
Effect of EFL Teachers' Experience and Effectiveness on Their EFL Students' Achievement

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Abstract

This study examined the effect of Iranian EFL teachers' years of experience and their effectiveness on Iranian EFL students' achievement. 70 EFL teachers and 60 intermediate students were selected from different English language institutes in Shiraz, Fars province. The instruments to collect data were Oxford Quick Placement Test, Demographics, and Teacher Effectiveness Questionnaire. The results were analyzed using One-way ANOVA, frequency analysis, independent samples t-test, and Multiple Regression Analysis. The findings revealed teachers' perceptions of effectiveness are related to their years of teaching experiences. It appeared that highly experienced teachers in this study perceived that their effectiveness positively influenced students' achievement. Besides that, it is hoped that this study can also add more in-depth literature review in academia about the effect of Iranian EFL teachers' experience and their effectiveness) organization and communication skills, pedagogical knowledge, socio-affective skills, and English proficiency) on EFL students' achievement.

Keywords: Iranian EFL teachers; Students' achievement; Teacher effectiveness; Years of experience

INTRODUCTION

Teaching expertise has been found to extend student action quite advanced degrees, formal coaching, and skilled in-service development (Harris & Sass, 2011). Teaching expertise has been directly associated with a deeper understanding and a broader knowledge domain for effective instructional practices (Liu, Jones, & Sadara, 2010). Mustafa (2013) mentioned that lecturers with high pedagogic ability levels have achieved excellent educational results and have additionally educated and led students to be rounded. Consequently, the foremost necessary issue tributary to students' instructional successes has been an efficient teacher (Bright, 2012). Teaching students has needed specific competencies associated with

content information and pedagogic skills (Abdul-Razaq, Ahamad-Rahim, & Seman, 2013), and effective lecturers can mix competencies associated with information and skills with success (Norlander, 2009).

The teacher is one of the most factors that influence students' actions, performance, and success (Zainab Al Balushy, as cited in Melek Koc, 2012). The teacher looks to require a critical role in facilitating the students' learning and also the characteristics of the teacher might influence the students' learning method to some extent well (Murray, 1991). Huang and Li (2012) noted that knowing the connection between years of teaching expertise and teachers' self-perceived pedagogic ability levels might facilitate higher determined areas that require fostering at numerous stages of the teaching career. As Kunter, Baumert, Voss,

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Klusmann, Richter, and Hachfeld (2013) declared, a lot of studies were required that mix totally different aspects of pedagogic ability over the skilled career. A quite recent study by Whichadee and Orawiwatnakul (2012) compared the characteristics of effective language lecturers on the premise of 4 categories: English proficiency, pedagogic information, organization and communication skills, and socio-affective skills. They declared that additionally to the teacher's information regarding the topic matters, alternative characteristics of the teacher like teaching skills, teaching designs, and private traits would also affect the students' learning attitudes, motivation, and learning outcomes to some extent.

This study chiefly investigated the results of Iranian EFL teachers' expertise on Iranian EFL students' actions. Further, this study tried to manifest the impacts of high or low-toughened teachers' effectiveness (organization and communication skills, pedagogic information, socio-affective skills, and English proficiency) on EFL students' actions. Moreover, Valdivieso, Carbonero, and Martín-Antón (2013) declared that the most goal of assessing teaching application has been to boost the standard of faculties and teachers' skilled development. Up teachers, quality has been a necessary part of education, and it's been accepted that the promotion of teacher effectiveness has been essential in elementary and pedagogy within u. s. (Harris & Sass, 2011). Thus, this study is essential in terms of many causes. This study globally contributes to the connected literature regarding Iranian EFL teachers' years of expertise and their effectiveness on Iranian EFL students' actions. A pretty recent study by Whichadee and Orawiwatnakul (2012) compared the characteristics of effective language lecturers on the premise of 4 categories: English proficiency, pedagogic information, organization and communication skills and socio-affective skills. Because of the importance of this study, Mustafa (2013), Edmond and Hayler (2013), and Huang and Li (2012) noted the importance of lecturers possessing A level of pedagogic ability to instruct and manage students effectively. Liu, Jones, and Sadera (2010) and

Harris and Sass (2011) finished that lecturers with many years of teaching were a lot of instructional effective and knowledgeable instructional practices. However, the analysis continues to be required to look at the connection between years of teaching expertise and teachers' ability to spot areas of effective teaching which will want to be fostered at numerous stages of the teaching career (Huang & Li, 2012). By considering these considerations, this study aims to answer the subsequent analysis questions:

Do Iranian EFL teachers' years of experience affect Iranian EFL students' achievement?

Do Iranian EFL highly experienced teachers' effectiveness (organization and communication skills, pedagogical knowledge, socio-affective skills, English proficiency) affect Iranian EFL students' achievement?

Do Iranian EFL low experienced teachers' effectiveness (organization and communication skills, pedagogical knowledge, socio-affective skills, English proficiency) have any effects on Iranian EFL students' achievement?

What are the Iranian EFL teachers' perceptions towards the effects of their years of experience, and effectiveness (organization and communication skills, Pedagogical knowledge, socio-affective skills, and English proficiency) on Iranian EFL students' achievement?

Years of teaching expertise, delineated by Harris and Sass (2011) as on-the-job coaching, have been directly associated with higher information and understanding of instructional practices. The critical distinction between lecturers with additional years of expertise and starting lecturers has been found in the ways they need completed tasks or the kinds of tasks they need to be tried (Tsui, 2009). As Harris and Sass (2011) noted, mentoring starting lecturers has been vital not solely to turnover prices related to hiring new lecturers, but to own been able to develop starting lecturers into productive, demanding lecturers across time. Lecturers' expertise 'has ups and downs throughout their careers thanks to changes in

their work or in their life's context (Day & Gu, 2010). Being a coach will be tight and nerve-racking, each at the start and within the later phases of their career (Guarino, Santibañez, & Daley, 2006; Skaalvik & Skaalvik, 2011; Veldman, Van Tartwijk, Brekelmans, & Wubbels, 2013). Some lecturers keep positive, committed, and actuated, whereas others are occupied with complex problems or become undecieved (Hargreaves, 2005; Huberman, 1993). Barnett and Hodson (2001) read teacher information and room information, skilled information, educational and analysis information and education content information (PCK).

Huang and Li (2012) noted that knowing the link between years of expertise and teachers' self-perceived ability levels may facilitate higher determined areas of effective teaching that require fostering at numerous stages of the teaching career, and Kunter, Baumert, Voss, Klusmann, Richter, and Hachfeld. (2013) declared that additional studies were required that combined entirely different aspects of ability over the skilled career. in addition, Krull, Oras, and Sisask (2007) noted that demanding lecturers have characteristically been additional reflective, talkative, and additional involved with the room atmosphere and general teacher strategy. Wolff, van den Bogert, Jarodzka, and Boshuizen (2014) showed that professional lecturers were considerably more practical at predicting room management events than novice lecturers. This means that lecturers develop a stronger understanding of room management with years of expertise, allowing them to anticipate problems and adapt their room management practices.

It has been assumed that years of teaching expertise will increase teachers' effectiveness. Proof has prompted that lecturers with twenty-five years of expertise or additional could also be less productive and less effective than lecturers with less expertise (Ladd, 2008) or maybe with lecturers with no expertise (Harris & Sass, 2011). Harris and Sass (2011) explored the link between teaching expertise and productivity years. Productivity, during this study, combined a teacher's coaching and performance quality on their students' action assessments. Victimization of massive amounts

of knowledge from Florida's students and lecturers, the researchers found that the elementary lecturer's hyperbolic students' actions, or productivity, with additional years of expertise. Since this was a six-year study, it appeared that early career experiences were found to impact students' actions and a teacher's productivity higher than experiences discovered or learned within the latter years of teaching.

Hativa, Barak, and Simhi (2001) suggest that teacher effectiveness isn't simply concerning fitting a selected teacher kind or orthodox to a collection of external criteria; rather, it involves understanding what being a decent teacher very means and incorporating school-room practices that are acceptable for the broader social context. Harris and Rutledge (2007) have terminated that the predictors of teacher quality and effectiveness are psychological feature ability, temperament attributes, and academic background. Cohen and Goldhaber (2016) suggest that:

Conclusion: there are multiple dimensions by which a lecturer could be deemed "effective." lecturers support students in myriad ways in the commission of multiple outcomes and social and emotional outcomes. even though we tend to specialize in the narrower construct of teacher effectiveness as supporting student learning on tutorial outcomes, added estimates culled from one check could solely represent a little of the broader construct of interest. (p. 380)

In addition to the teacher's data concerning the topic matters, different teacher characteristics like teaching skills, teaching designs, and personal traits will also impact the students' learning attitudes, motivation, and learning outcomes to some extent. additionally, effective lecturers have also appointed categories with high-performing students as a souvenir or, conversely, categories of underperforming students to boost overall student achievement; in either case, teacher assignment isn't random (Huang & Moon, 2009). In examining designated studies on empirical studies of effective teacher and temperament traits, Rachmer and Martin (2001) examined seven (7) temperament traits: sociability, approachability, out-

going, establishing a caring, loving, and heat atmosphere with students, having a sound data of subject material, take a private interest in every student, and crazy temperament with a way of humor and eight things reflective teaching effectiveness.

The matter is that in EFL environments form the outstanding, if not the only, genuine chance to 'learn' and 'use' English. This reality highlights the importance of the EFL teacher because of the outstanding 'source of input' for the learners. Therefore, having an Associate in Nursing 'effective' teacher is that the elementary want of an Associate in Nursing EFL category 'for economical functioning of academic systems and for enhancing the standard of learning' (Babai Shishavan & Sadeghi, 2009). shaping the characteristics of a good EFL teacher isn't as easy as it could seem initially sight. it's not shocking to return across many studies (Borg, 2006; Arikan, Tasher & Sezgi-Sarac-Suzer, 2008; Babai Shishavan & Sadeghi, Khojastemehr & Takrimi, 2009; Ozsevik, Arikan, 2010; Chen, 2012, Salahshoor & Hajizadeh, 2012) targeted on teacher 'effectiveness' since it's a matter of quality and not amount and naturally troublesome to supply a specific description for. To spot the characteristics of effective foreign language lecturers, Taşer and Saraç-Süzer (2008) investigated the conceptualization of a good English teacher of Turkish learners of EFL. Their study terminated that a good teacher could be a friendly, young, crazy, creative, and screaming person whose gender isn't necessary.

Babai and Sadeghi (2009) investigated an excellent English teacher (EELT) as perceived by Iranian English lecturers and learners. The results indicated vital variations between lecturers' and learners' views on some characteristics of IELTS. Lecturers gave the impression to agree a lot of powerfully than students thereon Associate in Nursing EELT ought to assign schoolwork and integrate cluster activities into the schoolroom. The analysis indicated that lecturers perceived the options like mastery of the target language, smart data of pedagogy, and also the use of explicit techniques Associated with Nursingd ways

moreover as a decent temperament to form an EELT, whereas, learners gave a lot of weight to characteristics concerning a teacher's temperament and also the method he behaves toward his students. in a very similar study allotted in Persia, Ghasemi, and Hashemi (2011) investigated students' views of the characteristics of effective English lecturers underneath three primary classes and subject material data, education data, and socio-affective skills. Teacher characteristics such as reading and speaking proficiency; the ability to arouse students' interest in learning English; and building students' self-assurance and motivation were seen as universally fascinating. Moreover, several participants emphasized listening ability and grammatical proficiency as particularly necessary. A quite recent study by Whichadee and Orawiwatnakul (2012) compared the characteristics of effective language lecturers supported four categories: English proficiency, education data, organization and communication skills, and socio-affective skills. Therefore, this was as low and high-proficiency students viewed these characteristics at Krung Thep University. The results showed that each low and high proficiency rated 'effective language teachers' so as of importance as follows: organization and communication skills, socio-emotive skills, education data, and English proficiency.

Gains in teacher effectiveness throughout the preceding few years are generally in schoolroom management (König & Kramer, 2016), and impact sizes are little. There is very little doubt that teacher quality impacts student action (Goldhaber & Anthony, 2007; Hattie, 2003; Jacob, 2012; Kane, Rockoff, & Staiger, 2008; Palardy & Rumberger, 2008; Stronge, 2010); but, distinguishing the attributes of effective lecturers and determinative the way to live such attributes is more difficult. whereas it's tempting to assess effective teaching through simply evident attributes like years of expertise or tutorial degrees, these are at the best weak predictors of a teacher's contribution to student achievement" (Harris & Sass, 2009, Winters, 2011). To place in a very shell, taking a glance at studies rumored higher than, one will come back to the conclusion that the

realm of the teachers' years of expertise, and their effectiveness concerning students' actions still need any analysis, particularly in Associate in Nursing EFL context like Persia and also the gift study intends to explore the difficulty a lot of deeply by addressing a variety of variables.

METHODS

Participants

The participants in this study were 70 EFL teachers from different English language institutes, ILI, Fakher, Fazel, and Mad in Shiraz, Fars province, in the south of Iran. As the main focus of the current study was teachers' years of experience and their effectiveness, the participants were chosen based on the research purposes and categorized into two groups Low (with less than 5 years of teaching experience), and High (with 6 years of experience and above). They were both males and females and their field of study was Teaching English as a Foreign Language (TEFL). The selection was done from all available professional experienced teachers having university education without any consent form or information sheet. However, they were thoroughly aware of the main goal of the effectiveness questionnaire and filled in the demographic part prior to responding to the items on the given questionnaire, which was handed out via email to the participants. In addition, 60 out of 68 intermediate students were selected to see the effects of teachers' years of experience, and effectiveness (organization and communication skills, pedagogical knowledge, English proficiency and socio-affective skills) on students' achievement in learning English.

Materials

The first instrument utilized to check the EFL learners' proficiency level is the Oxford Quick Placement Test (UCLES, 2001), developed by Oxford University Press and Cambridge ESOL. The OQPT contained 60 multiple-choice questions, in two parts, intended to assess the learners' knowledge of the English lexicon, grammatical points, and reading comprehension.

A questionnaire was used to obtain demographic information from the participants prior to the distribution of the other question-

naires. This demographic part was added to the first part of the Teacher Effectiveness Questionnaire. Moreover, the final version of the Teacher Effectiveness Questionnaire was administered and the first part of the instrument was the questionnaire included 60 statements about the characteristics of an EELT (the internal consistency index of which is calculated to be using Cronbach's Alpha was 0.794), and the participants were asked to express their comments based on a four-point (very important, important, somehow important and not very important) Likert Scale. They were asked to select the choice which would best represent their reactions to the statements. There were four categories of characteristics including 1) English proficiency, 2) Pedagogical knowledge, 3) Organization and communication skills, and 4) Socio-affective skills shown in the form of a four-point rating scale ranging from 'the most important to 'not very important. The second part consisted of four open-ended questions to be answered by the participants. Thus, the questionnaire including 60 items was administered to the participants.

Design

The present study followed ex-post facto research, which is a quasi-experimental study examining how an independent variable, present prior to the study, affects a dependent variable. It is worth mentioning that a quasi-experiment design was used to assign the groups based on non-random criteria. Since there was a lack of a clear sampling strategy due to time limitations and institute restrictions; the convenience-sampling method was made to get easy access to the respondents (Ritchie & Lewis, 2003), which is most often used when the population is large and the researcher is unable to test every individual due to various circumstances. Convenience sampling is a matter of taking what is available, and the selection may be unguided.

Data Collection Procedure

Initially, OQPT was administered and the scores were analyzed statistically to represent

the homogeneity of the participants (N=60) of the present study. It is worth mentioning that teachers of the present study were assigned to two different groups: the high-experienced teachers (N=35) and the low-experienced teachers (N=35). Afterward, 60 students were assigned to each mentioned group of teachers. The questionnaires were administered to the teachers at the beginning of the fall semester of the academic year 2018- 2019 and they took about 30 minutes to complete. The researcher gave brief instructions on how to respond to them. They were told that there were no right or wrong answers and they just answered the questions according to what they really thought. Also, they could ask the researcher immediately if they had any questions. Finally, they were asked to complete the questionnaire, teacher effectiveness, to indicate how they evaluate themselves as effective teachers and then answer the open-ended questions. They were asked to categorize the degree of the importance of each item as very important, necessary, somehow essential, or not very important. After administering the questionnaires, the final exam was run to see the effects of the above-mentioned items on learners' achievement.

Data Analysis Procedure

To ascertain the homogeneity of the participants of the present study (N=60) from the first steps, One-way ANOVA, frequency analysis, and independent samples *t-test* were conducted via SPSS 22 version. At the end of the study, an independent sample *t-test and* descriptive statistics were used to analyze the data and to measure the differences between the homogeneity and final scores. In order to test the hypotheses of the present study, frequency analysis and

Multiple Regression Analysis were utilized to test research hypotheses and examine the impacts of Iranian EFL teachers' years of experience, and their effectiveness on Iranian EFL students' achievement.

RESULTS

Quantitative Findings of Iranian EFL Teachers' Years of Teaching Experience

The population for this study consisted of 70 teachers in two low and high-experienced teacher groups. Based on the obtained findings of the present study, frequencies and percentages of the gender of low and high-experienced teachers are presented in Table 1. Table 1 illustrated the number of male and female Iranian EFL teachers in both low and high-experienced groups. The study included low experienced teachers, 15 males (10.0%) and 20 females (13.3%), and highly experienced teachers, 13 males (8.7%) and 22 females (14.7%), which participated in the present research.

As shown in Table 4.1, the total number of teachers in both high and low-experienced groups was 35, respectively. Frequencies and percentages of the number of years of teaching experience in low and high-experienced teachers are shown in Table 2.

According to Table 2, 12 (0.8%) teachers had been teaching 1 - 2 years, 10 (6.7%), teachers had been teaching 3-4 years, and 13 (8.7) teachers had been teaching five years. The number of EFL teachers with 5-7 years of teaching experience was 9 (0.6%), and also, the number of teachers with 8-20 years of teaching experience was 14 (9.3%).

As shown in Table 4.2, teachers with above 10 years of experience 12 (0.8%).

Table 1
Frequencies and Percentages of Gender of Low and High Experienced Teachers (N=35+35)

Gender	Low Experienced Teachers		High Experienced Teachers	
	Frequency	Percent	Frequency	Percent
Male	15	10.0	13	8.7
Female	20	13.3	22	14.7
Total	35		35	

Table 2

Frequencies and Percentages of the Number of Years Teaching Experience in Low and High-Experienced Teachers (N=35+35)

	Low Experienced Teachers			High Experienced Teachers		
	1-2 Years	3-4 Years	5 Years	5-7 Years	8-10 Years	Above 10 Years
Frequency	12	10	13	9	14	12
Percent	0.8	6.7	8.7	0.6	9.3	0.8

Table 3

Descriptive Statistics of the Total Number of Students (N=68)

	N	Minimum	Maximum	Mean	Std. Deviation
Homogeneity Test	68	59.00	76.00	69.6471	4.25937
Valid N (Listwise)	68				

Table 4

Descriptive Statistics of the Main Participants (N=60)

	N	Minimum	Maximum	Mean	Std. Deviation
Homogeneity test	60	61.00	76.00	69.3667	4.27435
Valid N (listwise)	60				

According to Table 4, 60 out of 68 participants were selected as the main participants of the present study. Based on the standard deviation in Table 4.5, students who scored between 65 and 73 (mean+2 or mean-2) were chosen as the main participants (N=60). Group Statistics of the participants in low and high-experienced teachers' classes are presented in Table 5. As the homogeneity of the groups was the most critical issue to consider, the Oxford Placement Test was administered, and the scores were analyzed. Descriptive statistics of the total number of students are presented in Table 3. As illustrated in Table 3, the mean

score of the total number of students (N=68) was 69.64 and the standard deviation was 4.25. Descriptive statistics of the prominent participants are reported in Table 4.

Table 5 presented the mean scores of students in both low (69.26) and high (69.46) experienced teachers' classes. Sixty students out of 68 were given odd and even numbers in a list of final scores of the homogeneity test to be divided into low-experienced teachers' classes (N=30) and highly-experienced teachers' classes (N=30) and also the groups were homogenized before the treatment due to the means of both classes.

Table 5

Group Statistics of the Participants in Low and High Experienced Teachers' Classes in Homogeneity Test (N=60)

	N	Mean	Std. Deviation	Std. Error Mean
Low Experienced Teachers	30	69.2667	4.08473	.74577
High Experienced Teachers	30	69.4667	4.52376	.82592

The last step was analyzing the scores of the homogeneity test of 60 students of both classes between and within groups statistically. Thus, One-way ANOVA and independent samples *t-test* were conducted to show the homogeneity between and within low and high-experienced teachers' classes. Table 6 reports a One-way ANOVA analysis of low and high-experienced teachers' classes (N=30+30). According to Table 6, the sig. level indicated that the groups were homogeneous groups (Sig=.858) and the sig. the

level was higher than the p-value ($p > .05$). In order to have a detailed analysis of the data in regard to the homogeneity of the groups, the sig. level in independent samples *t-test* is reported in Table 7. As shown in Table 7, the sig. level (Sig=.858) indicated that the groups were homogeneous and the sig. the level is higher than p-value ($p > .05$). Descriptive statistics of mean scores of homogeneity test and final exam of students in low experienced teachers' classes are presented in Table 8.

Table 6
One-way ANOVA Analysis of Low and High Experienced Teachers' Classes (N=60)

	Sum of Squares	Df	Mean Square	f	Sig.
Between Groups	.600	1	.600	.032	.858
Within Groups	1077.333	58	18.575		
Total	1077.933	59			

Table 7
Independent Samples T-tests of Low and High Experienced Teachers' Classes (N=30+30)

	Levene's Test for Equality of Variances				T-Test for Equality of Means					
	f	Sig.	t	Df	Sig. (2-Tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Homogeneity Test	Equal Variances Assumed	.802	.374	-.180	58	.858	-.20000	1.11280	-2.42750	2.02750
	Equal Variances Not Assumed			-.180	57.406	.858	-.20000	1.11280	-2.42799	2.02799

Table 8
Descriptive Statistics of Mean Scores of Homogeneity Test and Final Exam of Students in Low Experienced Teachers' Classes (N=60)

	N	Minimum	Maximum	Mean	Std. Deviation
Homogeneity Test	30	64.00	75.00	69.2667	4.08473
Final Exam	30	74.00	80.00	77.0667	2.01660

As it was reported in Table 8, mean scores were reported as 69.26 and 77.06 in low-experienced teachers' classes, respectively. De-

scriptive statistics of mean scores of homogeneity test and final exam of students in highly experienced teachers' classes are presented in Table 9.

Table 9
Descriptive Statistics of Mean Scores of Homogeneity Test and Final Exam of Students in High Experienced Teachers' Classes (N=30)

	N	Minimum	Maximum	Mean	Std. Deviation
Homogeneity Test	30	64.00	75.00	69.4667	4.52376
Final Exam	30	83.00	100.00	92.4000	5.50065

As it was shown in Table 9, mean scores were reported as 69.46 and 92.40 in highly experienced teachers' classes, respectively. However, in the post-test, the mean scores of both classes of low

(M=90.53) and high (M=92.40) experienced teachers' classes were different. Table 10 reports Group Statistics of Mean scores of final scores in high and low-experienced teachers' classes.

Table 10
Group Statistics of Mean Scores of Final Scores in High and Low Experienced Teachers' Classes

	N	Mean	Std. Deviation	Std. Error Mean
Low Experience Teachers' Classes	30	77.0667	2.01660	.40608
High Experienced Teachers' Classes	30	92.4000	5.50065	1.00199

Table 10 represented that the mean final scores in both low and high-experience teachers' classes were 77.03 and 92.40, respectively.

Table 11 reports Independent Samples T-tests of mean scores of final scores in high and low-experienced teachers' classes.

Table 11

Independent Samples T-tests of Mean Scores of Final Scores in High and Low Experienced Teachers' Classes

		Levene's Test for Equality of Variances		T-Test for Equality of Means						
		f	Sig.	t	df	Sig. (2-Tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Homogeneity test	Equal Variances Assumed	24.845	.000	-13.257	58	.000	-14.33333	1.08115	-16.49749	-12.16917
	Equal Variances Not Assumed			-13.257	38.276	.000	-14.33333	1.08115	-16.52149	-12.14517

As the SPSS output shows in Table 11, the sig. level (sig=.000) of post-test scores in high and low-experienced teachers' classes was less than the alpha level ($p < .05$). Thus, it was concluded that there were statistically significant differences in the participants' post-test scores. Additionally, the first part of the instrument is the questionnaire included 60 statements about the characteristics of an EELT, and the participants were asked to express their comments based on a four-point

(very important, important, somehow important, and not very important) Likert Scale. There were four categories of characteristics including 1) English proficiency, 2) Pedagogical knowledge, 3) Organization and communication skills, and 4) Socio-affective skills shown in the form of a four-point rating scale ranging from 'the most important' to 'not very important'. Table 12 reports the descriptive statistics of effectiveness sub-scales in low experienced teachers' classes.

Table 12

Descriptive Statistics of Effectiveness Sub-Scales in Low-Experienced Teachers' Classes

	N	Minimum	Maximum	Mean	Std. Deviation
Socio-affective Skills	15	2.50	3.51	2.8793	.27784
Organization and Communication Skills	15	2.20	3.00	2.5127	.24067
Pedagogical Knowledge	15	2.08	3.08	2.4820	.28204
English Proficiency	15	2.14	2.91	2.4187	.22690

As shown in Table 12, English Proficiency had the lowest mean score (2.41) and Socio-affective Skills (2.87) had the highest mean score among other items in effectiveness

sub-scales in low experienced teachers' classes of the present study. Descriptive statistics of effectiveness sub-scales in highly experienced teachers' classes are reported in Table 13.

Table 13

Descriptive Statistics of Effectiveness Sub-Scale in High Experienced Teachers' Classes

	N	Minimum	Maximum	Mean	Std. Deviation
Organization and Communication Skills	15	2.60	3.71	3.3927	.26329
Pedagogical Knowledge	15	2.71	3.68	3.3740	.22812
Socio-affective Skills	15	2.97	3.77	3.3573	.21734
English Proficiency	15	2.58	3.51	3.0760	.23136

As reported in Table 13, English Proficiency had the lowest mean score (3.07), and Organization and Communication Skills (3.39) had the highest mean score among other items in effectiveness sub-scales in highly experienced teachers' classes of the present study. The regression analysis was performed so as to

delve into the capacity of low and high-experienced teachers' effectiveness to predict the students' achievement. The results of the regression analysis for low-experienced teachers are as follows. ANOVA test on low experienced teachers' effectiveness is presented in Table 14.

Table 14
ANOVA Test on Low Experienced Teachers' Effectiveness

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	111.517	4	27.879	21.815	.000
	Residual	31.950	25	1.278		
	Total	143.467	29			

As displayed in Table 14, the general model considerably predicted the students' final scores ($F(4, 25) = 21.81, p < .05$). Table 15

depicts the results of the Model summary. Table 15 shows a model summary of low experienced teachers' effectiveness.

Table 15
Model Summary on Low-Experienced Teachers' Effectiveness

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.882 ^b	.777	.742	1.13049

Table 15 displayed that four sub-scales of low experienced teachers' effectiveness together explained 74% of the speaking score ($R^2 = .77$, adjusted $R^2 = .74$). The results of multiple regression indicate the power of four sub-scales of teachers'

effectiveness in predicting the students' final scores are presented in Table 16. The next step in the calculation process was to ascertain the B weights that show each independent variable's strength in predicting the dependent variable.

Table 16
Multiple Regression Analysis on Low Experienced Teachers' Effectiveness

Model	Unstandardized Coefficients		Standardized Coefficients	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics			
	B	Std. Error	Beta		Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF		
(Constant)	69.932	.833		.000	68.216	71.647							
1													
	Socio-affective	.184	.571	.302	322	.001	1.360	.992	.751	.064	.030	.639	1.186
	Pedagogical	1.007	.526	.105	1.914	.027	.076	2.091	.788	.358	.181	.508	1.242
	Organization	1.284	.678	.265	1.894	.001	.112	2.681	.849	.354	.179	.548	1.756
	Proficiency	.598	.656	.129	.912	.010	.752	1.948	.828	.179	.086	.770	1.891

According to Table 16, statistically significant t values were found for all independent variables in the model (English proficiency,

pedagogical knowledge, and organization and communication skills, and socio-affective skills).

As shown in Table 16, Most importantly, the results of multiple regression in Table 16 indicated that of the four sub-scales, socio-affective skills ($\beta=.30$) were found to make the greatest unique contribution to the dependent variable. After socio-affective skills, in the order of influence of B weights, organization ($\beta=.26$), English proficiency ($\beta=.12$),

and pedagogical knowledge ($\beta=.10$), were found to positively enhance the students' scores. Afterward, another multiple regression was conducted to explore the capacity of highly experienced teachers to predict the students' achievement. Table 17 demonstrates the results of the ANOVA test on highly experienced teachers' effectiveness.

Table 17
ANOVA Test on High Experienced Teachers' Effectiveness

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	459.094	4	114.774	6.925	.000
	Residual	414.373	25	16.575		
	Total	873.467	29			

Table 18
Model Summary on High Experienced Teachers' Effectiveness

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.970a	.950	.947	.11822

Table 19
Coefficients in Multiple Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics		
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF	
(Constant)	68.071	.186		-2.518	.015	58.564	77.578						
1	Socio-affective	.248	.023	.343	13.186	.000	10.755	1.992	.272	.874	.195	.874	13.480
	Pedagogical	.268	.023	.298	10.834	.000	.293	8.880	.403	.828	.303	.333	2.999
	Organization	.308	.020	.408	13.077	.000	1.690	11.511	.293	.872	.211	.313	8.860
	Proficiency	.264	.027	.264	9.817	.000	2.695	6.292	.622	.163	.114	.359	6.307

According to Table 17, the general model consisting of four sub-scales of effectiveness significantly predicted the students' final scores ($F(4, 25) = 6.92, p < .05$). The results of the Model summary are depicted in Table 18. Based on the results presented in Table 18, the four sub-scales of effectiveness together explained 94% of the overall students' scores ($R^2 = .95$, adjusted $R^2 = .94$). Table 19 shows the results of multiple regression analysis. According to Table 19, all independent variables significantly predicted the students' scores. Based on the results, organization ($\beta=.40$) received the most substantial weight in the model suggesting that organization is the strongest predictor of students' scores in this

model. After organization, socio-affective skills ($\beta=.34$), pedagogical knowledge ($\beta=.29$), and English proficiency ($\beta=.26$), respectively, predicted the students' final scores.

Open-ended questions in the teachers' effectiveness questionnaire to consider how teachers make courses exciting and competent to deviate students' attention from everything else to the topic. They responded that using students' native language in some cases, providing opportunities to see the new topic through meaningful tasks and activities, and also preparing proper and related material will help catch students' eyes to the new topic. The other question was asking about how students

develop language skills in pairs or groups. They stated that:

- Students need to be allowed to have some control over the learning process.
- The students should be encouraged to learn English outside the classroom
- Teachers should try to avoid direct criticism of students when they make errors. However, they should provide constant feedback.
- Teachers should praise students for good ideas or their effort.

Also, to answer the most critical socio-practical skills they try to implement in their class, they responded that teachers should treat students fairly and equally; they need to be punctual. Also, having a good sense of humor and developing proper relationships with students are adequate. Teachers need to be patient and be able to build students' confidence. They always should try to control their temper in the classroom. They also must be flexible and open to criticism. being polite and respecting the personality of the students are helpful. Finally, for considering the most practical methods for them as an effective teacher to improve learners' English proficiency, they answered that:

In order to transfer good knowledge to learners, teachers need to read, write, speak and understand spoken English well. Also, students must have correct accents and pronunciation.

- assessing students' performance with the help of suitable evaluation instruments
- emphasizing error correction
- try to create an entertaining atmosphere to carry out the class activities
- give pair work and group work activities in the classroom. Students feel more comfortable when they work in groups.
- using audio-visual aids when teaching will be effective.

DISCUSSIONS

The present study sought to promote the research into the effect of Iranian EFL teachers' experience, and their effectiveness (organization and communication skills, pedagogical knowledge, socio-affective skills, and Eng-

lish proficiency) on Iranian EFL students' achievement. First, this research aimed to delineate the effects of Iranian EFL teachers' experience on Iranian EFL students' achievement. To show the impacts of the mentioned variables, One-way ANOVA, frequency analysis, and independent samples *t-test* were conducted. As reported in pretest and post-test scores of high and low-experienced teachers, the mean scores of students' final test in highly experienced teachers' classes were significantly higher than students' scores in low-experienced teacher classes. Additionally, to see whether low-experienced teachers' effectiveness affects Iranian EFL students' achievement, the participants of the present study were asked to select the choice that would best represent their reactions to the statements.

As illustrated in the findings, English Proficiency had the lowest mean score (2.41), and Socio-affective Skills (2.87) had the highest mean score among other items in effectiveness sub-scales in low experienced teachers' classes study. It can be concluded that students' final scores were significantly dependent on low-experienced teachers' effectiveness in classes. Moreover, it was sought to see Iranian EFL high experienced teachers' effectiveness effects on Iranian EFL students' achievement, and English Proficiency had the lowest mean score (3.07), and Organization and Communication Skills (3.39) had the highest mean score among other items in effectiveness sub-scales in high experienced teachers' classes of the present study. According to Liu, Jones, and Sadera (2010), the more years of teaching experience an educator possesses, the more understanding and knowledge they have about educational practices. Wolff, van den Bogert, Jarodzka, and Boshuizen (2014) showed that expert teachers were significantly more effective at predicting classroom management events than novice teachers. Ghasemi and Hashemi (2011) investigated students' views of the characteristics of effective English language teachers under three main categories, including subject matter knowledge, pedagogical knowledge, and socio-affective skills. According to their findings, specific teacher characteristics such as reading and speaking proficien-

cy, arousing students' interest in learning English, and building students' self-confidence and motivation were seen as universally desirable.

CONCLUSION

This research considered the effect of Iranian EFL teachers' experience and their effectiveness (organization and communication skills, pedagogical knowledge, socio-affective skills, and English proficiency) on Iranian EFL students' achievement. Based on the findings from the current study, conclusions can be drawn. In general, teachers' perceptions of effectiveness are related to their years of teaching experience. It appears that highly experienced teachers in this study perceived that their effectiveness positively influences students' achievement. The findings of the current research suggest that teachers perceive their highest level of effectiveness to reside in their ability to share their skills and knowledge with students to help them learn. Besides that, it is hoped that this study can also add more in-depth literature review in academia about the effect of Iranian EFL teachers' experience and their effectiveness (organization and communication skills, pedagogical knowledge, socio-affective skills, and English proficiency) on EFL students' achievement. It can help the new researchers to conduct more comprehensive and complete studies in years to come.

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