefore, it could be right to agree that “language teaching is a complex, multi-dimensional and dynamic process that conveys different meanings to different people” (Külekçi, 2018). At the same time, research and field experts emphasize that teacher effectiveness can serve as a powerful solution for uplifting the educational standards in any context and educational setting (Stronge, Ward, & Grant, 2011). Consequently, it becomes imperative to improve teacher effectiveness through an increased understanding of the concept to boost student learning and improve the education system.

It is necessary to mention here that although this study focuses on language teacher effectiveness, research studies provide evidence that the concept cannot be considered in isolation from the language teaching effectiveness (Park & Lee, 2006). Present research study concerns ELTs at Pakistani HEIs and pertaining to the need of time this study investigated the qualities of effective English language teachers from the perspectives of the effective ELTs teaching at HEIs of Pakistan. This will add to the understanding of the qualities of ELTs that contribute in their optimal development to become effective higher education English language teachers, making them help meet the regional and global challenges of the 21st century. It is hoped that this study will encourage teachers to develop such qualities as a self-effort mechanism, will encourage various stakeholders to develop teacher development programs to enhance the identified qualities of the ELTs, and will provide future researchers a platform to explore further upon the teacher effectiveness construct.

Measuring Teacher Effectiveness

Characteristics of effective English language teachers are deemed disciplinary context

dependent relating to the nature of subject, teaching content, teaching methodology, and student-teacher relations (Borg, 2006a). Hence, Borg (2006b) believes that the concept of “language teachers’ characteristics is complex and multi-dimensional” (p. 7) and that this concept can be defined from disparate perspectives. Same as teacher effectiveness has numerous definitions, measures of teacher effectiveness are also yet elusive and unsettled due to the on-going debate on the definition of teacher effectiveness (Goe et al., 2008). Generally, teacher effectiveness can be evaluated in three ways: measurement of inputs; processes; or outputs (Goe et al., 2008).

A number of methods used for teacher evaluation are discussed in literature with their significance and signalling what makes a teacher effective. Goe et al. (2008) mention classroom observations, principal evaluations, analysis of classroom artefacts (i.e., ratings of teacher assignments and student work), teaching portfolios, student ratings of teacher performance, teacher self-reports of practice, including surveys, teaching logs, and interviews as measures to assess teacher effectiveness. Universities and colleges mostly employ student evaluations of teachers (SETs) as a means to measure teacher effectiveness (Hornstein, 2017). However, student ratings are believed to have problematic psychometric properties, and they fail in measuring what they intend to measure (Hornstein, 2017).

English Language Teacher Self-Assessment

Borg and Edmett (2018) assert that there is no specific “universally accepted list of competencies that teachers generally or English language teachers specifically need” (p. 558). Nevertheless, some specifications of target competencies are important to be assigned in order to evaluate the teachers’ skills and to address the teachers’ developmental needs (Bog & Edmett, 2018). Supporting this claim, Borg and Edmett (2018) developed the Self-Assessment Tool (SAT) for English language teachers. Elements in SAT are distributed among nine professional practices attributing it to being a multidimensional construct.

Self-assessment is the process through which individuals assess their own competence. In a teaching context, it is identified as an important component of a teacher’s professional development, and it also contributes to teacher evaluation (Borg, 2018). Goe et al. (2008) advocate teacher self-reports as an effective mode to evaluate teacher effectiveness. They believe that “self-report data can tap into a teacher’s intentions, thought processes, knowledge, and beliefs” (p. 38) better than any other method. Researchers further stress that it is vital to consider teachers’ perspectives and include them in their own evaluation as they are better aware of their abilities, classroom practices, and curriculum, and thus are able to provide better insight than an outside

observer (Goe et al., 2008). Teacher self-assessment is considered a useful tool for teacher evaluation as it provides teachers with a sense of involvement (Borg, 2018). self-assessment at any level and context relates to the ability of the teachers to give a precise assessment of their effectiveness and competence (Borg, 2018). Borg (2018) assert that “teacher self-assessment is thus more likely to generate accurate results where the focus is on using these to inform professional development rather than for accountability” (p. 31). In the present study, self-assessment is used as a means to measure teacher effectiveness of the ELTs.

RESEARCH QUESTIONS

1. What is the teacher effectiveness level of the ELTs in HEIs as measured through their self-assessment (SAT) score?
2. What are the perspectives of effective ELTs about the qualities that effective ELTs in HEIs should possess?

RESEARCH METHODOLOGY

Participants and Procedures

Mixed Methods were utilized in this study. In the first quantitative phase, survey design was adopted to collect data from both public and private sector HEIs of Pakistan. Through convenience sampling, 243 ELTs, (81 males/162 females), were recruited as study participants. Participating teachers taught English at university or tertiary levels and all of them held English related academic credentials. Teachers’ teaching experience varied from 1-2 years to more than 10 years, and their ages ranged between 21 and 60 years or above. Participation was completely voluntary. Total 243 participants were retained after deleting the missing cases, unengaged responses, and outliers for final data analysis. See Table 1 for respondent’s demographics.

In the second qualitative phase, purposive sampling was used to select participants. Thus, eight ELTs who scored high on the teacher effective construct through SAT scores and consented to be interviewed were interviewed using semi-structure interview protocol developed for the qualitative phase of the study.

Instrumentation

An open access anonymous online research questionnaire was developed and forwarded to the ELTs teaching at university or tertiary levels across the country, through emails. Psychometric properties of the online version of the questionnaires are comparable to the pen-and-paper type (Denissen, Neumann, & Van Zalk, 2010). Questionnaire comprised acquiring demographic profile details to gather information such as gender, age, experience, academic qualification of the participants.

Section two of the questionnaire was based on assessing teacher effectiveness through Self-Assessment Tool (SAT) for English language teachers developed by Borg and Edmett 2018). Reliability of all nine dimensions of the tool ranged between 0.74 and 0.89 (Borg & Edmett, 2018). However, following seven SAT professional practices were retained for the purpose of the present study: (1) Planning lessons and courses (PLC); (2) Managing the lesson (ML); (3) Assessing learning (AL); (4) Knowing the subject (KS); (5) Managing resources (MR); (6) Using inclusive practices (UIP); and (7) Understanding your learners (UYL). Two of the SAT practices i.e., 'IICT' and 'Promoting 21st century skills' were excluded as being less relevant to the present context and respondents of the study. Inclusion of these two practices would have led to unreliable responses. An item stating "I involve parents, learners and any other relevant persons in an inclusive learning environment" was also excluded from the professional practice UIP, as was not relevant to the HE context. Therefore, 36 items were retained in SAT for the present study. However, reliability (Cronbach's alpha) remained same as for the entire scale (i.e., 0.94). Teachers were supposed to assess themselves on a five-point scale.

RESEARCH FINDINGS

Table 1. Respondent Demographics

Characteristics		Frequency	Percentage %
Gender	Male	81	33.3
	Female	162	66.7
Age	21 to 30	72	29.6
	31 to 40	97	39.9
	41 to 50	58	23.9
	51 to 60	15	6.2
	Above 60	1	0.4
Education	BA/BS or similar	14	5.8
	MA/MS/MPhil	188	77.4
	PhD	39	16
	Other	2	0.8
Position	Professor	8	3.3
	Associate Professor	14	5.8

	Assistant Professor	53	21.8
	Lecturer	135	55.6
	Other	33	13.6
Sector	Public	157	64.6
	Private	86	35.4
Experience	1-2 years	35	14.4
	3-5 years	51	21
	6-10 years	46	18.9
	10 years and above	111	45.7
Province	Sindh	109	44.9
	Punjab	65	26.7
	Balochistan	13	5.3
	KPK	37	15.2
	AJK	2	.8
	Gilgit-Baltistan	4	1.6
	Islamabad Capital Territory	13	5.3

In an attempt to answer the second research question of the study, qualitative semi-structured interviews through telephone were conducted. An interview guide and protocol were designed for this purpose and were assessed for validity and reliability with relevant protocols. Interview protocol guide contained questions and probing questions with an intention to elicit detailed in-depth information, to gain clarity about the responses, and to urge participants to elaborate on their experiences and ideas (Plano Clark & Creswell, 2015) about what for them is an effective teacher based on their own experiences as an ELT.

DATA ANALYSIS

Data were analyzed to identify effective elts through descriptive statistics using SPSS version 22. In the follow up qualitative phase, ATLAS.ti 9.0 software was employed to assist in the thematic analysis of the eight interviews. Thematic analysis revealed nine related categories under the a priori theme of perceived effective teacher to elaborate the concept of teacher effectiveness which are: (1) accepting that you are not “all knowing”; (2) becoming a 21st century teacher; (3) effective teaching; (4) servant teacher; (5) teachers are change agents; (6) teachers should be life-long learners; (7)

using student-centered approach; (8) building relationships and bond with students; and (9) developing collegiality and collaboration among teachers.

RESULTS

Quantitative Results

What is the teacher effectiveness level of the ELTs in HEIs as measured through their self-assessment (SAT) score?

The Self-Assessment of Teachers (SAT) used as a construct to identify effective ELTs at HEIs in Pakistan was completed by 243 teachers. The online self-administered questionnaire contained 36 responses based on seven different dimensions as given by (Borg & Edmett, 2018) and was required the ELTs to answer on a scale from 1 to 5. Table 2 presents the descriptive statistics of the scores of the ELTs on the SAT. Table 2 shows the minimum, maximum, and mean scores for all the SAT dimensions and total SAT score. The total SAT score yielded 4.32 mean score whereas 3.0 as minimum and 5.0 as maximum score of the participants with 0.413 of standard deviation.

Table 2. Descriptive statistics of the Teacher Effectiveness Construct SAT

Constructs	N	Minimum	Maximum	Mean	Std. Deviation
TE (SAT)	243	3.00	5.00	4.33	0.413
Planning Lessons & Courses (PLC)	243	2.40	5.00	4.38	0.50
Managing Lesson (ML)	243	2.80	5.00	4.54	0.44
Assessing Learning (AL)	243	2.40	5.00	4.29	0.56
Knowing the Subject (KS)	243	2.43	5.00	4.24	0.54
Managing Resources (MR)	243	2.40	5.00	4.34	0.60
Using Inclusive Practices (UIP)	243	2.75	5.00	4.46	0.50
Understanding Your Learners (UYL)	243	2.40	5.00	4.04	0.59

Note. TE (SAT) = Teacher Effectiveness (Self-Assessment Tool)

High scorer on the SAT were determined based on the descriptive statistics of the scale. Total SAT scores exceeding the mean score (4.32) was considered to be set as a

criterion to identify effective ELTs. Any score below the mean score were not included in the list of effective ELTs. Based on this criterion 48 (19.75%) out 243 were identified as effective ELTs and eligible to be considered for inclusion in qualitative phase.

What are the perspectives of effective ELTs about the qualities that effective ELTs in HEIs should possess?

Identified Effective ELTs (N = 48, 19.75%) were sent an invitation to participate in the semi-structured telephonic interview through an email with a link to the consent form. However, only 11 ELTs responded to the email from among them only eight effective ELTs (N = 8, Females = 4, Males = 4) were included in the study due to their available and feasibility for the interview. Table 3 presents the scores of the ELTs on the SAT total and its dimensions followed from the quantitative results.

Table 3. ELTs Scores on Teacher Effectiveness Construct (SAT)

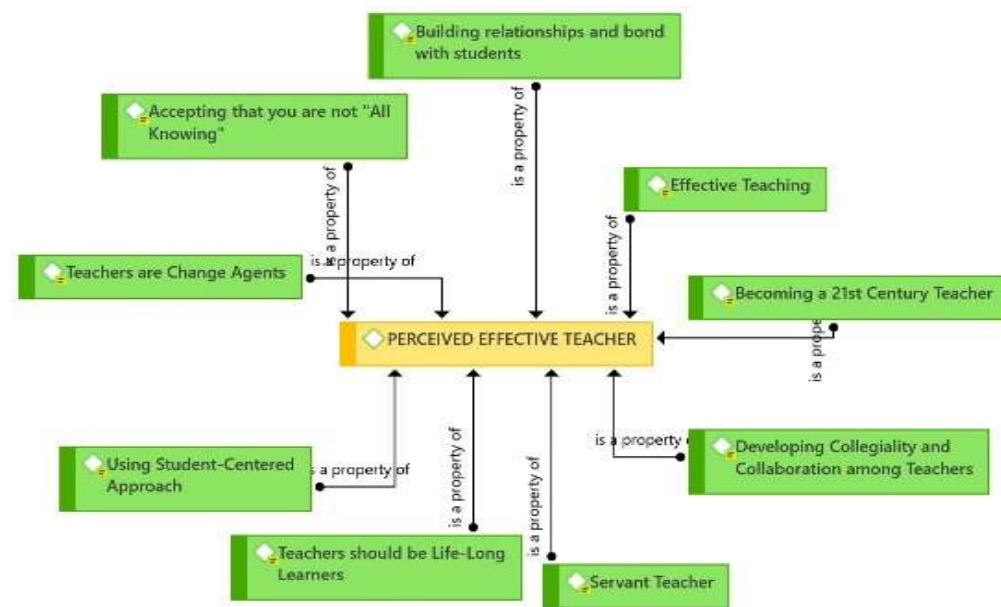
Constructs and Dimensions	ELT 1 F	ELT 2 F	ELT 3 F	ELT 4 M	ELT 5 M	ELT 6 F	ELT 7 M	ELT 8 M
TE (SAT)	4.44	4.34	4.65	4.23	4.21	4.53	4.6	4.3
PLC	4.60	4.80	4.60	3.20	4.20	4.80	4.6	4.0
ML	4.80	5.00	5.00	4.60	4.80	4.80	5.0	4.6
AL	4.40	4.20	4.80	4.80	4.00	4.40	4.4	4.4
KS	4.43	4.86	4.86	3.71	3.14	5.00	4.0	4.1
MR	4.20	5.00	4.60	4.80	4.40	4.80	4.6	4.2
UIP	4.25	3.75	4.50	4.50	4.50	4.50	4.5	4.8
UYL	4.40	2.80	4.20	4.00	4.40	3.40	4.8	4.2

Note. 1) TE (SAT) = Teacher Effectiveness (Self-Assessment Tool), 2) Participants were considered based on their overall construct scores only given in bold. 3) M = male and F = female respondents

Table 4 below presents the basic information of the eight effective ELTs included in this study from HEIs in different provinces of Pakistan.

Table 4. Basic Information of Interview Participants

ELT	Province	Gender	Experience	Highest Qualification	Position
1	Sindh	F	9+ years	MS Applied Linguistics	Lecturer
2	Punjab	F	10+ years	MPhil Applied Linguistics	Assistant Professor
3	KPK	F	15+ years	MPhil English Linguistics	Associate Professor
4	Sindh	M	10+ years	MPhil English Linguistics	Assistant Professor
5	Balochistan	M	26 years	PhD Linguistics	Associate Professor
6	Punjab	F	33 years	MPhil English Literature	Professor
7	Punjab	M	6 years	MPhil English Linguistics	Lecturer
8	Punjab	M	22 years	PhD Linguistics	Assistant Professor



Qualitative Findings of Thematic Analysis

Thematic analysis through using ATLAS.ti 9.0 software revealed categories under a priori theme perceived effective teacher from the interview data revealing the qualities that an effective ELT must possess as part of their teacher effectiveness. Direct quotations from the interviews were used to clarify the findings and strengthen the emerging categories out of reported data. The emerging responses on the perceived effective teacher and their qualities that contribute to their teacher effectiveness are discussed in the course of the following paragraphs.

Accepting That You Are Not “All Knowing”. Five of the eight ELTs emphasized that effective teachers believe on accepting that they are not “All Knowing” and have more to learn. Following excerpts are some examples that present their point of view:

ELT 2: “So obviously, I learned from my experiences, from my mistakes, and then I improved myself. So, I always you know, feel, and I will suggest this point as well, that there isn’t any harm in accepting the weakness one has in oneself. Because obviously nobody can be perfect ...”

ELT 6: “...[A]nd I learn from whichever source it comes. I never hesitated to learn from my juniors, from my seniors, from my peers, from students as a teacher. I have this immense learning experience that comes from your students. They, they teach you so much, so much.”

Becoming a 21st Century Teacher. According to Borg and Edmett (2018) 21st century skills are seen as critical thinking, problem solving, leadership, personal development, technology and assessment. Four of the eight ELTs attributed becoming a 21st century teacher as a characteristic of an effective teacher. Following are the examples from the interview:

ELT 5: “It is not only for English language teachers specifically, but for teachers. I have seen, I always advise my teachers, friends or my colleagues that be aware of what’s happening in the world. Now we are not sitting in Pakistan. We are sitting in this global village.”

ELT 6: “So, with experience I am then... yeah, I think it’s just not the confidence that works for an effective teacher. You have to be competent. You have to learn, you have to study, you have to keep your knowledge updated, you have to be familiar with the new trends and innovations that are coming up in your profession.”

Effective Teaching. It is the ability of a teacher to encourage learning among his or her students, to create a positive and conducive to learning classroom environment as a result of building a lasting and favorable impression upon students (Mortiboys, 2012). Five of the eight ELTs demonstrated effective teaching as an important characteristic of effective teacher. Following are some examples from the interview data:

ELT 2: "... and that's why I give importance to the feedback that if students tell me about anything that they are not understanding, or if I'm speaking too fast, for example, I'm just giving you examples. For example, if most of the students tell me that they are unable to comprehend me, or if they tell me that I was teaching too fast to them, I just listen to them that there might be some problems and I need to just, you know, reconsider it."

ELT 4: "Organization and honesty and fairness. It was, I mean, if you give a score to someone you justify why you give someone at the score if you, if you cut out or you reduce those marks, why you... I mean, so you provide them complete rubric and they understand. So, in a way you would just provide them evaluation criteria, you provide them everything in advance, they know their assessment criteria and everything. You make it transparent."

Teachers are Change Agents. "Being an agent of change ... means having the skills and opportunities to influence education and learning at all levels" (Bourn, 2016). Five out of eight ELTs teachers demonstrated teachers are change agents. Following are some examples:

ELT 1: "I mean, and then I have got just 14 or 16 weeks with them. I can't really transform them as speaker or as a writer because it's probably this timeframe is not really sufficient... But I can say with some surety that students learn something, but not everything that they are required to learn, to be able to speak English or write English fluently."

ELT 2: "... [S]o, she submitted back work to me, and I passed her, whatever the grade she deserved, I gave her that grade. But then I realized that she improved in the next semester because she told me this by herself. And since then, she's still in touch with me. And now sometimes I feel, and she quotes that incident sometimes."

Servant Teacher. Noland and Richards (Noland & Richards, 2015) state that servant teaching involves teacher's out of class behaviors, teacher's selfless attitude, and his

or her organizational skills. All eight of the ELTs demonstrated that effective teachers possess an attribute of being a servant teacher, see examples below:

ELT 4: “So, I think why I am an effective teacher, I don’t know, but it’s just that I understand that when you really help someone, you work close with them, you try and help them out in what they really want. You understand them, you automatically get that respect. You get I think ...you somehow start valuing your own self when you serve other people. This is, I think, basic thing, which if you think but of course it was this emotion and emotional sign.”

ELT 7: “So I always inform I’m always available online, on telephone, or physically face to face, wherever they (students) meet me, even in the street we will start discussion”.

Teachers should be life-long learners. “The constant and ever-quicken pace of change in the world today dictates that practicing professionals engage in a process of lifelong learning” [52, p. 615]. Five of the eight ELTs demonstrated that they are life-long learners through their narratives. Examples below reveal that ELTs are life-long learners and also emphasize its importance for effective teachers.

ELT 1: “But I am never satisfied with my performance as teacher. This is the reason that despite the 38 years of age I’m still pursuing further education. And I, and after I have enrolled in MS, I have decided not to stop this process of learning.”

ELT 8: “Actually, a teacher is basically a learner like students, only we are slightly ahead of them. We have slightly more extensive or wider reading than our students, but we are the same a teacher and a student both are learners. So, throughout life we should continue that way.”

Using Student-Centered Approach. “Student-centred teaching is described as a way of teaching which sees teaching as facilitating students’ learning processes. Transmission of knowledge and course contents may be a component, but the aim is to promote students’ own knowledge production processes” (Postareff, Lindblom-Ylänne, & Nevgi, 2008, p. 53). Six of the eight ELTs demonstrated using student-centered approach, see examples below:

ELT 2: “If they’re learning a concept, the concept should be there with them. And for that, I obviously need to teach them in an interesting manner so that they might be able to retain it for life.”

ELT 6: “You have to have... I mean, it’s not a teacher’s job to be smart all the time and to be pedantic and to show off her knowledge and to just speak in a language that is alien to the student, that’s not a teacher’s job. That’s not an effective teacher. So, you have to understand the dynamics of every class, change your methodology accordingly. And then keep on working for the improvement.”

Building Relationships and Bond with Students. A university or higher education teacher already have enough subject knowledge therefore but maintaining effective relationships with students is important. Four of the eight ELTs emphasized the importance of building relationships and bond with students as a trait of effective ELTs.

ELT 1: “The thing is a university teacher probably doesn’t need anything in terms of knowledge, he’s already well-equipped with knowledge because he’s holding an MS degree or PhD degree. What else can you teach him? But probably he needs to improve on his communication skills and how to build relations with students; how to develop a bond with students.”

ELT 6: “Any teacher who wants to be an excellent teacher, effective teacher, has to have a bigger heart, a bigger heart than normal for his or her students.”

Developing Collegiality and Collaboration among Teachers. “Collaboration and collegiality contributes to teacher growth” (Harris & Anthony, 2001). Five of the eight ELTs emphasized the importance of developing collegiality and collaboration among teachers.

ELT 4: “It has to be the culture that you create. So, your seniors trust you, your juniors look up to you, they respect you. Yeah, you are really capable of helping your juniors. Even through your behavior and your practices.”

ELT 6: “... [Y]ou have to be among the people, linked with those people who really have passion for this profession and who are really, really professional experts. Like in Rawalpindi I have developed connections with very, very good people, the experts in our profession and when you talk to them, even if it’s an informal talk in a teatime at a conference, you can gain one or two things, three things, and you can bring back that knowledge to home.”

DISCUSSION

Based on the findings from the current study, a deeper understanding about the teacher

effectiveness concept from ELTs at HEIs in Pakistan was generated. The rich descriptive data revealed a variety of definitions about the term which are parallel to the literature and beyond it. Under the a priori perceived effective teacher theme several categories emerged that contributed to the teacher effectiveness concept. These categories revealed how ELTs perceived an effective teacher and qualities they possess which contribute to the concept of teacher effectiveness. Specific qualities ELTs revealed which they practice themselves as well in following nine ways: (1) accepting that you are not "all knowing", (2) becoming a 21st century teacher, (3) effective teaching, (4) servant teacher, (5) teachers are change agents, (6) teachers should be life-long learners, (7) using student-centered approach, (8) building relationships and bond with students, and (9) developing collegiality and collaboration among teachers.

Given the exploratory nature of the qualitative phase of this study, the perceived effective teacher qualities as identified by the effective ELTs adds to the answer to the research question two of this study significantly. It highlights a range of perspectives from which an effective higher/tertiary education ELT may be perceived, and highlights practices they adopt. The perceived effective teacher qualities and their definitions resonate with the effective teacher characteristics and qualities found in studies of the effective teachers and effective language teacher (Arikan et al., 2008; Borg, 2006b; Borg & Edmett, 2018; Brosh, 1996; Carmel & Badash, 2019; Cheung, 2006; Du Plessis, 2015; Freeman & Johnson, 1998; Külekçi, 2018).

Thematic analysis revealed that effective teachers are flexible to change and to new learning as they do not consider themselves 'All Knowing'. This parallels with Borg's (Borg, 2006b) language teacher characteristics which states "for language teachers, characteristics such as creativity, flexibility and enthusiasm are essential" (p. 24). This finding is also parallel to Zhou and Tu's (2019) study as teachers who accept that they are not 'All Knowing' wish to learn more to improve their skills and effectiveness. ELTs revealed that they believed and practised becoming a 21st century teacher. This finding is consistent with the previous literature suggesting 21st century skills as important trait to develop in order to become effective teachers and English language teachers specifically (Borg & Edmett, 2018).

Thematic analysis revealed that the effective teachers believed in and practiced effective teaching and perceived it as one of the qualities of effective teachers. This finding is parallel to scholarly literature in the field. Relating to this Borg (2006b) emphasized that the language teaching methodology is more diverse. A number of studies discussed earlier and beyond the discussion of this study describe the importance of effective teaching (Ghasemi & Hashemi, 2011; Hajizadeh & Salahshour

, 2014).

Findings revealed that effective teachers are servant teachers, and they practiced it with their students and in their teaching related contexts. This is consistent with the description of servant teacher highlighted by Noland and Richards (2015) stating “the primary goal of teaching is student learning and development. Servant teachers are those who put this goal into action by focusing on follower development, putting their followers first, providing opportunities for followers to grow and succeed, and empowering students” (p. 18). Thematic analysis revealed that the ELTs strive to improve student learning and engagement which is an important aspect of servant teacher and servant teaching (Noland & Richards, 2015). This is an interesting finding that has added to the existing literature on ELT effectiveness as this concept is not dominant in language teacher literature despite of being a crucial component in exercising teacher effectiveness.

Effective teachers are change agents and thematic analysis findings revealed that ELTs practice it by striving to bring a positive change in their students’ learning and achievement. This finding is consistent with the arguments of Bourn (2016) and Vandeyar (2017). Bringing positive change to the students’ learning and achievement is a result of several factors, including motivation (Rahimi & Hosseini, 2015) and encouragement (Kola, Sunday, & Ayinde, 2015). Effective ELTs revealed that they motivate and encourage their students and witness them improving academically.

Finding also revealed that ELTs practice being life-long learners, which is consistent with studies highlighting the importance of life-long learning process in English language teaching (Dadvand & Behzadpoor, 2020) and higher/tertiary education teachers’ consciousness of life-long learning required in professional development (Hursen, 2014; Zhou & Tu, 2019).

Using student-centered approach is another important practice that highly effective ELTs revealed to follow. This finding supports the arguments of the studies that highlighted the importance of using student-centered approach by higher/tertiary education teachers (Postareff et al., 2007, 2008). A shift from teacher-focused approach to student-centered approach is emphasized as being an important quality of effective teachers.

ELTs advised that a university or a higher education teacher already has good command over the subject knowledge and delivery, hence they should focus more on developing strong relationship and bond with their students. This relationship will help

to improve their students' learning and achievement. This argument is line with the studies that stressed the role of maintaining developing, and establishing such a bond with students (Hagenauer & Volet, 2014; Postareff & Lindblom-Ylänne, 2011).

Effective ELTs proposed that developing collegiality and collaboration among teachers is essential in order for other ELTs to become more effective teachers. This is in line with the scholarly arguments and studies that have emphasized the importance of collegial relationship among colleagues and other professionals in order to raise teacher effectiveness (Thompson & Dooley, 2019). The findings of this study confirm collegiality and collaboration among teachers can assist in raising teacher effectiveness.

Findings confirmed that the teachers' conceptions of effective teacher characteristics impact them as a teacher and their pedagogy (Zhang, 2009). Overall, the findings related to the perceived effective teacher a priori theme provide further evidence of the multi-dimensionality of the concept of the effective language teacher characteristics. Effective ELTs' own voices served as an effective means to learn how they practice themselves and perceive qualities of effective ELTs at HEIs. Since attempt was to broaden understanding of the concept of teacher effectiveness it was deemed necessary to involve the practitioners themselves to receive depth and breadth of the concept.

Findings highlight a number of specific dimensions that may provide the basis of further focused research of the ways in which effective language teachers practice their language teaching skills and demonstrate their effectiveness. Finding of this study provide ELTs at all educational levels to self-develop themselves on such skills and qualities to become effective teachers at HEIs.

RECOMMENDATIONS

The findings of this study have several implications for ELTs at all levels and all stakeholders at the higher education context in Pakistan. This study brings an understanding of the factors that teachers should self-emphasize and self-develop in an attempt to become effective teachers. Also, the findings give a path to the components and factors that should be planned to be made the part of teacher education programs even at the higher education context. As teachers and English language, both are most important source in student development and thus economic upward mobility, therefore teacher development programs must consciously involve efforts to enhance teacher effectiveness and language teacher impact. This will enhance ELTs competence and confidence and will have better impact for student outcomes. Furthermore, this study is by no means comprehensive and there are few limitations

which may be addressed in future studies. Future studies could include other teacher effectiveness measures as well along with the self-assessment measure, as such classroom observation or students' feedback of the teachers to yield more comprehensive results. Future studies could also attempt to probe the demographic influence over the ELTs responses, which was not addressed in this study.

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