

Pedagogy of Aptitude in an EFL Context: Scale Development Using a Thematic Analysis Approach

Fariba Feyzbar

Ph.D Candidate

Department of English

Shiraz Branch, Islamic Azad University

Shiraz, Iran

Email: fariba.feyzbar@gmail.com

Leila Akbarpour*

Assistant Professor of TEFL

Department of English

Shiraz Branch, Islamic Azad University

Shiraz, Iran

Email: Leila.Akbarpour@iau.ac.ir

Abstract. This study aimed to develop a language teaching aptitude scale for Iranian EFL teachers by using a qualitative thematic analysis approach. The participants of this study consisted of thirty (fifteen males and fifteen females) EFL experts who were Ph.D. holders in TEFL with more than twenty years of teaching EFL at different universities in Iran and at least one published paper on language teaching aptitude. They were selected through purposive sampling from different universities. To collect the required data, a semi-structured interview was used as well as the existing literature and documents on English

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*Corresponding author

language teaching aptitude. Data analysis was conducted using the thematic analysis approach. The following themes emerged as the components of the English language teaching aptitude scale: interpersonal relationship skill, motivation-making ability, time management ability, needs analysis ability, positive thinking skills, critical thinking ability, verbal intelligence, mastery over different teaching methods, evaluation skills, and English language proficiency. Based on the identified components, a scale consisting of 10 sub-scales including inter-personal relationship skills (16 items), motivation-making ability (4 items), time management ability (4 items), needs analysis ability (4 items), positive thinking skills (15 items), critical thinking ability (8 items), verbal intelligence (5 items), mastery over different teaching methods (13 items), evaluation skills (13 items), and English language proficiency (7 items) were developed for English language teaching aptitude for an Iranian EFL context. The scale included 90 five-point Likert items ranging from 1=strongly disagree to 5=strongly agree.

Keywords: Language aptitude, language teaching, teaching success, teaching effectiveness

1. Introduction

The role of teachers in increasing the quality of education and its outcomes is well-admitted. Among different characteristics of teachers, teaching aptitude is one of the main determining factors in teacher effectiveness. The role of teaching aptitude is so paramount that it has proved to be a good predictor of teacher effectiveness (Kumari & Naik, 2016). Kukruti (1990), an old proponent of the studies on psychological correlates of successful teachers, was one of the first scholars who found that teaching aptitude and teaching success are significantly correlated. Therefore, it is not misplaced to give adequate significance and heed to teaching aptitude (Kant, 2011).

Teaching aptitude means teaching aptness, inclination, and tendency. It involves mental capability, attitude towards students, adaptability, and interest in teaching. It is a specific ability, potentiality, interest, satisfaction, and fitness in the teaching profession. It helps teachers reach the required degree of proficiency or achievement in teaching (Kumari & Naik, 2016). Teaching aptitude plays a crucial role in teachers' fulfilling the assigned responsibilities because it can predict the success or failure of teachers in future teaching. According to Tasleem and Hamid (2012),

teaching aptitude is a specific capacity or ability different from general intellectual ability, and it is what causes teachers to attain proficiency or achievement in teaching.

The word “aptitude” is originally derived from the word “Aptos”, which means “fitted for”. Different definitions have been proposed for the term aptitude by different psychologists (Babu & Rao, 2007). Feiman-Nemser (2001) has defined aptitude as a set of features that shows an individual’s capacity to attain some specific knowledge, skill, or organized responses with training. He believes that aptitude refers to those qualities which determine ways of behavior that demonstrate how well an individual can learn to confront and solve certain kinds of problems. Aptitude has also been defined as the quality of being fit for a profession. It is considered the primary determinant factor of ineffective performance in any job. If individuals are empowered with the necessary skills and competencies for their specific job, they can inculcate the skill in other persons (Babu & Rao, 2007).

Among different jobs, the previous literature shows that teaching aptitude has a positive and significant relationship with students’ academic achievement (Kaur, 2007; Saurabh, 2013; Ushakumari, 2008). The relationship between Teaching Attitude and academic achievement is so significant (Mangal, 2009) that it is not influenced by different factors such as gender (Ganoje, 2011), experience (Devi, 2013), context (Saurabh, 2013), and language proficiency (Mishra, 2007; Sindhu, 2013; Tasleema & Hamid, 2012).

Given that academic achievement is the ultimate goal of almost all educational systems, the crucial role of teaching aptitude cannot be dismissed. Teaching aptitude is a measurable characteristic, and this is why different scholars have attempted to develop teaching aptitude scales. However, the researchers, through reviewing the related studies on teaching aptitude, felt that this issue had not been touched by Iranian researchers significantly.

Moreover, it is generally argued that teaching English is a complex task that requires profound experience and professional development through some procedures, both formal and informal (Ahmed, 2003). Language teachers may encounter specific problems such as classroom man-

agement, students with learning disabilities, lack of teaching-related technologies, subject matter complexities, etc. (Dajani & McLaughlin, 2009). All these issues show the importance of teacher quality, teacher effectiveness, and teaching aptitude in language teaching.

However, it can be observed that although some studies have addressed such issues as teacher effectiveness and teaching success (e.g., Demiroz & Yesilyurt, 2015; Sezer et al., 2019; Shahvand & Rezvani, 2016; Zamani & Ahangari, 2016), the researchers have not probed teaching aptitude despite its significance in language teaching and consequently language learning. In addition, among the studies conducted on teaching aptitude, there exists research paucity in scale development.

This scarcity is more felt in the context of Iran, wherein field observations show that teaching aptitude is considered a marginal issue in language teaching. As evidence of this saying, the entrance exam for recruiting students as prospective teachers (i.e., student teachers) is devoid of any teaching aptitude part that tackles applicants' primary aptitude for language teaching jobs.

With a view to the vital role of teaching aptitude in teaching English, the mentioned gap in the literature, and the researchers' interest in teaching aptitude issues, this study seeks to develop and validate a language teaching aptitude scale for Iranian EFL teachers. Accordingly, the following research questions were formulated in this study.

1. What are the main components of English language teaching aptitude?
2. What sort of scale emerges from English language teaching aptitude components for an Iranian EFL context?

2. Literature Review

Although scarce in quantity, some studies have addressed teaching aptitude, which has revealed interesting results. The majority of studies focused on the role of aptitude in the process of language learning, but few of them explored the role of teachers' aptitude in teaching. So, due to the importance of teachers' aptitude in Iran's education system and the lack of study on the role of aptitude and talented teachers in the

country, the researchers in the following study focused on this significant matter.

Here, some parts of the scarce literature on teaching aptitude are reviewed. Sharma (1984), in a study on teaching aptitude, sought to see whether teaching aptitude significantly correlates with prospective teachers' intellectual level and morality. According to the results, it was shown that teaching aptitude is significantly correlated with intellectual level. Moreover, a significant interplay was found between teaching aptitude and morality. Shah (1991) explored the predictive power of teaching aptitude in predicting teachers' teaching effectiveness and quality. The results revealed that teaching effectiveness and quality were strongly predicted by teaching aptitude. Vasanthi and Anandhi (1997) sought to identify the factors influencing teacher effectiveness and found teaching aptitude and achievement motivation among the most significant factors in this regard. In a study, Yeung (2000) explored factors contributing to teachers' teaching efficacy and found that, among other factors, the communication ability of teachers and their teaching aptitude were effective on their teaching self-efficacy. The studies by Kohlan (1989), Malik (1999), Meenakshi (1988), Saron (1991), and Vyas (1982) also confirmed these findings. On the contrary, the findings reported by Al-Zubeiry (2020), Gupta (1977), and Tapodhan (1991) did not show any relationship between teaching aptitude and academic performance.

3. Method

3.1 Design

This study was done using a qualitative thematic analysis approach. The existing literature on teaching aptitude was explored to identify the main components of English language teaching aptitude. Moreover, twenty EFL experts (described below) were interviewed for the same purpose. Finally, the collected data were qualitatively analyzed through thematic analysis.

3.2 Participants

The participants of this study consisted of thirty (fifteen males and fifteen females) EFL experts who were Ph.D holders in TEFL with more

than twenty years of teaching EFL at different universities in Iran, with at least one published paper on language teaching aptitude. They were selected through purposive sampling from Shiraz Azad University, Shiraz State University, University of Tehran, Isfahan University, and Yasouj University. Their age range was 50-65. This group was hired to be interviewed to identify the main components of English language teaching aptitude. It is worth noting that data saturation was obtained after interviewing the 20th expert. Furthermore, that is why no more than this sample size was interviewed.

3.3 Instruments

The following instruments were used to collect the required data.

3.3.1 Semi-structured interview

To complete the list of English language teaching aptitude components recognized through reviewing the existing literature and consequently extracting the appropriate items for the final version of the English language teaching aptitude scale, a semi-structured interview was designed and taken from thirty EFL experts.

To design this interview, the researchers consulted similar studies. The interview consisted of ten open-ended questions on language teaching aptitude in EFL contexts. The researchers implemented the interview in English with no time limitation. To observe the protocols of the Covid-19 pandemic, the interview was taken and audio-recorded on WhatsApp and Telegram.

To establish the dependability and credibility of the interview data, it went through low-inference descriptors and member checks processes. Furthermore, intra-rater reliability was checked by analyzing the content of the files qualitatively after a one-month time interval to ensure the consistency of the results.

3.3.2 Existing literature and materials and instruments

To identify the main components of English language teaching aptitude in EFL contexts, this study benefited from content/document analysis of the existing literature and documents on English language teaching aptitude. The literature and documents included books, articles, reports, theses, dissertations, etc. which the researchers found in the form of

hard copies or electronic files. The content of the files was qualitatively analyzed through the thematic analysis method. In the qualitative analysis of the literature and documents, intra-rater reliability considerations were considered. That is, the researchers re-analyzed the content of the files qualitatively after a one-month interval to ensure the consistency of the results.

3.3 Data collection procedures

At the beginning of the study, the study sample was selected and informed of the study's main objectives, considering research ethics. Then, to recognize the main components of English language teaching aptitude in EFL contexts, the researchers collected the existing literature and documents, including books, articles, reports, theses, dissertations, etc., on English language teaching aptitude from different online and offline databases. Then, the researchers analyzed the content of the collected files through qualitative thematic analysis. To confirm the consistency of the results, the researchers analyzed the content of the files again after a one-month interval.

Then, thirty (fifteen males and fifteen females) EFL experts were interviewed using a semi-structured interview (described above) on WhatsApp and Telegram so that the components of English language teaching aptitude in EFL contexts would be completed and the appropriate items for the final version of the scale would be developed. The interview data were transcribed verbatim and exposed to thematic analysis. Furthermore, intra-rater reliability was checked by analyzing the content of the files qualitatively after a one-month time interval to ensure the consistency of the results.

Then, by combining the components of English language teaching aptitude in EFL contexts obtained through reviewing the existing literature and documents and interviewing the experts, the final version of the language teaching aptitude for Iranian EFL teachers was developed.

Data analysis involved thematic analysis of the data collected through reviewing the existing literature and documents on English language teaching aptitude and interviewing the EFL experts. To this end, first, the researchers took some notes or looked through the data to familiar-

ize themselves. Then, they coded the data by making some phrases and sentences of the text bold and coming up with codes representing the content of the bold parts. Next, they looked over the codes to identify the common and recurrent patterns. Finally, they reviewed the extracted themes to make sure of their accuracy.

4. Results

Through thematic analysis of the transcribed data, the following themes were extracted as the main components of English language teaching aptitude:

Interpersonal relationship skill

According to this theme, teachers should have a good relationship with students and colleagues.

As said by teacher 4

“Teachers should like all students. They should care for them, and show empathy towards them. Teachers should see students as their friends.”

Teacher 8 stated:

“Teachers should like to solve students’ emotional problems directly and indirectly. They should not be indifferent to their students.”

Teacher 10 said:

“Teachers should cause students to feel togetherness by giving them affection. They also should have warm relations with their colleagues. Generally speaking, interpersonal relations play an important role in teaching.”

According to teacher 29:

“Teachers should support students and make good relations with them. Students should consider their teacher as their friend rather than their boss. Students-teacher relations should be intimate.”

Motivation-making ability

According to this theme, teachers should try to motivate students to learn.

Teacher 7 said:

“Teachers should encourage students’ motivation and creativity. The Motivation of students is of significance in the learning process. Teachers should pay much attention to this factor.”

Teacher 5 discussed:

“Motivation is the most important factor for classroom learning. Teachers should motivate and engage students.”

Teacher 3 stated:

“Teachers should attempt different motivational strategies. In this way, students learn better, and their teaching success is more guaranteed.”

As commented by Teacher 26:

“Students need to be motivated to learn better. One of the main duties of teachers is to motivate students, give them rewards, and reduce punishments.”

Time management ability

According to this theme, EFL teachers should be able to manage their time in teaching.

According to teacher 9:

“Teachers should enter and exit school in time, so that time arrangement is not disturbed. Observing disciplines is a positive element in teaching.”

Teacher 18 stated:

“Homework should be corrected daily so that students are not under the time pressure to implement teachers’ feedback. Giving students timely feedback is helpful for them in learning English.”

Teacher 12 said:

“It is important for a teacher to be able to think of as many ideas

and words as possible in a short period. Time management is the main difference between experienced and inexperienced teachers.”

Teacher 25 commented:

“A limitation of teachers is the time of classes. Therefore, teachers should be capable of managing classroom time so that all necessary activities are covered.”

Needs analysis ability

As meant by this theme, a dimension of teachers’ aptitude is identifying students’ needs.

Teacher 11 said:

“Teachers should know that students’ needs are different. For example, they should recognize that students with special needs should be educated in the integrated education setting because they are to adjust in the general life process.”

Teacher 17 stated:

“Teachers should know that the curriculum should be according to students’ needs. Teachers need to pay attention to students’ needs.”

As put by teacher 20:

“Teachers should be able to do a needs analysis of students. Otherwise, their teaching methods and strategies would not be interesting and effective for students.”

Teacher 30 mentioned:

“Students do not seek the same needs in learning English. Teachers should adopt teaching materials to students’ needs. In this way, it can be guaranteed that all students reach their goals.”

Positive thinking skills

This theme means that teachers are required to think positively from different angles.

As stated by Teacher 9:

“A teacher should be optimistic about her/his job. Exaggerating the problems and challenges is not a good thing for a teacher.”

Teacher 15 said:

“A teacher should support discipline employing inner thinking. Inner views can orient teachers positively in their job.”

Teacher 2 put forth:

“The attitude of the teacher towards the students should be as guardian. A positive approach should be taken by a teacher concerning job status, students, colleagues, and so on.”

Critical thinking ability

As stated by this theme, teachers should be good critical thinkers.

Teacher 14 said:

“Teachers need to be critical of current affairs. A teacher needs to think critically.”

Teacher 6 stated:

“If an inspector arrives in school and a parent is complaining against the teacher, the teacher should clarify the point to the inspector. The teacher should be open to the critiques made by others.”

In the words of teacher 10:

“A teacher is expected to create a public opinion against social injustice. Teachers ought to discuss critically practical/theoretical issues with their colleagues.”

Verbal intelligence

The theme of verbal intelligence says that teachers should be verbally skillful.

Teacher 13 said:

“A teacher should be able to talk skillfully. Teachers need to be talkative.”

Teacher 1 commented:

“Teachers should have high verbal intelligence. A teacher should have an effective verbalization capability.”

Teacher 19 said:

“A teacher should use language skillfully. Verbal ability is a distinguishing point in a teaching job.”

Mastery of different teaching methods

A theme identified in the sayings of the interviewees was that teachers should be able to use different teaching methods.

According to teacher 9:

“For teaching to be done successfully, group division should be based on intelligence level. It should be done because students’ learning rate is different from each other.”

In the words of teacher 16:

“Since the development of intelligence depends on age, teaching should be dependent on the age of students. Teaching methods are essential for teachers since students may comprehend the lesson.”

Teacher 10 perceived:

“Brief notes should be prepared before teaching to make the teacher aware of what, how much, and how to teach. Teachers should present practical examples to make the teaching efficient and interesting.”

Evaluation skills

From this theme, it is perceived that teachers should be able to evaluate students using appropriate evaluation methods.

Teacher 1 said:

“It is necessary for teachers to be able to use classroom assessment for instruction. Teachers should be able to evaluate their students’ abilities.”

As commented by Teacher 10:

“Teachers should elicit as many answers as possible from students. Home-

work should be assigned to students to allow them to practice learning and to evaluate their knowledge simultaneously.”

Teacher 3 stated:

“Teachers should benefit from various ways to evaluate students efficiently. It is necessary to preserve the sample of the students’ performance to evaluate students properly.”

English language proficiency

Another theme extracted was English language proficiency.

According to teacher 5:

“Teachers ought to know the rules of the English language. Teachers should take mastery over the system of the English language.”

As stated by teacher 18:

“Teachers should have a high English proficiency level. A teacher must be knowledgeable in the English language.”

As perceived by teacher 7:

“A teacher should indicate that he/she is knowledgeable in the English language. Teachers should give priority to English proficiency of themselves.”

As teacher 29 perceived:

“Although EFL teaching goes beyond just English proficiency, knowledge of the English language is part and parcel of teaching English.”

The identified components of English language teaching aptitude are demonstrated in Figure 1.

The developed scale

Through integrating the above components, the following Language Teaching Aptitude Scale for Iranian EFL Teachers was developed:

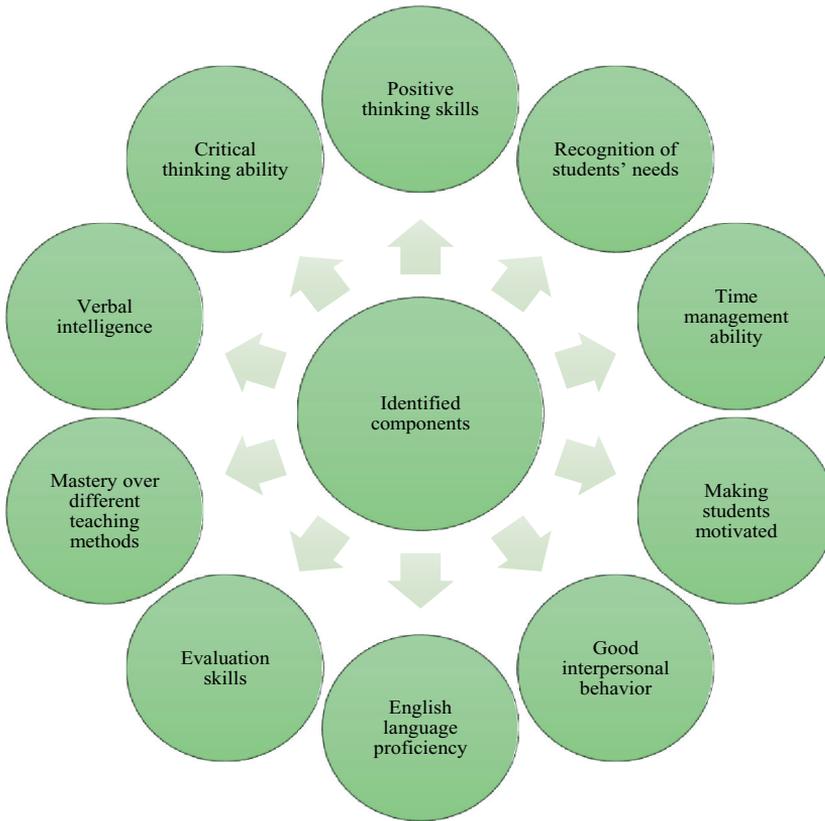


Figure 1. The Identified Components

Table 1: Language Teaching Aptitude Scale for Iranian EFL Teachers

Sub-scales	Items	Strongly disagree=1	Disagree=2	Neutral=3	Agree=4	Strongly agree=5
Inter-personal relationship skill	1. Teachers should like all the students in all classes.					
	2. Teachers should like, directly and indirectly, to solve some					

	students' emotional problems.					
	3. Teachers should cause students to feel togetherness by giving them affection.					
	4. Teachers should behave so that students are not afraid of them.					
	5. Teachers should give students the opportunity of playing.					
	6. Teachers should not punish students for removing stubbornness in them.					
	7. Teachers should pay attention to students' views.					
	8. Students should be permitted to participate in class discussions freely.					
	9. Teachers should not be indifferent to students' views and attitudes.					
	10. Teachers should not punish students for their misbehaviors.					
	11. Students should not be humiliated in class since it may weaken their self-confidence.					

	12. Affectionate behavior with students is one of the most becoming for a teacher.					
	13. Teachers need to show their interest in listening to their students.					
	14. A teacher should listen to students without losing concentration.					
	15. There should be a pleasant and cooperative relationship among colleagues.					
	16. There should be a pleasant and inspiring social relationship among my colleague teachers outside the school.					
Motivation-making ability	1. Teachers should encourage students' motivation and creativity.					
	2. Motivation is the most important factor for classroom learning.					
	3. Teachers should motivate and engage students.					
	4. Teachers should attempt different motivational strategies.					

Time management ability	1. Teachers should enter and exit the school on time, so that time arrangement is not disturbed.					
	2. Homework should be corrected daily so that students are not under time pressure to implement teachers' feedback.					
	3. A teacher needs to be able to think of as many ideas and words as possible in a short time.					
	4. A teacher needs to remember the information at the time of teaching.					
Needs analysis ability	1. Teachers should know that students' needs are different. For example, they should recognize that students with special needs should be educated in the integrated education setting because they are to adjust to the general life process.					
	2. Teachers should know that the curriculum should be according to students' needs.					
	3. Teachers need to pay attention to students' needs.					
	4. Teachers should be able to					

	do a needs analysis of students.					
Positive thinking skills	1. A teacher should support discipline using inner thinking.					
	2. An ideal teacher is one who is conscientious of his duties.					
	3. If students do not understand what is taught in the class, the teacher should teach the lesson again, giving more examples.					
	4. The teacher's attitude towards the students should be a guardian.					
	5. The achievement of every student in a class is not the same, since the students' abilities are different.					
	6. The teacher should perform his duty sincerely to have his rightful place in society.					
	7. Teachers should feel responsible for their jobs.					
	8. Teachers should be able to improve their performance to increase students' learning.					
	9. If my principal is angry with me,					

	I will try to remove his doubt.					
	10. A teacher ought to be able to think abstractly.					
	11. Teachers must be honest with their students.					
	12. Teachers need to be unbiased towards their students.					
	13. A teacher needs to think positively in dealing with students.					
	14. A teacher should have an optimistic view of his/her job.					
	15. Teachers need to be confident in their abilities as teachers.					
Critical thinking ability	1. Teachers need to be critical of current affairs.					
	2. A teacher needs to think critically.					
	3. If an inspector arrives at school and at the same time a parent is complaining against the teacher, the teacher should clarify the point to the inspector.					
	4. A teacher must create a public opinion against social injustice.					
	5. Teachers should discuss practical/theoretical issues critically					

	with their colleagues.					
	6. Developing students' critical thinking is an essential mission of teachers.					
	7. Teachers should encourage students to criticize them.					
	8. Teachers should welcome students' criticism of their performance.					
Verbal intelligence	1. A teacher should be able to talk skillfully.					
	2. Teachers need to be talkative.					
	3. Teachers should have high verbal intelligence.					
	4. A teacher should have an effective verbalization capability.					
	5. A teacher should use language skillfully.					
Mastery of different teaching methods	1. The use of machines in education will support the teacher.					
	2. Teaching spirituality to students in the present day of science and technology is essential.					
	3. For teaching to be done successfully, group division					

	should be done based on intelligence level.					
	4. Since intelligence development depends on age, teaching should depend on students' age.					
	5. Teaching methods are essential for teachers so that students comprehend the lesson.					
	6. Brief notes should be prepared before teaching to make teachers aware of what, how, and how to teach.					
	7. Diagrammatic presentation while teaching helps children understand the lessons easily.					
	8. Teachers should present practical examples to make teaching efficient and exciting.					
	9. Using better methods of teaching makes teaching effective.					
	10. A teacher should be able to deliver information so students can understand it.					
	11. A teacher ought to use a variety of teaching techniques.					

	12. A teacher ought to use a variety of teaching methods.					
	13. A teacher should be able to provide examples for general rules.					
Evaluation skills	1. A teacher must be able to use classroom assessment for instruction.					
	2. Teachers should be able to evaluate their students' abilities.					
	3. Teachers should elicit as many answers as possible from students to evaluate students' learning.					
	4. Homework should be assigned to students, so that they practice learning and their knowledge be evaluated simultaneously.					
	5. Teachers should benefit from various ways to evaluate students efficiently.					
	6. To evaluate students properly, it is necessary to preserve the sample of students' performance.					
	7. Teachers should recognize that students are not at the same					

	level of knowledge.					
	8. Teachers should inform students about their progress.					
	9. Teachers should assign higher marks to the answers, which show students' thinking.					
	10. A teacher must be able to evaluate students with the most effective methods.					
	11. Effective verbal skill makes teachers prominent in the view of students.					
	12. Teachers must be able to present and verbalize ideas and information in practical ways.					
	13. A teacher should be able to evaluate students through cooperative assessment techniques.					
English language proficiency	1. Teachers ought to know the rules of the English language.					
	2. Teachers should take mastery the system of the English language.					
	3. Teachers should have a high English proficiency level.					

	4. A teacher must be knowledgeable in the English language.					
	5. A teacher should indicate that he/she is knowledgeable in the English language.					
	6. Teachers should give priority to English proficiency of themselves.					
	7. Teachers should have high English knowledge.					

As it is indicated in Table 1, the developed scale consists of 10 sub-scales, including good interpersonal behavior (16 items), making students motivated (4 items), time management ability (4 items), recognition of students' needs (4 items), positive thinking skills (15 items), critical thinking ability (8 items), verbal intelligence (5 items), mastery over different teaching methods (13 items), evaluation skills (13 items), and English language proficiency (7 items). In total, the scale includes 90 five-point Likert items ranging from 1=strongly disagree to 5=strongly agree.

5. Discussion and Conclusion

The results of the present study revealed the following components of English language teaching aptitude: Inter-personal relationship skill, motivation-making ability, time management ability, needs analysis ability, positive thinking skills, critical thinking ability, verbal intelligence, mastery over different teaching methods, evaluation skills, and English language proficiency. Based on the identified components, a scale consisting of 10 sub-scales including good interpersonal behavior (16 items), making students motivated (4 items), time management ability (4 items), recognition of students' needs (4 items), positive thinking skills (15 items), critical thinking ability (8 items), verbal intelligence (5 items), mastery over different teaching methods (13 items), evaluation skills (13

items), and English language proficiency (7 items) were developed for English language teaching aptitude for an Iranian EFL context. The scale included 90 five-point Likert items ranging from 1=strongly disagree to 5=strongly agree.

Consistent with the present study, Kaboodvand (2013) and Wichadee (2010) considered interactional skills as a significant factor for teachers, according to the perception of Iranian teachers. In the same line, in the research by Ramos-Rodriguez, Fernandez-Ahumada, and Morales-Soto (2022), communicative skills were enumerated as playing an essential role in teachers' profession. Moreover, as found by Khojastehmehr and Takrimi (2008) and Shishavan and Sadeghi (2009), teachers' communication skills contribute to their teaching success and development. Zein's (2017) study reported communicative skills, language knowledge, and needs analysis as vital components for teachers.

Similarly, in previous studies, motivational skills were found to play a crucial role in teaching (Ghasemi & Hashemi, 2011; Rubio, 2009; Smet, 2022). The findings are also consistent with Zein's (2017) study wherein interpersonal skills, language proficiency, and management skills were recognized as significant needs of teachers. Furthermore, Kabilan and Veratharaju (2013) and Le and Do (2012) reported language proficiency and critical thinking as significant elements for teachers.

Consistent with the present study, Choy and Oo (2012), Kaneko-Marques (2015), and Silver (2015) mentioned teachers' criticality and verbal skills as contributing to teaching success. Moreover, other studies whose findings are supported by this study are those by Dibapile (2012), Khany and Ghoreyshi (2013), and Rahimi and Asadollahi (2012), which reported knowledge of teaching and evaluation methods as essential predictors of effective language teaching.

In explaining the findings, it is worth noting that EFL teaching is a multi-dimensional entity that needs different categories of knowledge and skills. The role of such knowledge and skill categories should not be missed in the area of EFL teaching and learning. Different teacher features influence teaching in direct or indirect ways. This is contrary to the lay view, which considers teaching as a linear and superficial act that is just influenced by the language proficiency of teachers. The fact

is that teaching goes beyond the boundaries of language proficiency and is affected by various personal, social, and emotional factors.

According to the results, the absence of the components identified for English language teaching aptitude can also be argued that teachers are less likely to reach the job satisfaction level needed to perform efficiently and effectively in English classes. What complicates the matter is that some other potential components have not been identified in the present study. All these refer to the fact that different components affect teaching in various expectable ways.

Given that English teaching is a necessary act for providing students with valuable and meaningful EFL materials (Rokhyati, 2015), it can be concluded that English teachers should attempt to increase their knowledge of teaching methods, interpersonal skills, knowledge of evaluation and teaching methods, and language proficiency. Moreover, they should try to take advantage of different motivational techniques to make students motivated and willing to learn. Furthermore, teachers should take students' needs into account, practice critical thinking, learn to manage time effectively, and try to be optimistic and think positively.

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