

Research Article

**Effective Language Classroom: A Qualitative Study Using a
Critical Incident Technique**

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Abstract

An effective language classroom is a multifaceted and intricate setting that involves various dimensions and has gained increasing recognition in the academic literature. There is not adequate information about the experiences and perceptions of EFL learners regarding productive English language classrooms. This research focused on understanding how Iranian students who are learning English as a foreign language feel about and have experienced effective learning in the classroom. The present study was based on a phenomenological study in which participants' perceptions of effective learning in class were examined. The researcher utilized the critical incident technique to gather information about 30 MA EFL students with extensive English learning experience, who were deemed capable of contributing valuable insights on the topic. Therefore, participants were selected through purposive sampling. Colaizzi's phenomenological explicitation of data was used. The process of analyzing data yielded identification of significant themes of 1) attention to learners' opinions 2) material transfer 3) teaching enthusiasm 4) instructors' competence 5) learning environment and 6) learning process. The findings of this phenomenological investigation can serve as a preliminary measure to comprehend characteristics that English language instructors must possess. This study helps EFL teachers become aware of the beliefs held by their students regarding what constitutes an effective EFL language classroom.

Keywords: Critical incident technique, effective language classroom, experience, learners' perspectives, phenomenology

Introduction

Creating efficient classrooms for English language instruction has consistently been a critical matter for those engaged in the English language teaching. The contentious challenge concerning the constituents that govern an efficient EFL classroom has arisen. English language classrooms are extremely complex environments because “people, typically one teacher and many learners, come together for a pedagogical purpose” (Allwright, 1992, p. 267). The shared understanding between the teachers and students in the classroom can be used to analyze the situation (Pickett & Fraser, 2010). As Tudor (2001) mentions correctly, “diversity and complexity” play a significant part in language teaching. It is almost impossible to determine certain factors are involved in an effective teaching. There exists a relationship between the classroom environment and the academic achievement of students, as noted among various factors. The classroom constitutes a fundamental component of our educational system (Talton & Simpson, 2007).

Measuring the quality of effective education is difficult and its understanding varies among people (Miron & Mevorach, 2014). According to Alhija (2017), researchers have shown that an integral aspect of successful teaching is the integration of educational knowledge and subject matter expertise into comprehensive comprehension of the diverse dimensions of students. Despite countless studies on the qualities of good teaching and ideal language instructors (Martínez, 2011; Metruk, 2021; Zamani & Ahangari, 2016), it is difficult to achieve a single definition for the ideal class (Devlin & Samarawickrema, 2010). English language teaching environments are considered complex social environments due to their wide range of users around the world. According to Breen (2001a), each classroom has its own identity and culture. This identity and culture in the classroom are a little bit difficult to understand. Allwright and Bailey (1990) see the classroom as a “crucible” - where teachers and students meet and where language learning takes place.

The classroom, in addition to being a place for educational purposes, is also a social environment where lessons are taught with social aspects based on social relationships, as well as social interactions (Erikson, 1986). It seems that the experiences that learners and trainers bring with them to the language class stem from the out-of-class environment, which can affect what is happening in the classroom so that learning can occur in the best possible way. When learners are learning at an early age, it can be assumed that a large part of their beliefs is formed at home and by their families. According to Kagan (1992), these beliefs have a variety of origins, including people's personalities, previous experiences, and academic backgrounds. Therefore, it is important to examine the beliefs and perceptions of trainers and learners.

Prior research has focused on individuals' perceptions of the quality of instruction and efficacious educators, predominantly scrutinizing the perspectives of learners situated within tertiary institutions and Western settings. (Basow, 2004). Researchers and policymakers continue to discuss the most effective ways to support language development and academic achievement for English learners. Students' assessment of teaching effectiveness as a tool to increase teaching in university has been investigated (Marsh, 1984). As Alves and Oliveira (2014) point out, several factors play a role in the success of second language learning. Research has also shown that differences, language anxiety, abilities, and interests of learners are among the factors that learners believe trainers should consider in the classroom (Kourieos & Evripidou, 2013). In his qualitative study, Tse (2000) concluded that factors such as teachers, environments, and groups played a role in their learning. Cho and Christenbury (2010) mentioned that teachers experience challenges in modifying pedagogical resources and scholarly activities to meet the distinctive needs of their students. Non-native English instructors in this context potentially take a detrimental stance. Individuals who are not native English speakers are placed in regular classrooms with instructors who are not well-equipped to address their language-related requirements and learning skills (Walker, Shafer, & Iiams, 2004).

The majority of past investigations concerning students' comprehension of effective teaching and educators have relied on quantitative methodologies. Drood, Zoghi and Davatghari (2020) adopted a descriptive phenomenological approach to the examination of lived experiences of EFL learners. To achieve this objective, semi-structured interviews were conducted with participants. After analyzing the data collected from the participants, three prominent themes of 1) teacher characteristics, 2) classroom interaction, and 3) class performance were revealed. These themes were obtained by coding and explicating using Colaizzi's seven-step coding strategy. This study attempted to expand on the themes found by Drood, et al. (2020) and by using a critical incident technique attempted to elaborate on effective language classroom. Reviewing the related literature indicates a lack of qualitative research that examines learners' views on effective learning of English using the critical incident technique. To address this gap in scientific research, this study examines how learners experience and understand effective learning in class using critical incident technique.

In accordance with the research framework and its investigative scope, the present study posited the following questions:

1. What specific behaviors distinguish good and poor performance of language teachers from the students' point of view?

2. What are the distinct characteristics that are associated with effective learning from the students' point of view, which can be utilized as a mechanism for improving the standards of effective language classroom?

Method

Participants

This phenomenological study focused on the data obtained from 30 MA Iranian EFL learners who had been studying English at university for years. In order to enhance the likelihood of answering research questions and meet study criteria, a purposive sampling technique was used to select appropriate participants. The selection of the sample was determined by the researcher's informed and discerning judgment, taking into consideration the specific research objectives and aims (Babbie, 1995; Greig & Taylor, 1999; Schwandt, 1997), looking for those who "have had experiences relating to the phenomenon to be researched" (Kruger, 1988 p. 150). In telegram, the researcher identified MA English language teaching group whose members were studying English as a foreign language at the time. From the outset, the researcher shared the subject of study with the group and asserted that this group would be of incredible assistance on the grounds that the information and experience of the individuals were basically similar to what the researcher was looking for. The researcher then asked them to let him know if they were willing to take part in the study. The researcher used an informed consent form (see Appendix A) to follow the ethical issue of the research. The participants were given information about (a) the purpose of the study, (b) the benefits of the study, (c) the method of data collection, and (d) what will be done with the data to protect the confidentiality of the interviewees. For demographic details see Appendix B.

Instruments

The critical incident technique as a qualitative data collection method was used in this study. This technique has the potential to be useful in understanding the participants' perspectives on effective language classroom because it identifies key actions related to the effective or ineffective performance of language teachers at university. One of the goals of the critical incident technique is that by considering the cognitive, emotional and behavioral elements of a subject under investigation, the researcher can gain a deep understanding of the lived experiences of the participants (Chell, 1998). There are five steps involved in critical incident technique (Flanagan, 1954):

Step 1: Defining the goals

The first step is to determine the goal of the study and research question. Because of their impact on data collection and analysis, it is essential to carefully identify study objectives. (Research questions)

Step 2: Identifying the kinds of events being gathered

The CIT's second step is to choose the kinds of incidents or events to record. Flanagan (1954) suggested that since it is generally acknowledged that extreme or atypical incidents are easier to remember than those occurring in a normal situation, incidents collected should be particularly effective or ineffective to ensure that specific and accurate reports of behavior are collected. (Performances that are effective or not)

Step 3: Data collection

Data collection is the third step, and it can be done in a variety of ways. The interviewer can use one-to-one or group interviews to find more in-depth responses. They are probably the CIT data that are used the most. (Semi-structured interview)

Step 4: Data analysis

Flanagan (1954) recognized that fourth step lacks less objectivity compared to the others. In any case, there have been improvements in qualitative techniques and norms of accuracy and the CIT strategy is steady with contemporary qualitative information. During the analysis process, it is essential to ensure that interpretations are not assumed or overlooked. As a result, it is critical that the researcher does not let their prior understanding of the situation cloud the findings. (Coding the data)

Step 5: Project dissemination

The final step in CIT is to discuss and report the study's findings. The dissemination of research findings and the transfer of knowledge to specialists are crucial steps in the research process. (Fitting the input to the interest groups, for example, scholarly journals).

Since the main goal in phenomenological study is to understand the participants' lived experience (Creswell, 2009), in the present research, a semi-structured interview protocol was designed with the purpose of accumulating significant information from the. The internet-based interviewing was chosen for this study. By internet-based interviewing, interviews were conducted and recorded using skype and Baleh applications.

Those participants willing to use Bale were asked to send their recorded voices for the questions. The reason for choosing these two devices was that the participants had easy access to them.

Procedure

Questions useful for semi-structured interviews are of two types. One is what Spradley (1979) refers to as the "grand tour" question (pp. 86–87), in which the participant is asked to recreate a significant portion of the experience. There are also the mini-tour questions, in which the interviewer requests that participant reconstruct the points of interest in a more constrained period or experience. To accomplish the objectives of this study, the researcher developed an interview protocol using Rous and McCormack's (2006) specific questions to help elicit critical incidents:

- What caused the incident in the first place?
- How did the individual or individuals do or not do that made a difference?
- What was the outcome or result?
- What made this action effective or ineffective?
- What could have increased the effect of the action?

Following Castillo's guideline (2016), to ensure that the interview protocol is reliable, first the researcher made sure that the interview questions matched the research questions by creating a matrix for mapping interview questions onto research questions (see Appendix C). When a particular interview question had the potential to elicit information pertinent to a particular research question, the researcher marked the cells. The process of creating this matrix helped the researcher indicate whether the questions were incomplete and irrelevant and decide if too many questions were connected with one question and not many to other questions. Next, through interview protocol, the researcher developed an inquiry-based conversation by a) designing interview questions that differ from research questions in format; b) social guidelines of conventional discussion; c) a wide range of questions; and finally, the researcher got feedback on the interview protocol that was developed. A close reading of an interview protocol means that someone checks the protocol for how it is organized, how long it is, how it is written, and if it is easy to understand. So, the researcher asked one of the university faculty members to check the checklist and provide feedback if necessary (see Appendix D).

The researcher carried out three interviews with the participants within two or three sessions. The length of the time it took for the participants to reach saturation in their responses to each question and probes determined the number of interview sessions required. It took much time for some participants to respond and for some others, it did less. Some interviewees, due to being exhausted or bored, needed to defer the remainder of the talking. Hence, these meetings were set by the participants' favored advantageous time. The interviews were conducted with the participants within a maximum of three days. The researcher moved back and forth through the list based on the participants' responses during the interview process. This is because open-ended questions set an area to explore while giving participants the freedom to go in the direction they want in relation to the topic of interest. In sum, the interview protocol consisted of general questions that guided the participants into the phenomenon under investigation as well as some follow-up questions or probes that were based on the participants' responses to assist the researcher in eliciting rich responses and clarifying the situation.

The trustworthiness of the qualitative research findings is of “utmost importance” (Creswell, 2008, p. 266). The following steps have been taken to ensure that the findings of this study are as valid as possible:

(1) Clarification of the researcher's position to ensure dependability (bracketing using reflexive journal): The objective of this process is to help the researcher become aware of where he comes from, who he is, and what he believes. Moreover, it gives the reader an overview of the researcher (see Appendix E).

(2) Triangulating data sources (analyst triangulation) to ensure credibility: In-depth interviews were used as the primary data source for this study. In this research, the analyst triangulation involved using another researcher who had experience in qualitative research and also was a faculty member at the university. After the data was encoded, the main researcher provided him with the data to encode. The second person said he coded and formulated similar results with small differences. The fact that the different data reviewers came to the similar conclusion increased our confidence in the results. Member checking is what Cho and Trent (2006) describe as an exchange between researchers and participants, in which information is sent to the participants to ensure that researchers understand and interpret it correctly. Transcriptions and themes had been submitted to the participants to make sure that they agreed with the coded parts and it was as much close to their intended meanings as possible. Once their positive feedbacks were obtained, the data explicitation continued to the end.

(3) In order to meet the transferability criterion, the researcher provided a detailed and exhaustive description of methodology, data gathering and analysis procedures so that other researchers can make up their own minds as to whether or not findings have been transferred;

(4) According to Miles and Huberman (1994), the most important criterion for confirmation is whether or not a researcher acknowledges that he has any predispositions. To this end, reasons for the preference of one approach when other alternatives could be used were provided (methodology).

Design

The qualitative approach that the researcher adopted for this study was phenomenology that focused on exploring and describing the experiences and perspectives of Iranian MA EFL learners of effective language classroom. A phenomenological methodology was selected because, as stated by Marshall and Rossman (2011), the aim was to accurately capture the participant's perspectives. It enabled the researcher to “understand the meaning that participants attribute to those actions – their thoughts, feelings, beliefs, values, and assumptive worlds” (p.57). According to the phenomenological principles, when obtained data are described in a highly detailed manner that takes into account comprehension of the meaning of experience, scientific research is valid. (Moustakas, 1994).

The Researcher's Role

In qualitative research “the researcher is the primary instrument for data analysis and collection” (Merriam, 2009, p. 15). Qualitative research demands an in-depth description of the events happening. Gathering data from observations and interviews to paint a vivid picture of what is taking place is key to the process. The researcher needed to keep an open mind when conducting interviews, bearing in mind that each person's story shapes their views of the world.

Researcher's bracketing

It is important that researchers keep within brackets personal ideas about the phenomenon under study (Drew, 2004; Gearing, 2004). This allows a researcher to observe the phenomenon unfiltered as it is, without the influence of our natural attitudes, individual and social constructions, and assumptions. Among existing techniques for bracketing, the researcher chose to use the reflexive journal in which preconceptions were identified throughout the research process (Tufford & Newman, 2010). In order to do the research objectively, the researcher opted for bracketing to attain epochs, which attempted to set aside biases and preconceived notions (natural

attitude), and gave attention to the present situation and to understand the point of view of those involved. This action was taken to prevent the researcher's personal opinion or past experience from interfering with the study. This was done to ensure the researcher's own views or experiences did not influence the outcomes of the research. The researcher continued to use reflective journaling to clarify assumptions, preconceived notions, biases (natural attitude), as the researcher worked throughout the research study. The researcher in this study extended the bracketing (preconceptions) to the stages of data analysis that is coding and developing themes.

Data Analysis

The phenomenological explication of the data (Figure 1) was based on Colaizzi's Strategy (1978).

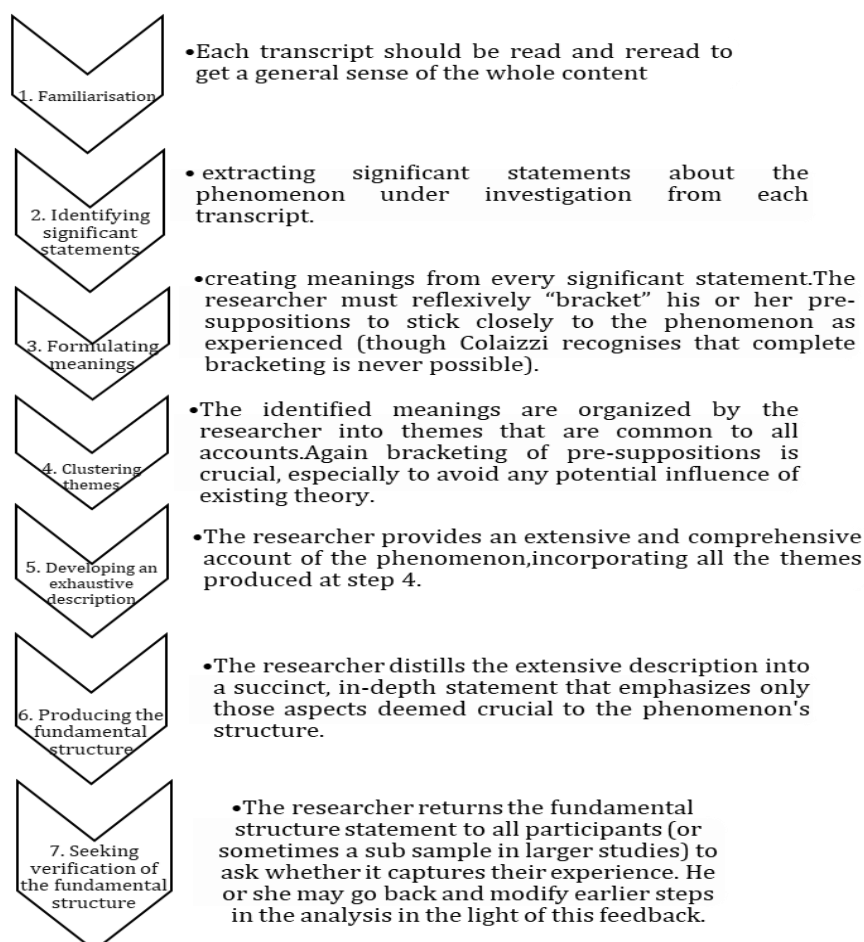


Figure 1 Steps in Colaizzi's Phenomenological Method

Results

RQ1: What specific behaviors distinguish the good and poor performance of language teachers from the students' point of view?

The three identified categories were: 1) attention to learners' opinions 2) material transfer, and 3) teaching enthusiasm. Table 1 shows the frequency of good and poor events. Categories provide important behavioral dimensions, while numbers present the relative importance of these dimensions. The numbers were obtained when coding and thematizing the data had been finished. After categorization, the number of important events mentioned by the participants in relation to each theme were counted. Due to the volume of critical events, each cannot be reported individually. However, the events presented for each dimension indicate the type of critical events associated with each dimension both positively and negatively.

Table 1
Categorization of Good and Poor Performance

Category	Good performance	Poor Performance
Attention to learners' opinions	14	10
Material transfer	8	11
Teaching enthusiasm	15	7

Attention to Learners' Opinions

As Table 1 indicates, the number of good and poor comments are (14) and (10) respectively. Teachers establish an environment that enables learners to have control of their learning procedures and develop the ability to cooperate with their classmates while functioning self-reliant. Paying attention to students' opinions refers to a dimension of teaching in which students facilitate their learning by presenting their opinions. In describing this dimension, learners used positive words such as 'respect us' 'ability to understand imperfections' 'compassionate' 'intimate', and 'thoughtful'. One related event is described by participant 20 as:

"When the presented materials seemed difficult to learn in class, we decided to share this problem with him. One person was assigned as a representative and was supposed to talk to the professor. After this, the professor decided to ask for all of our opinions on the level of content and the

problems that had arisen. Then he decided to investigate and inform us. The next session he decided to make changes in the content according to the issues mentioned and the students' opinions. This pleased the class and facilitated the learning of the students, especially me."

On the other hand, learners pointed to a number of negative events. They used words like 'dictator' 'proud' and 'stubborn'.

A related event is stated by participant 5 as:

"One thing I can point out here is that during the teaching period, the professor refused to use their native language, however short. When asking them to use their native language to make it understandable, they say that you are learning the language and that is not justified. My classmates believed that the professor had no respect for our opinions and was stubborn."

Material Transfer

The second important dimension was the transfer of educational materials. According to Table 1, the number of good comments is less than poor ones. This dimension generally affects the way of teaching and the transfer of educational materials. Those who use real-life examples and items to transfer content are more successful. On the other hand, participants state that professors only follow the curriculum they have been given, and the extent of their task is confined to the provision and communication of the material within the book, with no further obligations or responsibilities. Trainers don't have a clear role in checking how well students are learning. This makes students feel like their learning isn't being measured. Positive events are derived from comments such as 'encouraging independent thinking' 'providing examples and images' 'useful communication with content' and 'strategically driven.'

One of the incidents is stated by participant 14 as:

"At the beginning of each chapter, our professor expresses a general context and then emphasizes the keywords related to the subject and tries to make the materials easy to get. This will make us examine issues from new perspectives. and benefit from personal life analysis to connect with the content of the course."

Some of the negative cases mentioned include words such as 'confusing' 'reading out the book' and 'failing to provide an example.'

In this regard, participant 28 says:

“Too much emphasis on the textbooks and not going beyond it without using comprehensible and relevant examples will make learning difficult and cause a fuss in the content transfer.”

Teaching Enthusiasm

Another dimension mentioned by the participants was a great interest in teaching. According to Table 1, the proportion of good comments to poor ones is 15 to 7. According to the students, professors with teaching passion and who make students’ learning a priority of their work are successful and trusted by students. Words such as ‘real expert’ and ‘teaching professor’ have been used to describe them. An example is mentioned in connection with this by participant 10 as:

“In our teaching method class, we had a professor who taught with such enthusiasm that he delighted us, and this caused effective absorption and learning. He never got tired of answering our questions. He mixed teaching with humor and always tried to prepare the classroom atmosphere for learning using this teaching humor. A happy appearance, according to him is one of the basic principles of teaching. Even relatively weak students pointed out that having an interest in work, especially teaching, motivated them to learn the material. My classmates always called him passionate about teaching.”

RQ2: What are the distinct characteristics that are associated with effective learning from the students’ points of view, which can be utilized as a mechanism for enhancing the standards of effective language classroom?

Table 2 shows characteristics that contribute to effective learning experiences.

Table 2
Effective Learning Characteristics

Instructors’ competence	Learning environment	Learning processes
Updated Interactive style	Student- professor relation Technology	Learning autonomy Learning path

The first theme obtained according to Table 2 is the instructor’s competence, which includes the sub-sets of being ‘up-to-date’ and ‘interactive style’. Drawing from the data provided by the participants, the

ability of English professors is related to their up-to-datedness and knowledge of the latest information related to the subject. Participants associated their teachers' knowledge with their long-term impact on the learners. Teachers have the potential to function as stress alleviators. Here is an example mentioned by participant 26:

“I think the most important factor is that in university, since studying English is a requirement, the classes should be run with the latest methods because the students have to sit in those classes. Being in such an environment is very effective because if someone likes English, he can benefit from experienced and up-to-date teachers by attending such classes, so I think the teacher plays the most important role here. Making others interested in learning can be a useful learning experience. An experienced and knowledgeable teacher can be the best even without any teaching materials.”

The second factor in the sub-category related to the instructor's ability is related to the 'interactive style' in the class. Effective learning events are often characterized by an above-average level of teacher-class interaction. Both professors and students are responsible for this relationship. The trust of the professors in the students is understandable for the participants. The establishment of effective communication between students and teachers has been observed to be useful in learning. In the academic setting, these educators employed a pedagogical approach that transcended the conventional technique of presenting information verbatim from presentation slides or written materials. These professors were more inclined to engage students in a discussion. To provoke thinking, the instructor asked questions from the class, instances were given to exemplify an idea, and an adequate duration was allocated for discussion.

In this regard, participant 18 remembered a noteworthy event:

“One illustrative instance pertains to the procedure adopted by our teacher whereupon assessments were concerned, as he ensured that the learners were suitably prepared to tackle the assigned tasks. Alternatively, he encouraged us to partake in English-based research. I think it was because the professor established a strong relationship with us. He was able to answer all our questions and we were able to understand the depth of the topic and had more opportunity to interact and discuss.”

The second main theme is related to the learning environment. This theme includes the sub-categories of 'student- professor relation' and 'technology'. The classroom environment is one of the issues that students think is affected

by the professor's performance. He can make students feel scared or inferior in class. Student-teacher relationships can be positively or negatively affected by the classroom environment. The learning environment, especially the emphasis on evaluating performance through testing and grading as opposed to focusing on learning contributed to successful educational outcomes. Participant 11 explains that:

“The lack of engagement within the classroom environment may be attributed to a number of different possible factors, such as the limited availability of proficient English educators, or perhaps a misalignment between the instructional pedagogy employed and the students' learning needs and this prohibits the active participation and engagement of students towards knowledge acquisition. This makes us afraid of being humiliated by the teacher even if we ask a simple question or change our study method.”

According to the cases mentioned by the participants, technology was very useful in many cases and helped in effective learning. If the teacher exhibited an engaging approach to teaching and used PowerPoint visuals (e.g., pictures), this would facilitate effective learning.”

In relation to this topic, participant 22 says:

“Professors can provide more attractive learning opportunities for students and understand the importance of using the available technology. You can no longer imagine teaching without computers and technology. In the language testing class, the use of such technology made it easy to learn a relatively difficult lesson.”

The third main theme is learning processes, which includes ‘learning autonomy’ and ‘learning path’. According to the participants, the activities assigned to them greatly help to make the English class more effective and have an emotional effect on the students. If they feel satisfied with the performance of the class, it means more progress. The efficacy of classroom utility is determined by assisting students in discovering efficient methods of learning.

Participants 25 describes:

“Considerably substantial effort and dedication were requisite in our academic pursuits for the classes in question, as the professor invariably instructed us to be adequately prepared with a presentation material. Our experience with this approach was highly satisfactory, thus we tried to remain adequately equipped and well-informed in order to facilitate enriched classroom discussions... When I presented the material in class, I was

thinking about something beyond being a student. The feeling that I can participate in conferences and other gatherings as an academic person. This teacher's method increased our self-confidence in learning."

Learning path was one of the other items mentioned by the participants. Effective learning experiences frequently aid students in their academic pursuits. They talked about their experience in a broader context, such as why and how they learn. Students should not do activities just for fun or out of compulsion.

According to participant 16,

"They should be given a purpose to create a purposeful pattern from any activity. For example, they should be able to ask themselves at the end of the lesson, 'What kind of activity did I do?' Or what should I pay attention to while doing the activity or what are the keywords? I always think about this question when doing class activities, how does doing such activity contribute to long-term learning? In the class, the teaching method will have a better learning experience by doing purposeful activities and how to put an activity in the form of experience."

Discussion

The goals of the current research were to identify behaviors that distinguish the good and poor performance of language instructors from the students' points of view and effective learning characteristics so that teachers can use them as a tool to improve the quality of their language classroom. By using the critical incident technique, six main themes were identified: 1) attention to learners' opinions 2) material transfer 3) teaching enthusiasm, 4) instructors' competence, 5) learning environment, and 6) learning process. According to the opinions of the participants, the professors should transfer the knowledge and curriculum materials that has been set in advance to the students and the class. What can be argued is that teachers in the classroom are responsible for fulfilling multiple roles for learners all at once and in the same place. An effective English teacher is a good teacher when he can effectively deal with learners. The findings of this study are similar to what Eriksen (1986) describes. Seymour Erickson describes a study in which the opinions of language learners about instructors were analyzed. The conclusion was that an outstanding teacher should be an inspiration to them, to have their concerns, an active scholar, and an organized, efficient, and available professional. In relation to the experiences of the individuals in this research concerning the reliance of teachers on textbooks, Matthew (2012) points out that English teachers tend to

rely heavily on textbooks and leave other aspects of learning to their students. Using books as the only source of information hinders their learning progress because it limits their learning scope. Therefore, the findings of the study support the belief held by participants that when professors merely present the book's material without altering their teaching methods or evaluating students' understanding, it creates an impression of diversified learning. As McGrath (2006) rightly points out that the perceptions of educators regarding textbooks are likely to have an impact on how they are used and learners' attitudes, and learning will be influenced by how they use them. It seems vital to understand these attitudes. For this reason, students' beliefs and attitudes toward textbooks affect the learning process. The results of this study contradict the results of previous studies. Soares (2005) investigated the importance of textbooks for teachers of English as a foreign language. To do this, the relevance of adopting a textbook as one of the resources among other educational materials or as the foundation of classroom teaching was assessed. A significant concern addressed in this study pertained to the extent to which language teaching processes are guided by educators' beliefs and the impact of published instructional materials. The analysis showed that textbooks represent the main materials of language teaching in the classroom and the teachers' demands regarding these educational materials are very similar. Khodabandeh and Mobini (2018) showed in their study that teachers and learners are interested in books. Also, the findings indicate that there is no significant disparity between the understanding of Iranian teachers and learners of the book.

The findings of this research are consistent with previous research showing that people's enjoyment of learning is related to the instructor's enjoyment of teaching, especially when this enjoyment of teaching is manifested in the form of apparent enthusiasm (Frenzel, et al. 2016). In their research regarding the students' perception of the characteristics of effective English teachers, Chen and Lin (2009) found that learners generally consider the character of the teacher and his teaching style to be more important than the teaching ability. This is why Williams and Barden (1997) argued for the social constructionist approach in language learning and proposed a close relationship between beliefs and practices among educators and learners. Based on the data collected from the participants, the quality of the instructors is very important in terms of being up-to-date and teaching (whether positive or negative). Learning through technology can be defined as the use of information technology to achieve diverse contents related to teaching or learning. At the same time, it increases students' learning by providing a variety of resources and information at any time and place (Zhang, 2014). The findings of this research are in line with what Hobbs and Tuzell (2015) state. According to them, teachers' beliefs and attitudes about technology,

whether positive or negative, affect how it is integrated into educational practices and change their traditional role to facilitate students' learning process. Likewise, commitment to teaching provides strong motivation for educators to incorporate technology into their teaching practices. Interactive style and an effective teacher-learner relationship in the classroom are very important. Therefore, given the impact this relationship may have, educators must recognize that it is important for students to have a sense of ease and self-assurance when working with their educator. The theme of interactive style also confirms the previous belief that 'feelings and emotions... play a vital role in promoting learning' (Day & Leitch, 2001). As the participants in this study explained, when students feel comfortable with the teacher and the environment, they can develop more positive relationships such as friendships, develop a better way of acting in the social environment, and enhance their ability to interact socially. (Larson, 2011). One of the points of view that should be considered in examining the relationship between the instructor and the learner is the expectations they have from each other. This relationship can be a characteristic that determines the level of their satisfaction. In our encounters in the classroom, as professors and/or students, creating a harmonious relationship between two parties depends on the level of satisfaction they both achieve. Dam and Legnhausen (1997) have distinguished the fundamental, functional, and methodical concepts that define a self-directed learning setting. These signify that the acquisition of language takes place through a constructively inventive approach, be it in a formal or informal environment, where the main goal is on genuine communication between instructors and learners. By allowing learners to make their own choices and conducting learning activities within small groups, the genuineness of communication interactions in the classroom is ensured. This sense of independence of the participants can enhance their learning. Language learning classes require certain components that are valuable and interesting for both the teacher and the learner. English language learners face a challenge as they have limited opportunities to utilize the language in their daily routine. They rely heavily on classroom drills as it's the sole platform for them to build their proficiency. The information provided by study participants suggests that language learners possess a certain mindset or disposition. In an effective language classroom, learners are in a situation where they are prone to change. Certain beliefs can have a positive impact on language learners, whereas others can hinder their language learning progress. They are always moving towards the formation of beliefs and metacognitive knowledge. In learners, through the learning experience, a belief is formed that includes procedures for learning, which is a cognitive factor. Learners are aware of facts (knowledge) here. On the other hand, an effective language class appears differently for each different

language learner, and this causes the emergence of a complex class system. Using the results of the present research, it is possible to provide an opportunity for people who do the task of language teaching or planning language textbooks to acquire enhanced comprehension of the procedural intricacies and potential modifications that may transpire during advancement. of language students to higher levels. In understanding what happens in a successful language class, students' experiences should be taken into account, because this experience affects their learning and understanding in the class and may change over time, and the student's experiences and understanding during their studies lead to a deep understanding of obstacles learning. This study tried to have a new outlook on professional development which possesses numerous distinguishing features: To ensure effective pedagogical practices, systematic planning, implementation, and evaluation of professional development for teachers are essential. Teachers should be equipped with tools that enhance students' learning outcomes. This can be achieved by integrating creative approaches and learning strategies into the curriculum. Additionally, teachers should incorporate technological tools and resources to facilitate students' acquisition of knowledge and skills. It is crucial that educators remain responsive to the needs and abilities of their learners, and develop instructional plans that are adaptable and flexible. Such pedagogical practices promote engagement, critical thinking, and lifelong learning among students. Ultimately, it is imperative that teachers utilize effective teaching methods and continuously assess their efficacy to continually improve the educational experience for all learners. The process of professional development can manifest itself in a myriad of divergent approaches across different contexts. Furthermore, even within a setting, it can present multifaceted dimensions.

The participants' responses were the first limitation. The researcher was unable to determine whether the participants' responses accurately conveyed their true emotions. The description of their experience was likely to be hampered by things like anxiety, the fear of offending, or avoiding providing additional explanations of their accounts. Also, there were three sessions, each lasting 20 to 40 minutes, during which the study was carried out. Here, the researcher had no control over how this time might have affected the students' responses. In addition, the researcher would not be able to ask participants for much more information during this time. The choice of the problem itself was considered as delimitation. Teachers, students, and instructional materials all come into contact with one another in the language classroom, which is a complex and highly sensitive environment. Language classrooms' varying characteristics make it problematic to give a settled definition of an effective language classroom. The absence of qualitative research that considers the EFL learners' viewpoints about effective English

language classrooms at MA level evoked this researcher to carry out the study. The findings of this phenomenological investigation can serve as a preliminary measure towards comprehending characteristics that English language instructors must possess of their students. The present study endeavors to contribute to the domain of phenomenological research by providing a basis for further investigation in the context of Iranian EFL learners. The findings can be useful for those involved in teaching English, so they can have a better understanding of what's happening in the English language class. The psychological aspect of teaching and learning English in the classroom can be influenced by the requirements of language learners. The most significant implication of this study is that EFL teachers should become aware of and acknowledge the beliefs held by their students regarding what constitutes an EFL language classroom. Perspectives and beliefs induced by students can altogether affect the student's learning. This researcher can recommend that because both male and female members involved in this review, there would be a better image of the male and female lived experiences whenever considered independently. On the other hand, 30 Iranian MA EFL students are included in this study. Using the same methodology that was used in this study can give researchers a chance to have a better understanding of the process and the changes that can occur. Additional research is needed that takes into account additional perspectives at different levels like BA or PhD.

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