








Jordanian f EFL Learners: What Makes a Foreign Language Teacher Effective?

Nayel Al-Sharah^a , Ogareet Khoury^b , Junainah Abd Hamid^c , I.A Ariffin^d , Jacqueline Tham^{e*} 

^a AL-Ahliyya Amman University, Hourani Center for Applied Scientific Research, n.alsharah@ammanu.edu.jo

^b AL-Ahliyya Amman University, Hourani Center for Applied Scientific Research, o.khoury@ammanu.edu.jo

^c Management and Science University, junainah@msu.edu.my

^d Management and Science University, indang@msu.edu.my

^{e*} Management and Science University, jacqueline@msu.edu.my

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Abstract

There have been numerous studies conducted to configure the characteristics of teachers that help them become effective in the classroom. The foreign language teachers have an important role as they are the stimulators of language learning for the students and therefore it is essential to study the role played by effectiveness of the teachers in the process of learning. Also, the previous studies have been singularly focused on teacher effectiveness and have failed to report the teacher efficacy in this scenario. The present study focused on the perceptions of teachers from the English language department and the department of English language and literature to evaluate the characteristics of English foreign language teaching in Jordan. The study adopted a survey questionnaire to collect the data and several vocational institutes and colleges were targeted as the sample. The effective teacher questionnaire and OSTES efficacy questionnaire were used for the purpose of data collection. The data was collected from 404 English language teachers. The study was completed through the application of ANOVA and independent sample t-tests based on the demographical background of the respondents. The results indicated that there were no significant mean differences in the effectiveness of the teachers based on their gender whereas the scores for teacher efficacy indicated that significant mean differences were present. Moreover, the scores indicated that female teachers were more effective and exerted greater efficacy in the classroom. Moreover, there were significant differences in the effectiveness and efficacy of the teachers with respect to the time of the day at which classes are conducted. The study also provides some practical and policy making recommendations and implications for the study.

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Keywords: English language teaching, foreign language teaching, teacher perception, effective teaching strategies.

Introduction

It is considered to be basic right for every individual or learners to acquire effective education. Therefore, it is imperative to explore the nature that make the education most effective and dominant. Education system is proclaimed to have most effective agent that is the teacher itself which has predominant influence over the education. Teacher is prime locus of focus under any

* Corresponding Author.

E-mail address: jacqueline@msu.edu.my

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education system around the world. Primarily, it was considered to be a daunting task to define the effectiveness of a teacher. Rudimentary definition of teacher effectiveness given by [World Bank \(2011\)](#) refers to the capabilities and skills of a teacher to make his student able and lead him to accomplish and sustain his life goals. However, existing data does not provide a single unanimous definition of effective language teaching, it is considered to be an integrated, complicated and multidimensional process that leads the learner for the accomplishments ([Bell, 2005](#)).

According to already established data, it is believed that students' accomplishments are highly dependent as well as influenced by the effective mentoring and teaching, they got experienced in their journey of success ([Ketsman, 2012](#)). [Salahshour and Hajizadeh \(2013\)](#) in their research over characteristics of effective EFL instructor have claimed that in the major crux of teaching, effective teacher characteristics influence students' achievements. Similarly, previous research ([Hattie, 2003](#)) revealed out that there is approximately 30 percent influence of teacher in a student's life goal achievements. It would be unfavorable if the teachers have no information regarding their educational effectivity since the mandatory element of education system to be exploring the characteristics of the teachers' educating methods and need to make the teachers aware of these characteristics ([Park & Lee, 2006](#)).

However, initially it is obligatory to differentiate teaching from common sense to an individual teaching for different fields, as every field have different ways to make student somewhat able of learning. For foreign language education, effective language teacher and educators from other field of study will have distinct definitions with versatile teaching characteristics, qualities and other elements ([Lee, 2010](#)). Likewise, [Borg \(2006\)](#) also believes that there is a must need to make distinction between general teacher effectiveness and a teacher of foreign language field. [Brosh \(1996\)](#) have presented the ideology that for means of instruction subject of instruction must need in nature of process.

Foreign language teaching is one of imperative element of education in the world, a bunch of studies exist on the argument of foreign language teaching, conferring qualities, characteristics and much more about the effectivity of practicing it ([Arikan, 2010](#); [Arikan, Taser, & Sarac-Suzer, 2008](#); [Çelik, Arikan, & Caner, 2013](#); [Cubukcu, 2010](#); [Taqi, Al-Nouh, & Akbar, 2014](#)). Effective foreign language teaching defined by [Bell \(2005\)](#) leis in terms of rendering the learners with the clarified knowledge of grammar including syntax, morphology, phonology, pragmatics, lexical, and social domain of language along with interactive practice to make them able to communicate in target language. [Brosh \(1996\)](#) also investigated the effective language teaching skills from both students and teachers and reported that teachers' command over their language, their clarity of expression regarding the language, their organizing behaviour related to language teaching, developing and maintain the motivation to learn the language in students are most commonly perceived effective ways for an effective language teaching.

[Borg \(2006\)](#) also claims that for linguists working on the qualities of language educators is crucial and daunting. Claiming the role of language educators [Werbinska \(2009\)](#) identified that enabling and making them ready for learning in any conditions under educational environment is dependent over teacher. It also documented that attaining the awareness regarding the qualities and characteristics of English language teachers assists the teachers itself to get beat with their qualities and make them improve their identity regarding teaching ([Shishavan & Sadeghi, 2009](#)).

The article presented by [Bell \(2005\)](#) is based on the investigation of teacher perception regarding the effective teaching behaviours and attitudes that influence in effective foreign language education and reports that having great awareness about the professional behaviour and attitude will influence greater the effectivity readiness of a foreign language teacher. [Murray \(1991\)](#) claims that certain behaviours and attitude like expressiveness, enthusiasm, clarity of explanation, rapport building, and interaction are major elements for an effective foreign language teaching.

Prior knowledge regarding effective teaching also claims that communication also plays important role while teaching any foreign language, that communication with the students and building trust and rapport with the students ([PENNER, 1992](#)). Penner basically called it classroom communication with the relevance of audacity of teacher to properly communicate in an adequate and efficient manner. Teaching is a two-way process; hence, interactive style of teaching makes the teacher being efficiently making his students prepared for learning as interactive sessions in

class makes the students being able to attentively adopt the language for acquisition (Caraway, 1986). In foreign language teaching lack of communication can cause a significant decrease in achievement of student's goals therefore, teaching methodology that prefers communication in interactive ability over clarity of expression with students makes the teaching foreign language more effective for teachers (Chaudron, 1988). Similarly, planning and organizing is another characteristic in effective language teaching and personality of the teacher (PENNER, 1992).

Therefore, the objective of conducting this study to get knowledge regarding the factors and elements that assist in perception of prospective foreign language teacher related to their effectivity under age, gender, GPA, their educational institutions, their grade levels, class timings, their field of studying at EFL levels among demographics and characteristics included enthusiasm, command over language knowledge, expression, interaction ability in class, communication, clarity of expression, rapport building abilities, etc. there is little research over effective foreign language teaching in Jordanian context, that's why the current research focuses on the characteristics of teaching that make it effective in foreign language education among EFL learners.

Literature Review

Various attempts in the field of research and development have been made to understand the role of foreign language teachers in the ease of learning, simplicity of the process, and benefits gained from the learning. Such research was concluded on after investigating the characteristics, personality traits, methods, techniques, course notes, and the level of knowledge they have. Foreign language teacher's effectiveness was also analyzed based on the way in which the lectures were delivered (Demiroz & Yesilyurt, 2015). Different researchers conducted research in different countries and regions of the world. For instance a research study conducted in Israel by Bell (2005) to find out the characteristics or qualities of an effective foreign language teacher based on the perception of the Israeli students learning foreign languages and teachers who are teaching foreign languages in Israel. The study data was collected by using mixed methods; questionnaires and conducting interviews (Acar & Kayaoglu, 2020; SETYOSARI & CAHYONO, 2021). The results of the study highlighted those certain characteristics or qualities that a foreign language teacher should have. Having in-depth knowledge, expertise, skill, and demand regarding the language that is being taught, being able in terms of organizing, explaining, and clarifying the students or learners, keeping the learning candidates engaged and interested in the learning process, motivating foreign languages learners, being unbiased in the matters concerning the students, not favoring any one party or keeping any grudges, not behaving on the basis of prejudices, practicing fairness, and making sure the availability to students when they need supervision or assistance in any matter are some of the main deciding qualities given by research findings.

Coates, Lamb, Bartlett, and Datta (2017) conducted a research based on the Korean university EFL learners. The study was focused to find out how the EFL learners themselves perceive the effectiveness of foreign language teachers in Korea. A free writing instrument served the purpose of the research instrument as students wrote down what qualities or characteristics they deem as important and compulsory for effective foreign language teaching. The answers of about 105 students were explored and four main major qualities were short-listed. The first quality students deemed as important was the building of a sound rapport between students and the teachers as it helps the teachers to keep the environment of the class in a better position (Ahmad & Khan, 2021; Çapan, 2021). Secondly, on the part of teacher enthusiasm and preparation are two important factors for the students. It helps the student to deliver the lecture in a better way and to keep the level of motivation high in the classroom (Danielsen & Valaker, 2021). Thirdly, the efforts put in by the teacher in the process of learning and being sensitive towards self-esteem of the students. This point particularly helps in being open to error corrections and reducing the numbers of conflicts occurring between the students and the teachers or supervisors. The fourth and most important quality for the English language teachers in the eyes of EFL learners in Korea was adopting a participatory approach. The students of foreign languages values and support the efforts of their tutor when he tries to create a dialogue and participatory environment for everybody. These four above mentioned characteristics are not important for the present foreign language's teachers, but they are of equal importance for any prospective foreign language teacher.

Numerous other studies explain how effectiveness in teaching foreign languages can be increased in different regional and country contexts. [Arikan et al. \(2008\)](#) did a research investigation in Turkey. They discussed what characteristics should be present in a EFL teacher to keep the learning strategy effective and satisfactory for the students. The teachers should be humorous, young, talented, creative, enthusiastic and friendly to be effective in teaching. They termed gender as an unimportant factor in this regard. The expectations of the students from an EFL teacher are high ([ADINDA, PARTA, & CHANDRA, 2021](#); [Tong, Mohamad, Tan, Efendie et al., 2016](#)). They want the teacher to be explaining real life situations and conversations with the help of different productive educational games, be a good effective grammar teacher, and having a rate of fluency in English speaking. Another research conducted in similar research context, by [Arikan \(2010\)](#) explained the actual/real and ideal characteristics that should be in a EFL tutor keeping in view his current job status or being a prospective EFL teacher in future, with the help of using mixed research methods. The research findings were found to have difference of opinions from both the parties i.e., on-job teachers and future or prospective teachers. The on-job lecturers were of the view that the ineffectiveness in their teaching methods and techniques that students blame them for are due to absence of proper on-job training and upgraded systems ([Ateş & Ünal, 2021](#); [Lustyantie & Kasan, 2021](#); [Muthuswamy, 2021](#)). They are not given updated English language curriculums that are necessary to be effective in teaching methods. On the other hand, the situation was quite different the future newcomers or prospective EFL tutors thought that the one important thing which was missing, was proper mentoring. Their seniors or experienced professionals working in the field for so many years were ineffective and couldn't share their knowledge with their juniors or newcomers. The research was based no questionnaires as a research instrument and the respondents were from different groups like pre-service EFL teachers, additional pre-services EFL teachers, and in-service EFL teachers.

To increase effectiveness in the classes for EFL the use of new techniques, methods and equipment are necessary as they help the tutor to keep the students engaged. Increased levels of engagement can help in keeping the EFL learners motivated. Similarly, the use of newly introduced methods, techniques, tools, and equipment during foreign language lectures are difficult as it is not so easy to understand these. Hence a need arises for on-job trainings and sessions ([Al-Wreikat, Abdullah, & Kabilan, 2010](#)). The high levels of proficiency, routine interactive sessions, continuous support and assistance from the artificial intelligence devices have now become major factors for increasing EFL learning effectiveness. The assistance and support provided by use of intelligent media in the classes, for EFL learners, by the tutors is a revolutionary step but at the same time a challenge as well ([Shen, Li, & Deng, 2001](#)).

Routine and efficient use of successful technologies regarding multimedia devices can help teachers get more success in training and educating EFL learners ([Eberhart, 1998](#); [El-Bibany, 1996](#)). Different researchers conducted in Jordanian context give results that use of technology in educational programs and enhancing the development of educational sector is important ([Al-Wreikat et al., 2010](#)). Use of these methods can surely help in improving the motivation levels of EFL learners due to increased engagement levels. Motivation and engagement are two contributing factors for increased levels of interactions in classroom ([Shen et al., 2001](#)). To increase effectiveness in the process of EFL learning it is important to devise creative ways to learn foreign language. For a few past years, they have been a huge popularity and use of drama techniques for foreign languages learning. These techniques enable the learner to have real time opportunity to be creative and express him in a given setting similar to the target language native speakers. The control in such techniques is very low and thus the creativity levels increase ([Ryan-Scheutz & Colangelo, 2004](#)). Though there has been continuous debate and discussion on the use of such techniques relevant to the scale of audience on which they are used. Some researchers and scholars are supporters of the suggestion that these drama techniques should be used specifically for large scale audience for example in a large theater room or for production purposes ([Bancheri & Pugliese, 1996](#); [Moody, 2002](#); [Savoia, 2000](#); [Schultz & Heinigk, 2002](#)). The other group of researchers is of the view that such techniques can be used in small scale audience so that their utility would increase ([Dodson, 2000](#)).

Researchers like [Mackey, Polio, and McDonough \(2004\)](#) have investigated that different focus-on-form techniques should be emphasized by the EFL teachers in meaning-based classes. He further clarified that different techniques would lead to different outcomes for the EFL teachers

using and utilizing these techniques. These techniques cannot be directly used in classes; before their use in classes proper training and assistance must be given to the EFL teachers. The technique focus-on-form is a very productive technique in terms of increasing the effectiveness of the EFL teachers. The technique focuses on encouraging the learners to stay focused and attentive towards the forms of language by using some proper planned or supplementary instructional action (Ellis, 2001). Moreover, in Jordan for the last couple of decades education has been on a turning point. The system has remained unable to introduce/supply best quality students to the markets of Jordan in terms of their performances. The main factor in poor performance of the students has been due to failure of EFL teachers to make student well-known with the foreign language. EFL teachers in Jordan are not proficient in English or if some of them are then the proficiency rate is very low as compared to the global language proficiency rates in EFL teachers. Similarly the language structure, vocabulary, and comprehension are found to be below average as well (Al Momani, 1998).

Research methodology

Research design

This research follows a quantitative design as it involves a quantitative survey and involves data collection and analysis methods that are quantitative in nature. In this research, quantitative data has been collected with the help of a survey with the major objective of explaining the perceptions of the EFL teachers regarding the factors that are important for effective teaching methodology is of English language teachers. So, in this context, the most significant method is a quantitative survey-based research design (Hossain, 2012).

Participants

The participants in this study are selected with the help of convenience sampling technique, including all of the individuals that were available for the research at the time of the ongoing research procedures (Kaur, Stoltzfus, & Yellapu, 2018). Total participants in this research included 404 teachers, the data collection procedure commenced with the invitation to the EFL teachers from three different Jordanian higher educational institutes, the details regarding the genders and age of the participants are included in the table one below.

Instrument

The present study is based on the evaluation of the factors and characteristics that employ effectiveness for the English foreign language teachers. The objectives for the study include the evaluation of Jordanian EFL teacher's effectiveness and their perceived efficacy. Both constructs and factors are widely dissimilar. Effective foreign language teaching has been distinguished as "the clear method of teaching that provides the learners with the required grammatical, phonological, lexical, sociocultural, interactive and pragmatic knowledge so that students can successfully learn and communicate in the target language" (Bell, 2005). Also, the researcher focused on the role played by teacher efficacy which is defined as the degree of confidence supported by teachers in their ability to guide their students to success. The researcher focused on studying both these factors and analysed differences among the teacher's self-ratings based on their gender, age, department, and previous educational record.

For the purpose of evaluating the effectiveness of EFL teachers, the researcher used the "Effective Teacher Questionnaire" developed by Brown (2009). The questionnaire contains 24 items that relate with four items for evaluation of grammar teaching (10,16,18,20), six items for targeted use of language (7, 14, 17, 19, 22, 23), 3 items for error correction (5,8,13), four items for assessment methods (2,6,10,23), one item for usage of computer technologies (1) and 8 items for communicative language teaching strategies (11, 12, 2, 4, 15, 21, 23, 24). In totality, the scale was based on 24 items that were modified according to the context of the present study. As mentioned before, the second factor was teacher efficacy. The researcher reviewed extant literature for identifying a feasible construct to measure teacher self-efficacy. The researcher reviewed the Webb Efficacy scale (Tschannen-Moran, Hoy, & Hoy, 1998), the teacher self-efficacy scale by Gibson and Dembo (1984), and the scale developed by Bandura (1997). However, the researcher decided on the "Teacher's sense of efficacy" scale designed by Tschannen-Moran et al. (1998), due to the integrity, comprehensiveness and administration ease. The Teacher's sense of efficacy", also known as Ohio

State Teacher Efficacy Scale (OSTES) has two different versions, a short form and long form versions. The scale is being selected for application as it captures the different aspects of the teacher's efficacy beliefs and practices in a concise method. The present study uses the long form scale and has three subscales that capture the different aspects of teacher efficacy: student management efficacy, instructional design efficacy, and classroom management efficacy. Each of the subscale has eight items, and 24 items in total. Each of the construct is measured based on a five-point Likert scale ranging from 1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5=strongly agree.

Data Collection

The data collection procedure commenced with the invitation to the EFL teachers from three different Jordanian higher educational institutes. The potential respondents were informed about the study context and objectives, and participation was completely voluntary. The study follows a cross-sectional time horizon as the objectives and context of the study don't require any before and after analysis of some phenomenon. The researcher developed a questionnaire for the purpose of data collection. The questionnaire was disseminated through online channels and is preferred to increase the reach of the study. A total of 100 EFL teachers were initially short listed and questionnaire links were emailed to them, out of which 81 were received at the end of first week and many new leads were also created so that more data could be collected by the chain referral technique. More responses were collected over the next two weeks. Overall, 404 responses were collected.

Data analysis

As the data for this research was collected on a questionnaire including options of like a type, which is why, the collected data is analyzed with the help of analysis of variance or ANOVA and independent samples t test. Moreover, the researcher has also applied the post hoc analysis with the help of the application of Scheffe test with the utilization of SPSS version 16 software (Morse, 2016).

Results

Demographical profile

There was a total of 404 participants in the study. The sample size is acceptable and analysis can be performed on it as sample of 400 or more participants is considered acceptable (Gay, Mills, & Airasian, 2011). From the 404 participants, 309 were female and 95 were male. The gender discrepancy evident in the study is reflective of the fact that there are more female teachers within the industry. The proportion of gender distribution is also reflective of the gender division among faculty of the departments. Previous studies (Drudy, 2008; Renger, Renger, Köller, & Möller, 2020) have also indicated that there are greater number of women in the teaching field. The data was collected from 5 different vocational institutes and colleges from Jordan. The teachers were from two different departments i.e., department of English language teaching (EFL) and department of English language and literature. The table 1 shows that 212 respondents were from EFL/ELT department and 192 were from EL&L department. The table 1 also depicts the sample with respect to their age; 25 respondents were reportedly within the age bracket of 20-25, 130 respondents were aged between 26 and 30 years, 144 were aged between 31-35 and 105 were older than 35. These results indicate that most of the sample was middle aged i.e., aged between 31-35 years of age.

Table 1. Demographics

Department			Age				Total
			17-18	19-20	21-22	23+	
ELT	Gender	Female	12	46	66	46	173
		Male	2	13	13	14	39
	Total		14	59	79	60	212
EL&L	Gender	Female	8	52	47	28	134
		Male	3	19	18	17	58
	Total		11	71	65	45	192
Total			25	130	144	105	404

This section of the study presents the findings on Mean Scores for ELT teacher perceptions of effectiveness and Mean score for teacher efficacy. The [table 2](#) here illustrates the value of x , SD , t , and P . To see if there were scientifically significance levels of differences in mean scores among genders, an evaluation method to test was used. The variance of a set of data was evaluated using the standard deviation (SD). it can be used to indicate the spread of numbers in a data set relative to the mean value and this computation tool makes investigation of the mean, variance, and standard deviation of a data collection simple ([Lachin, 2011](#)).

Table 2. Comparison of the mean survey scores across genders

Gender	N	\bar{x}	SD	$\bar{x}1 - \bar{x}2$	t	P
Mean Scores for ELT teacher effectiveness	Female 309	2.94	0.26			
	Male 95	2.92	0.27	0.04	2.36	0.18
Mean score for teacher efficacy	Female 309	2.91	0.26			
	Male 95	2.81	0.27	0.1	2.06	0.19

Empirical results

The results relating to the perceived teacher efficacy and effectiveness of English language teachers are described in the section below. The data was compiled and collected based on a Likert scale and therefore statistical procedures like independent sample t-test, ANOVA and post hoc analysis using the Scheffe test have been applied on the collected data to evaluate the trend and perceptions of the Jordanian teachers relating to their effectiveness and efficacy.

Independent sample t-test

The independent sample test was used to evaluate whether the perceptions of teacher efficacy and teacher effectiveness varied with gender. A t-test is a dataset that includes that is used and whether there's a difference between the means of 2 categories that are similar in some ways. It's most commonly employed when data sets, such as those obtained by tossing a coin multiple times, are expected to test the normality with uncertain extremes ([Kim, 2015](#)).

The results from the t-test have been depicted in the [table 2](#) below. The results from the table indicate that there weren't any significant differences prevalent between the male and female with relevance to the mean scores attained on the teacher effectiveness and teacher efficacy. The results indicate that mean value for the ELT female teachers from the selected colleges and vocational institutes was 2.94 and the score for males was 2.92. The t-value in accordance with the mean scores was 1.36. Moreover, the p-value was insignificant as well. Thus, there were no significant mean differences found in the effectiveness of the ELT teachers with respect to their gender. Similarly, the test was performed on the mean scores for the teacher efficacy. The results indicate that the mean score for the female teachers is 2.91 whereas for the male teachers is 2.81. Also, the differences among the two groups are significant as the t-value is 2.06 and p-value is 0.05. The scores for the female group are higher compared to the male group, thus, it can be stated that there are significant mean differences in the efficacy of EFL teachers in Jordanian institutes.

The [table 3](#) illustrates the mean scores comparison across departments. The [table 3](#) consists of eight columns that contains the mean score values of different departments, factor, x , SD , the value of t and p . this table illustrates the mean survey scores of the departments of the ELT and EL&L. the columns include the dept., factor, number, mean values and standard deviations. The p-value in statistics is the likelihood of getting outcomes at least as strong as the results obtained of a quantitative hypothesis, given the null hypothesis is valid. The p-value, rather than rejection criteria, is used to determine the least significance level wherein the null hypothesis is rejected. A lower p-value indicates that there is more probability supporting the opposing hypothesis. ([Johnston, Berry, & Mielke Jr, 2007](#)).

Table 3. Comparison of the mean survey scores across departments

	Dept.	Factor	N	\bar{x}	SD	$\bar{x}1 - \bar{x}2$	t	P
Mean Scores	ELT	TEF	212	2.97	0.28			
	EL&L	TEF	192	2.86	0.24	0.10	4.07	0.001
	ELT	TSE	212	2.97	0.28			
	EL&L	TSE	192	2.86	0.24	0.10	4.07	0.001

The value of SD lies between the threshold range $SD=0.28$ for ELT department and $SD=0.24$ for EL&L department. It indicates that the results are significant. No value of data is high or below the threshold ranges. The value of SD is close to the mean value, so the data is not dispersed, and results are significant. The mean survey of the first department were considerably equal to the other department so it indicates that the data is normal and equally distributed.

The [table 4](#) given below illustrates the values of SD, X N t and P of three subscales of the variables which are Gender, Time of classes, and Department teacher effectiveness. The gender having the subcategories of male and female, the department shows the subcategories of ELT and EL&L while the time of classes include day and night categories.

Table 4. Comparison of the mean scores for the subscale of teaching effectiveness

Variable		N	\bar{x}	SD	$\bar{x}_1 - \bar{x}_2 t$	P	
Gender	Female	309	3.23	0.47	0.11562	2.08	0.038
	Male	95	3.11	0.46			
Department	ELT	212	3.23	0.48	0.11444	2.45	0.014
	EL&L	192	3.13	0.48			
Time of Classes	Daytime	306	3.23	0.46	0.18851	3.49	0.001
	Night-time	98	3.06	0.48			

When the mean scores for the scales were examined in terms of several demographic characteristics gender, department, and class time, it was discovered that the scores constantly changed at a scientifically significant rate in three of the predictor variables. The subscale of gender, department, and time of class showed significant difference between age groups, as indicated through the value of P. the p value for gender ($P=0.038$) dept. ($P=0.014$), time ($P=0.001$). as the p value is less than 0.05 it indicates the results are significant. A p-value is a metric that expresses the likelihood that a measured variation may have happened by coincidence (Kelley, 1994).

The [table 5](#) given below illustrates the values of SD, X N t and P of three subscales of the variables which are Gender, Time of classes, and Department pf perceived teacher efficacy. The gender having the subcategories of male and female, the department shows the subcategories of ELT and EL&L while the time of classes include day and night categories.

Table 5. A comparison of the mean scores for the subscale of Perceived teacher efficacy

Variable		N	\bar{x}	SD	$\bar{x}_1 - \bar{x}_2 t$	P	
Gender	Female	309	3.08	0.35	0.10655	2.66	0.008
	Male	95	2.94	0.35			
Department	ELT	212	3.04	0.34	0.12280	3.65	0.001
	EL&L	192	2.96	0.32			
Time of Classes	Day	306	3.04	0.33	0.10625	2.69	0.008
	Night	98	2.93	0.33			

The values of SD for gender $F=0.35$, $M=0.35$ it shows that it is close to the mean value and results are statically positive. The values of department $ELT=0.34$, $EL&L=0.32$ it indicates the data is normal and the results are significant. And the values of time of classes $D=0.33$, $N=0.33$. As shown in [Table 5](#), there was a substantially significant difference among the mean scores of men and women as the value of x for $F=3.08$ and $M=2.94$.

[Table 6](#) below shows the values of gender, department, and time of classes along with the subcategories of females and males, ELT, EL&L and day, night respectively. This table shows the mean scores for the subscales of communicative language teaching. Three main data parameters are needed to calculate a t-test. They include the difference between the means (each data set), the standard deviation of each category, and the number of recorded values in each cluster (Johnston et al., 2007).

Table 6. A comparison of the mean scores for the subscale of communicative language teaching

Variable		N	\bar{x}	SD	$\bar{x}_1 - \bar{x}_2$	t	P
Gender	Female	309	3.04	0.34	0.10655	2.66	0.008
	Male	95	2.94	0.34			
Department	ELT	212	3.05	0.36	0.12280	3.65	0.001
	EL&L	192	2.94	0.31			
Time of Classes	Day	306	3.05	0.34	0.10625	2.69	0.008
	Night	98	2.94	0.32			

The values shows that there was a substantial difference in error-correcting sub scales values between ELT students ($x=3.04$, $SD = 0.34$) and EL&L students ($x=3.04$, $SD = 0.36$) in favor of the former, t (2.66) $p= 0.008$, and between the scores of daytimes ($x=3.05$, $SD = 0.34$) and nighttime students ($x=2.94$, $SD = 0.32$). The statistical relevance of the recorded variation increases as the p-value decreases (Kelley, 1994).

The table 7 shows the values of x , SD , t , and P . it includes the variable of department and time of classes along with the subcategories of ELT and EL&L and daytime, nighttime respectively. This table shows the comparison of mean scores for the subscale of error correction.

For hypothesis testing, the P-value could be used instead of or in addition to pre-determined levels of confidence (Johnston et al., 2007).

Table 7. A comparison of the mean scores for the subscale of error correction

Variable		N	\bar{x}	SD	$\bar{x}_1 - \bar{x}_2$	t	P
Department	ELT	212	2.86	0.49	0.13133	4.08	0.01
	EL&L	192	2.75	0.53			
Time of Classes	Daytime	306	2.84	0.50	0.20302	2.59	0.01
	Night-time	98	2.64	0.53			

According to Table 6, there was a substantial difference in error correction scores obtained between ELT students ($N = 212$, $SD = 0.49$) and EL&L students ($N=192$, $SD = 0.53$) in favor of the former, t (4.08) = 4.08, $p= 0.001$, and within the scores of daytime ($N=306$, $SD = 0.50$) and nighttime ($N = 306$, $SD = 0.53$) in favor of the former, t (2.59) =2.59, $p= 0.001$. A t-test is a hypothesis-testing technique that can be used to assess a population-based presumption (Kim, 2015). To evaluate statistical validity, a t-test examines the t-statistic. An ANOVA must be used to execute a test with two or maybe more means (Johnston et al., 2007).

Discussion

Considering the importance of foreign language teaching, many studies have been conducted in the past to determine the characteristics of foreign language teachers and what factors might affect them. This study was also conducted in order to determine the perception of Jordanian EFL learners towards effectiveness of foreign language teaching. For this study, the data was gathered from the students of two departments which include: ELT and EL&L departments respectively.

The findings obtained from this research study showed that the females from the ELT department as well as their students from the day classes were of the view that an effective foreign language teacher should teach in a more communicative manner. The EFL teachers should correct the students indirectly by repeating after them when they make any "oral errors". These students were of the view that the EFL teachers should also have a good knowledge about the culture of the country they are teaching in. The study also showed that the perception of the participants from both the departments (ELT and EL&L), was different from each other. This was due to the courses they studied. It was observed that the students from the ELT department had 155 credit hours to complete their graduation and out of these 155 credit hours, 40 hours were contributed towards the "Foreign Language Education" (FLE). While for the EL&L students, they require a total of 182 credit hours, out of which only 6 credit hours were of the FLE. However, the teachers from the ELT department, have such courses that they were directly in contact with the foreign language teachers. So, they were able to evaluate their effectiveness as well. This study also showed the evaluation of the ELT department's participants regarding the foreign language teacher. They pointed out that the foreign language teachers allowed the students to give the answers in their

native language and they also correct their mistakes indirectly without pointing them out directly. They tried to connect to the students through their culture and also used a mix of native as well as English Language in teaching the students with proper accent as well as grammar. These teachers focused on practicing of the students rather than the grammar. However, in case of the EL&L department, the grammar was highly focused. This showed the traditional teaching methods practiced at the Jordanian schools.

The findings of this study also showed that the gender also plays a significant role on the effectiveness of teaching a foreign language. This was determined by the “communicative language teaching subscale of the questionnaire”. The results showed that the female students were more prone towards the effective learning of English rather than being assigned for different tasks in groups. According to [Alibekova and Urinboyeva \(2020\)](#), the females show a difference of opinion in the “socio-effective skills” of the foreign language teachers. This argument was also supported by [Bursali and Öz \(2018\)](#). This study also showed that the “day-time students” and the “night-time students” both have different perceptions about the effectiveness of the foreign language teaching. Their communication skills as well as other socio-affective skills were impacted differently. However, no big impact was observed on their GPAs. Thus, this study showed the significance of the effectiveness of teaching a foreign language (in this case English). Different and effective teaching methods should be applied by the foreign language teachers in order to obtain effective outcomes ([Klimova, 2018](#)). So, that the students might get the required knowledge. Meeting sessions should be held between the foreign language teachers and the students to point out the weaknesses so that they can be turned into strength ([Jabbarov, 2018](#)). The evaluation methods should also be encouraged in practice for this purpose. The foreign English Language teachers should also use the digital methods to teach the students so that they could remember the lecture for a very long time ([Ahmadi & Reza, 2018](#)). Thus, these methods should be implemented by all the foreign English Language teachers.

Conclusion

The effectiveness of a teacher is considered one of the most crucial aspects of the education system. This is because it has a substantial impact on the skills, knowledge as well as success of a student. English being one of the highest spoken languages around the globe so it is being taught in almost every country ([Turan & Akdag-Cimen, 2020](#)). Thus, this study was conducted in order to determine the effectiveness of the foreign language teachers towards teaching English Language in context of EFL learners of Jordan. The results obtained from this study showed that the EFL teachers were considerate of the values as well as the culture of the Jordanian students, so they tried to teach them by mixing their native language with English in order to encourage them to learn English effectively. They corrected the speaking errors of the students by repeating after them indirectly and they do not directly point out the mistakes to have an organic method of learning. The findings of this study also showed that the EFL teachers used different techniques to teach English to the students rather than focusing on the grammar, they tried to encourage them for practice. However, the female students showed different point of views regarding the socio-affective skills of the EFL teachers. However, better and more effective teaching methods should be considered by the EFL teachers to have an effective way of teaching English Language to the Jordanian students for better outcomes. This encourages the native students to learn foreign languages more effectively.

Limitations and future research indications

For this research study, the perception of the EFL teachers was only considered for English Language in Jordan. However, many other languages are also taught as foreign languages in Jordan. Thus, for future studies, other languages should also be considered to have a better understanding of impacts of different cultures on the natives. This will help in promoting different techniques for effective foreign language teaching.

This study mainly focused on the efficacy of teaching foreign language. However, the impact of these teaching methods on the GPAs of students was not highly discussed or considered for this research study. However, for future studies, the impact of the EFL teaching on the GPAs of students should also be determined to have a better understanding of the learning abilities of the students as well. This could be done by designing a semi-qualitative study which includes the interviews conducted with the students as well as different surveys done by means of the relatively designed questionnaires.

Implications

This research study not only helped in providing the theoretical literature for the EFL teachers, but it also helped the Jordanian government to implement some needed policies. The government of Jordan made English Language as one of the compulsory taught subjects in schools as well as in universities. Different training sessions for the foreign language teachers were also held by different public as well as private sectors in Jordan. Different schools where English Language was taught as a foreign language held different surveys in order to obtain better results in order to make the required changings in the teaching methods. New teaching strategies were also developed by different schools and universities for teaching foreign languages to the students. This encouraged the Jordanian students to take up different foreign languages as a part of their course.

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