EFFECTIVE TEACHING, EFFECTIVE LEARNING

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Abstract:

This article examines how effective teaching leads to effective learning, especially in foreign language teaching and particularly in teaching English. Effective language teaching does not only depend on language proficiency but also on other specific characteristics of effective teachers whether native or non-native. Firstly, the article tackles the personal qualities of the teachers, which include motivation, intelligence, especially offering feedback and being adaptable; and self-care by taking care of themselves and overcoming burnout. Secondly, it refers to the professional qualifications of the teachers, which encompass professional development and self-reflection, knowledge of subject-matter, classroom management skills, and student-centered teaching. It also shows how important it is for teachers to keep on learning and stay up-to-date in order to offer the students the best education possible.

Keywords: Effective teaching, effective learning, personal qualities, professional qualifications

INTRODUCTION

As English is used as a *lingua franca* among nations where it is not the primary language, there are over one billion people learning English currently in the world (Beare, 2017), and according to Mark Robson, the Director of English and Exams in the British Council (2013), this number will reach two billion by 2020. To illustrate, there are 750 million non-native speakers of English in the world and 350 million native speakers (British Council, 2013). Therefore, there is an increasing need for English teachers. Because the native English teachers cannot fulfill this need, non-native English speaker teachers are being trained to teach in their countries. Still, native English teachers are believed to be better English teachers than their non-native counterparts because English is their mother tongue. However, effective teaching is not only based on accidents of birth, rather on several characteristics all teachers and particularly English teachers, whether native or non-native, should be endowed with.

1- PERSONAL QUALITIES

In order for a person to decide to be a teacher, there are personal qualities he/she has to be endued with; otherwise, failure will result. Not everyone who decides he/she wants to be a teacher can be an effective teacher. Dealing with human beings in the process of growing up, finding their call and affecting their lives in great ways is not an easy task, nor is it a simple undertaking. It requires a lot of dedication, effort and creativity among other skills. That is why there are qualities that should be ingrained in a teacher's personality to start with, such as strong interpersonal skills that include good communication skills because the teacher should be a good public speaker who can attract and hold the attention of the audience, human qualities that come naturally to some people while others can rarely pretend to have them, such as charisma, rapport, warmth, care, grace, sparkle, and wit. Good teachers show concern when they are interacting with students (Minor, Onwuegbuzie, Witcher, & James, 2002, p. 117). That is not to say that these qualities cannot be acquired; on the contrary, if a person is motivated enough and willing to work on self-development, he/she can develop such deep qualities by participating in professional development workshops and seminars. Motivation is therefore the first quality of effective teachers. Whether native or non-native, anyone who has these personal qualities and who wants to be a teacher will succeed.

Motivation

First and foremost, motivation plays a vital role in any endeavor one wishes to undertake, especially teaching, because this motivation is directly transmitted to the students. Being motivated, enthusiastic, and

passionate about one's job and thus one's lesson and one's class is a game-changer since the students sense this inner zeal and indirectly feel motivated themselves. Hence, effective learning takes place. When there is a person in front of students who is excited and willing to offer everything he/she has, they cannot but feel intrigued and zealous about the offer. In a workshop entitled "Avoiding Teacher Burnout" presented to the teachers of the English Department at CLV[1], FdLT[2] on 5th May 2018, by Mathew Ryan[3], a SLU[4] faculty member, the trainer asked the instructors about the most important characteristics of effective teachers, all of them (about 30 teachers) mentioned motivation among others. The teacher should be endowed with this contagious enthusiasm that will arouse the students' interest and invite them to respond and interact. When the teacher is motivated, he/she will do his/her best to motivate the students.

Motivating students can be accomplished in several ways. First, making the students feel important and worthy is actually primordial. Whenever teachers refrain from showing they are superior, sarcastic and aloof, the students will feel valued, which will boost their self-esteem. Teachers should always praise the efforts and good performance of the students and be personally interested in their well-being (Adams, & Pierce, 1999, p. 103). However, many times, the teachers can actually become demotivated by the students' behavior in such a way that no matter how hard they try, they are faced with a barrier and thus cannot transfer this motivation to their students. This is especially true nowadays in the era of techonology and social media where the students feel that they are no longer in need of the teacher because all the information is provided for them online. They are the digital natives who can find anything online and learn by themselves. Therefore, the teachers, especially language teachers, need to exert far more effort to hook the students to their class and keep them alert and thirsty for learning by providing ample opportunities to practice the language and not just hear about it.

Second, having a positive relationship with the students inside and outside the classroom will help them grasp information in class and remember it. It would be a great idea to get to know the students personally by inviting them to chat informally outside the cadre of the classroom during office hours, which will strengthen the teaching-learning relationships and thereby improve learning, which is ultimately the goal. By positive relationship we mean, being helpful, open-minded, easy-going, tolerant, patient, and not judgmental. When the teachers are endowed with these

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[2] Faculté de langues et de traduction.
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virtues, they will affect their students' lives in every way. However, if the relationship is negative and is based on threats, disinterest, judgments, and nonchalance, the students will feel demotivated and uninvited; retention or learning does not take place (Killian, 2014, p. 2). Of course, it is not easy to have a positive relationship with all the students all of the time because it is a matter of chemistry as well between the teacher and the students. Many times this chemistry is non-existent, but the effective teacher will reluctantly accept the students as they are and do his/her best to create or ameliorate this constructive connection.

Third, nonverbal communication such as maintaining eye contact, smiling, nodding, listening actively to the students, and keeping a welcoming non-defensive posture, plays a crucial role in motivating them. It helps them be more open and confident to express themselves in English, ask questions, make mistakes, and interact without the fear of being judged or reprimanded. This type of communication creates a relaxed learning environment where the students can be themselves and act naturally, thus learn effectively (Killian, 2014, p. 3). This applies to students who are looking at and communicating with the teacher. Nowadays, teachers, especially at university level, encounter many students who either take notes on their laptops, or use their phones constantly – despite the many remarks concerning the extensive use of phones in the classroom –, thus do not look at the teacher to experience that non-verbal communication and interact positively with it. Indeed dealing with this generation, Generation Z, is in fact a substantial challenge because they have minds of their own and are hard to please. It is also difficult to catch their attention. Emotional intelligence of the teacher can play a crucial role here to try out new ways to deal with such attitudes.

Finally, empathy is an important characteristic to have as a teacher. Empathizing with the students and the difficult times they are going through to learn a language by sharing one's own learning experiences as a student will create a more welcoming atmosphere, yet allowing the teacher to remain in control because the students will feel safe in an organized environment. We were all students at certain times of our lives, and we have witnessed many difficulties and were under a lot of pressure during our education years. Hence, we must understand how it feels to be a student and what students go through. It would be a good idea if some of those experiences are shared with the students, so they can know that they are not alone in this endeavor. Of course, it is not advisable only to talk about one's experiences in class, or one will be wasting class time talking about oneself. Sharing an experience or two would be enough and empathizing a lot and understanding the hardships of being a student is

a great way to stir up learning in the students' minds. It is important not to lose track of one's duties as a teacher and students' obligations as learners. It is a must to be empathetic but strict at the same time, so one can help the students reach the learning outcomes (Zamani & Ahangari, 2016, p. 69).

Intelligence

Intelligence and quick-wittedness is another personal quality of effective teaching in general and language teaching in particular (Hanushek, Piopiunik, and Wiederhold, 2018). It is not enough to be motivated. A teacher has to be smart enough to use this motivation efficiently in his/her job to make a difference. The smart teacher must know what to do or say when giving the right feedback at the right time (Gurney, 2007). Teachers must also be adaptable to different situations in order to promote learning.

Giving feedback is an essential part of learning because it leaves a mark on the students. That is why providing effective feedback, whether positive or neutral, but definitely not negative, is one significant characteristic of effective English teaching (Gurney, 2007). What is the definition of feedback then? It is when a teacher tells students how they did on a certain task or how they behaved in a certain situation. It could be oral, written or non-verbal. The aim of giving feedback is to better the students' skills in language learning. Following the teacher's feedback, the students should start thinking that they can perform the task at hand effectively (Brecher, n.d.). It is fundamental to make the feedback a positive learning experience for the students in order not to hurt their feelings and affect negatively their attitude towards that task. They should not feel defeated after feedback, rather full of hope that they will do better next time. The teacher then must be creative in finding the right and most efficient feedback that will nurture the students' learning. Being sensitive to the needs of each student is vital to avoid hurting their feelings and discouraging them from learning. Because there is a variety of learners in one class, the teachers should think twice about the way they give feedback. Some students do not mind a nudge to accomplish more, while others are more sensitive, so they need to be treated more gently in order to avoid discouraging them or affecting their self-confidence. Feedback should be provided once it is clear to the teacher that the students have grasped the concept explained because then and only then will the students remember what they have learned because it is linked to a positive remark. If feedback is delayed, then the student will not make a connection between the feedback and what has been learned. Continuously asking themselves four questions is another way for teachers to give feedback: What can the student do? What can't the student do? How does the student's work compare with that of others? How can the student do better? According to some studies about

effective teaching and learning, students really like to know about their work and progress, and when the teachers try to answer these questions on a regular basis, the students will get effective feedback (Dinham, 2014). Additionally, one-on-one short encounters with the students is a very productive way to give feedback because the students have all the attention of the teacher and will have the chance to ask any questions they want. Of course, these encounters should concentrate on the positive aspects of the students' performance, so they can look forward to it. This step requires time management. The students can meet the teacher during office hours or in class, when the other students are working on a different task. Feedback also depends on the teacher's objective, whether it is accuracy or fluency, especially in improving the speaking skill. If it is accuracy, then the teacher should show the students their mistakes by using gestures or facial expressions that would be explained prior to the feedback, such as raising the eyebrows when the student makes the third person singular mistake or using the index finger to show that a mistake related to tenses has been made. If the objective is fluency, then the teacher should never interrupt the students while speaking to correct their mistakes but rather wait for them to finish expressing their ideas as freely as possible to practice their language and learn how to think in English. While speaking, the teacher will take notes of the mistakes and will draw the students' attention to them after they finish. That way, their fluency will improve. Finally, grading is a way to give fair and objective feedback, which is essential in assessing students' performance. To be fair then, using a rubric is essential because it provides accurate and specific information about a certain skill according to various standards. Therefore, using a rubric to provide feedback can be very effective although sometimes holistic grading may be more beneficial depending on the objective of the lesson.

Adaptability of teachers, a distinctive trait of being smart, is the ability to adapt and respond to new, positive or negative, changing or uncertain circumstances or events. Thus, it is the capacity to change thinking, behavior, and/or emotions to deal with the matter at hand effectively, change being an essential constituent of the teaching profession (Martin, Nejad, Colmar, & Liem, 2012 in Collie, & Martin, 2016, p. 4). The circumstances in which English teachers need to be adaptable are the following: modifying their lesson plans on the spot and giving new activities when the students are not responding effectively, are tired or bored, or adjusting the pace of the lesson to the students' abilities; dealing with certain situations that were not expected related to classroom management by controlling emotions such as frustration or anger resulting from students' behavior or any other challenging situation that may

emerge, showing patience and pondering other ways to find a solution to problems; communicating with new students or colleagues and, in case they work in school, with parents, and adjusting to the personalities they will be dealing with; seeking professional development, and applying what they learned in the classroom, even though, with every novelty comes a challenge and apprehension about whether it will work or not; curriculum changes or schedule changes may also be circumstances facing teachers that require adaptability. Consequently, being adaptable will prevent the teachers from experiencing stress and burnout.

Self-Care

Self-care is another path to being an effective English teacher. More often than not, teachers truly neglect themselves, due to the heavy workload they have as they are drowned in lesson preparation, correction, attending meetings, meeting deadlines, coordinating, and being up-to-date among other requirements, so they forget about their health and neglect self-care, which is fundamental to leading a healthy life and reaching their potential, especially since in order to be able to take care of others, they have to take care of themselves. People cannot give from an empty glass. When do teachers reach a burnout point and how can they overcome it?

Burnout comes in many shapes and colors. Burnout is a state of chronic stress translated into emotional, physical, and mental exhaustion (Smith, J. Segal, Robinson, and Segal., 2018, p. 1). When people feel frustrated, overwhelmed, emotionally and physically drained, increasingly demotivated, detached, ineffective, disinterested, resentful, hopeless, helpless, negative, pessimistic, impatient, and less productive or not productive at all, that is when burnout takes place. There are several causes for burnout, such as heavy workload, job dissatisfaction, low salary, lack of recognition, and negative work atmosphere. For teachers, in addition to the above, we can mention students' behavior, administrative issues, lack of professional development, lack of training for using technology, dealing with parents in the case of English teachers at schools, and lack of respect for educators (Abel and Sewell, 1999, p. 288). All these problems will result in several symptoms that will impair teachers' productivity. They, for instance, will lose interest in teaching, lose their patience with the students, come to class unprepared, continuously complain about everything, administration, students, colleagues, and parents, be less energetic and enthusiastic, be much less attentive to their work and to details, become constantly exhausted, irritable, frustrated, and start suffering from sleeping problems (Abel and Sewell, 1999, p. 288). These ills are reflected in their relationship with the students who will feel the demotivation and disinterest, and sometimes the teachers will cross their limits and take it out on the students, which is totally unacceptable.

When burnout occurs, effective teaching runs out the window. To overcome burnout, there are several steps to take on different levels: on the professional level, personal level, and social level. On the professional level, it is advisable to start saying "no" to additional tasks one cannot perform and begin focusing on work/life balance. Many of the people who suffer from burnout are perfectionists. Thus, being a bit less of a perfectionist could be an option. Prioritizing, and staying organized could have a good impact on alleviating burnout. On the social level, it is vital to stay connected with peers and friends and have a social life in order to have the chance to vent out and share one's concerns. Finally, and most importantly, on the personal level, self-care is quintessential and the most effective step in overcoming burnout. It includes getting enough sleep to rejuvenate, in addition to setting time for relaxation such as yoga, meditation, mindfulness, adult coloring, and deep breathing, which stimulate the body's reaction to relax and rest. Making exercise a priority and finding time for it is also another self-care technique, as it effectively improves the mood and is a remedy to relieve stress and burnout (Smith, et al., 2018, p. 5). Furthermore, eating a healthy diet[5] can boost the mood and energy levels. Another way to take a break is to go on a vacation which is guaranteed to improve one's overall life. Breaking with routine is essential to come back fresh and vigorous. Lastly, adapting is crucial. In other words, it is advisable to accept what is available, whether difficult students, administration, colleagues or boss, until a better opportunity comes up. If one cannot change it, he/she should change the attitude towards it, look at the positive side, and embrace it.

2- PROFESSIONAL QUALIFICATIONS

In addition to the personal qualities every teacher should have, the English language teachers, whether native or non-native, should acquire from university certain teaching credentials, such as a teaching diploma, TEFL, TESOL, CELTA, or DELTA certificates or any other workshop that enables them to teach English (TESOL International Association, n.d.). Also, there are other professional qualifications every English teacher, native or non-native, should possess, such as participating in professional development workshops to stay up-to-date with the developments in the field and in technology, knowing the subject matter to be taught, so being proficient in the fours skills in English, following student-centered language teaching, and having the right classroom management skills.

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[5] If a healthy diet is followed, it is advisable to minimize the consumption of alcohol, nicotine, sugar, refined carbs, and caffeine because they can have an unfavorable effect on one's mood. A healthy diet should include Omega-3 fatty acids found in fish seaweed, flaxseed, and walnuts.

Professional Development

Expert teaching is not guaranteed by many years of experience (Adams & Pierce, 1999, p. 102). No doubt, experience is very important but only when the teachers practice self-reflection and strive to optimize their classroom techniques in order to improve students' learning and fulfil their needs. That is when professional development comes in handy. Even though professional development can prove to be a challenge to instructors, it presents several advantages on different levels. The first and foremost aim of professional development is strengthening instructors' practices and updating their approaches in language teaching, thus enhancing students' performance and increasing their achievement. Professional development includes participating in workshops, conferences, or seminars, attending team meetings, taking a college or university course, collaborating with colleagues or observing their work, and doing independent reading or research. Due to the advancement of technology, constant updates in instructional methods, and ever-changing students' needs, all instructors, even those who are experienced, should be ready to develop their professional skills by taking on these challenges. Self-reflection is another fundamental component of professional development.

Self-Reflection

Self-reflection is a valuable way of developing professionally, starting from the classroom. It is a means for teachers to develop their teaching skills and improve their practice, thereby promoting student learning. Acknowledging that the classroom is a place of learning as much for the teachers as their students is a first step into introspection. Self-reflection can present several benefits if implemented properly.

Practicing self-reflection is to be convinced that thinking about how the lesson went, whether it benefited the students or not and in what ways, how it can be improved, and whether the efforts the teachers are exerting are paying off, holds a lot of advantages. Then, following the steps as per Gibbs' Model (Scales, 2012, p. 14) which offers a complete model of trigger questions, has shown to be appropriate to use when self-reflecting. The first step is description. That is when teachers observe and gather information about their lesson and start asking about what happened during the session. It is just a description of the lesson. For now, it is best not to make any judgments or draw conclusions. The second step is feelings. Here, teachers are still in the description phase, so they have to describe their feelings about the lesson and about what happened during the lesson and their reactions to it, without judging or analyzing. The third step is evaluation. That is when teachers begin to make valuable judgments and ask themselves about what went wrong

and what went right. They think about whether their performance was effective or not, about their strengths and weaknesses. The fourth step is analysis. The teachers start the analyzing phase and ask about how they understand the situation. They can resort to research or other people such as colleagues and compare their experience to find out what was similar or different in both situations. The fifth step is conclusions. That is when the teacher tries to think about what he/she can conclude from his/her own, unique, specific, and personal experience. What can be concluded and what analysis can be reached? Has any progress been made? What are the next steps? The last step is personal action plans. The teachers in this phase will try to think about what they can do differently next time in this type of situation and about what they can do based on what they have learned and how they can tackle the weaknesses and build on their strengths (Scales, 2012, p. 21).

Knowledge of Subject Matter

Knowing the subject matter is another professional qualification to be an effective native or non-native English teacher. That is why, all language teachers and particularly NES and NNES teachers should possess deep knowledge of the foundations of the English language.

Mastering the subject matter is knowing the language and its intricacies, which means possessing the language competencies needed by the teaching profession. As mentioned earlier, teachers need personal qualities and professional qualifications in their classroom practice. Both require the use of language, which makes language proficiency one of the most crucial requirement for teachers. Therefore, teachers should possess at least the same language competencies they wish to develop in their students (Laplante 2000, p. 250) because the teachers use the language both as a medium of instruction and as object of instruction. The subject taught is thereby the medium of instruction. That is why their language should be more developed than that of the students. These competencies include all the language aspects of communication in addition to more specialized skills (Elder, 2001, p. 156), and the capacity of the teachers to tailor their message to different level students. Consequently, the teachers should be able to convey their message using different structures, forms, and vocabulary, according to the level of the students.

Linguistically competent native or non-native teachers need to differentiate between formal academic language and informal language. Formal academic language includes academic vocabulary, language, structures, rules of interaction, and ways of acting, thinking, and communicating in formal learning contexts. As for informal language, it includes teaching the students how to communicate effectively and interact outside the classroom with parents, friends, and community (Council of Ministers for Education,

Canada (CMEC) and the Human Resources and Skills Development Canada (HRSDC), 2013 p. 17). Other language competencies Native English-Speaking Teachers (NESTs) and Non-Native English-Speaking Teachers (NNESTs) should master are reading, listening, speaking, and writing skills.

To sum up, if teachers master their subject content, their students will be more likely inspired to learn as the teacher's abilities will instill in them the love of learning. When the teachers have practical understanding of the different learning processes and approaches, they will be able to determine the most effective ways to guide the learners to learn efficiently (O'neill, n.d). In a word, when teachers know their subject matter really well, they will convey the message effectively which will boost their self-confidence. However, mastering the content is not enough for the students to grasp the information and keep it. In his book "Training the Teacher," Dr. Martin G. Brumbaugh (2015/1908), who was a leading advocate for the modernization of education in USA, said long ago: "Those that know the subject matter only are scholars, not teachers. Those that add to their knowledge of the subject matter a clear insight into the operations of their pupils' minds and also comprehend the fine art of fitting knowledge to the capacity of the learner, are the only real teachers" (p. 187). As a result, being knowledgeable, if coupled with being selective and having a gifted ability to teach is a great combination to spread knowledge.

Classroom Management Skills
Classroom management is defined as the techniques teachers follow to provide the students with an atmosphere that fosters and develops both academic and social-emotional learning. In other words, classroom management aims at establishing and maintaining a disciplined environment where the students can both enrich their academic learning and grow morally and socially (Evertson and Weinstein, 2006, p. 5). That can be accomplished in several ways.

First, teachers must establish a rapport with the students; second, they must use various means that allow the students to have access to learning which includes encouraging them to engage in classroom activities and thus develop their social skills and behavior (Evertson and Weinstein, 2006, p. 5). The most critical aspects of effective classroom management are setting ground rules and clarifying expectations, gaining authority, and possessing certain skills to provide a safe learning atmosphere. When all the rules of the classroom are clear from the beginning of the year, such as not allowing the use of cellphones in class, submitting assignments on time, and showing mutual respect, students will feel equal and will know what to expect from the class and what the teacher expects from them. This clarity, in turn, will help the teacher gain authority (Evertson

and Weinstein, 2006, p. 5) which is essential for the students to achieve academic success. However, the teacher must not be totally authoritative, but rather humanizing and approachable. Authority can only be successful when teachers build a healthy relationship with their students; they listen to them and empathize with them, so the students feel at ease.

Another component of classroom management is possessing an appropriate mental outlook, which is called in psychology mindfulness (Marzano, 2003, p. 65). It involves two specific characteristics: withitness and emotional objectivity. Withitness means to "be with it", meaning being able to identify behavioral problems such as not participating effectively in and not taking group work seriously, wasting time, and then quickly acting upon it by approaching the students silently, or talking to them individually. Emotional objectivity is being able to communicate with the students objectively without showing any signs of anger, or frustration (Marzano, 2003, p. 65) no matter what the students do or say. It is vital not to personalize students' behavior but rather understand the reasons behind it because many times the students' misbehavior has its roots outside the classroom. That is called "reframing" in clinical psychology. It is equally essential to interact positively, even with negative students, which eventually will change their behavior (Marzano, 2003, p. 72)

Additionally, effective classroom managers encourage pair-work and group-work because the students feel most comfortable when they are with their peers. Thus, the teacher will give the students activities related to real life, authentic experiences, such as problem-based learning exercises and case studies (Sealfon, 2012, p. 1) so the students can be involved in decision making and hence will discover how productive they can be in their own way, which will lead to their success. While students are working, the teacher will be circulating, monitoring and timing their work. Finally, encouragement goes a long way with students. The teachers must encourage students to take pair work and group work seriously, to make an effort, and definitely not worry about making mistakes because making mistakes is a part of learningClassroom management can also include being flexible, thus modifying the class techniques to better serve the students' needs, engaging all the students, even the silent and reluctant ones, in all the classroom activities, conducting meaningful and purposeful discussions and debates, and leading the students to the right answers rather than giving them those answers immediately. It is important as well to pay attention to time management when allocating time to different tasks and planning the lesson. Furthermore, to keep this effective learning atmosphere, the teachers should never bring their personal problems into the classroom. They should put a mask on and proceed as if it is a different life for them in that classroom. Otherwise, they will jeopardize success.

When expectations are conveyed, authority established, healthy relationships built, and mindfulness applied, a positive learning environment is automatically generated because the students will feel safe to delve into exploring their language, making mistakes, and interacting with each other and the teacher without being judged. That is how the objectives of the class are met. Besides, there are techniques related to pedagogy in the classroom such as following student-centered teaching the NESTs and NNESTs should implement in the classroom.

Student-Centered Teaching

Student-centered teaching has proven to be very effective in language teaching. That is why NESTs and NNESTs should involve the students in their learning by following different approaches such as the Communicative Language Teaching Approach in foreign language teaching, the Task-Based Approach, and the Flipped Classroom to name a few, all of which give the students a lot of responsibility for their learning. Giving the students some responsibility for their learning is equally fundamental in the language classroom. "Tell me, I will forget; show me, I may not remember; involve me, I will understand". This is a Native American proverb that shows the importance of being involved in the learning process. First, the students have to know that they have a responsibility for learning. Therefore, according to the Choice Theory developed by William Glasser, teachers should take responsibility for 50 % of the students' learning, and adult students should be responsible for 50 % of their own learning; when teachers do their share, meaning 100 % of their 50 %, and the students are given the chance to do the same, the learning process takes place successfully. They can practice the language without fear of making mistakes in front of the whole class; doing so will increase their self-confidence and improve their fluency as well. Also, students learn through discovery, so when they are given a task, and they try themselves to discover the rule behind it, that is when the concept sticks.

Student-centered instruction is directly linked to students' success and engagement. In a student-centered environment, teachers act as facilitators, while students largely participate in constructing their own learning. They use their previous knowledge of concepts, try to think about them again and reshape them, and then connect them to new ideas. The NESTs and NNESTs have to provide the learners with appropriate higher order thinking activities, such as concept mapping and various learning opportunities, which would fulfil the needs of different students to ensure that all of them are building their own meanings about the rules, exceptions, issues, problems, and topics discussed.

As previously stated, effective teaching can be learned. So whether the teachers are NESTs or NNESTs, if they do not have first the right qualifications such as an English teaching certificate, and second the effective teaching skills as mentioned earlier, which include personal qualities such as motivation, intelligence, and self-care, and professional qualifications such as professional development, knowledge of subject matter, and appropriate classroom management skills, none of them can be a successful teacher. The language of the native speaker by itself is not enough, and only the teaching skills of the non-native speaker will not do.

CONCLUSION

Teaching is not a job. It is a devotion to giving and sharing. That is why not everyone can teach. There are excellent professors and scholars who possess a lot of knowledge but are unable to convey the message appropriately or reach the students. For that reason, the first and most important characteristic of effective teaching is to be able to share knowledge. Another equally fundamental characteristic is the love of learning because the passion for knowing more keeps teachers motivated to teach and offer more. Hence, for teachers, learning should be an ongoing process. They learn in order to teach and they equally learn from teaching.

To conclude, teachers do make a difference, but certain teachers make a much bigger difference than others. According to a study done by an Australian educational organization, Evidence Based Teaching, usually, as the students grow every year, they develop 6 percentile points. If they have a mediocre teacher, the students develop an additional 8 points, and when an effective teacher instructs them, they develop 38 points. Therefore, in a year, the students will have progressed 52 points altogether (Killian, 2014). That is how fundamental effective teaching and great teachers are (Adams & Pierce, 1999, p. 103).

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