

Teachers' Classroom Management Beliefs and Learners' Perceptions of Pedagogical Effectiveness: An Examination of the Relationship between Teachers' Management Perspectives and Students' Evaluations of Teaching Success

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Abstract

Management of the classroom is an essential teaching skill that can strongly influence teachers' effectiveness in the classroom. When a classroom is well organized, teachers can implement their lesson plans more smoothly and devote greater attention to instruction. However, excessive control and overly strict management may have the opposite effect, negatively shaping students' perceptions of their teachers' teaching ability. Against this background, the present study examined the relationship between teachers' perceptions of appropriate classroom management and their students' views of their teaching effectiveness. The participants were 250 Iranian English teachers and 955 of their students, all of whom completed questionnaires. Pearson correlation and regression analyses showed that three dimensions of classroom management significantly predicted students' perceptions of their teachers' teaching effectiveness. More specifically, instructional management and people management were negatively associated with students' perceptions, whereas behavior management was positively associated with them. These findings indicate that classroom

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management that is perceived as overly strict may negatively affect the way students evaluate their teachers' teaching ability. The findings therefore highlight the importance of adopting classroom management practices that maintain an orderly learning environment without becoming unnecessarily restrictive. Teacher education programs may also benefit from providing teachers with greater knowledge of, and practical experience in, effective classroom management strategies.

Keywords: *management of the classroom; pedagogical success; teacher beliefs; learner perceptions; English language teaching*

1. Introduction

Teachers are among the important people who play a key role in society in that they educate the young generation and have a powerful, long-lasting influence on their students who are the future builders of their society and the world (Richardson & Watt, 2010; Stronge, 2007). Moreover, in the current era of accountability (Kogan, 2022), learners' views on the characteristics of successful and effective teachers have gained higher importance for education systems. This has led many researchers to examine the views of learners towards effective teacher characteristics. Queti and Nanni (2022), for example, refer to communication skills, affective skills such as patience and kindness, knowledge about students, pedagogical knowledge about teaching and learning, content knowledge, and classroom

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management skills as important characteristics of an English teacher from Tai students' point of view.

One characteristic of effective English teachers cited both by teachers and students in different studies (Al-Mahrooqi et al., 2015; Alzobiani, 2020; Quieti & Nanni, 2022) is effective classroom management skills, which can be defined as “strategies teachers use on a daily basis to build a positive classroom environment that is structured, engaging, and productive, and encourages student learning and growth” (Gaias et al., 2019, p. 1). Classroom management is a fundamental teaching skill that can determine the pedagogical success of a teacher because teaching and learning do not happen in a classroom plagued with disruptions (Seeman, 2014). Efficient classroom management - including ensuring that the lesson begins and ends on time, managing lesson transition efficiently, minimizing the time for task-unrelated matters, dealing with pupils' misbehavior efficiently, preparing the lesson well, and displaying good lesson structure - has been identified as a significant and vital factor in learners' academic, social and behavioral success (Korpershoek et al., 2016; Maulana et al., 2017; Poznanski et al., 2018). Teachers' classroom management has also been found to be correlated with students' confidence in their teachers and their perceived educational stress (Akman, 2020). Conriquez (2020) reported significant correlations between teachers' controlling

ideologies, classroom management beliefs, and student-teacher relationships.

There are different approaches to classroom management and teachers may have different beliefs and views on how to maintain classroom management and discipline. Hepburn et al. (2020), for example, refer to the preventive approach and the reactive approach to classroom management and maintain that in the preventive approach, the teacher tries to make the occurrence of unproductive behaviors less likely, while in the reactive approach, the teacher responds to student behaviors after they arise.

Up to here, we have cited research that shows teachers may have different beliefs about classroom management and may take different approaches to managing classroom time, activities, and problems. Furthermore, classroom management is one of the characteristics cited for effective teachers in general, and effective English teachers in particular. Therefore, we can logically expect teachers with different beliefs about classroom management to take different actions and approaches in their classes, in a way that some teachers may seem more strict, and overorganized to learners, and some may seem more lenient.

While theoretically, classroom management is believed to be a critical component of effective teaching (Garrahy et al., 2005), to the best knowledge of the authors, no empirical research has investigated the effect of teachers' classroom management beliefs on students' views on the effectiveness of their teacher, especially

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in the English Language Teaching (ELT) context. Therefore, this study aims to answer the following research questions:

1. *Can teachers' classroom management beliefs predict students' views about the effectiveness of teachers?*
2. *Which components of teachers' classroom management beliefs can predict students' views on the effectiveness of teachers?*
3. *Which aspects of teachers' effective characteristics from students' perspectives are correlated with teacher's classroom management beliefs?*

2. Review of Literature

2.1 Pedagogical Success of English Language Teachers

In the twenty-first century which can be called the era of standards and accountability (Kogan, 2022), education tries to take an 'outside in' approach to accountability and pays more attention to the expectations of students, as the main customers of the educational system, and to teacher characteristics and qualifications (Sander et al., 2000) rather than only focusing on the expectations of principals and educational experts as internal member of the education process.

Farrell (2015) argues that effective teaching is a multidimensional concept, and hence difficult to define precisely. Referring to the lack of precise benchmarks and standards of

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effective second language teaching, he suggests identifying characteristics of effective teachers as a sideway strategy to elucidate the concept. From the reflections of three seasoned teachers (Farrell, 2013), he identifies key characteristics of expert educators, which include understanding learners and the learning process, engaging in critical self-reflection, drawing on past experiences, planning lessons thoughtfully, and fostering active participation among students.

Empirical research in both Iranian and international contexts has sought characteristics of successful English language teachers from both learners' and teachers' points of view. In the Iranian context, researchers seeking learners' views have referred to characteristics such as teaching accountability, interpersonal relationships, attention to all, commitment, improving learning, good teaching, physical and emotional acceptance, empathy, use of the mother tongue in teaching the target language, good personality, and good communication with learners as effective teacher characteristics (Babai Shishavan & Sadeghi, 2009; Khodadady, 2010; Moafian & Pishghadam, 2009). However, teachers themselves had different views and referred to characteristics such as friendliness, fairness, mastery of the target language, pedagogical knowledge, and skills such as effective designing and implementation of lesson plans, good assessment skills, and good personality as critical features of language teachers (Babai Shishavan & Sadeghi, 2009; Tajeddin & Alemi,

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2019). Therefore, to take the outside-in approach to the accountability of education into account, studying learners' views about the characteristics of effective teachers and the possible associated factors is a research-worthy topic.

Interest in studying effective teacher characteristics from learners' point of view is not limited to the Iranian context. At an international level, research on learners' views reports features such as pedagogical competence (knowing learners' characteristics, capability to deliver materials, ability to develop curriculum, using Information and Communication Technology (ICT), and knowledge about classroom management), personal competence (kindness, sense of humor, patience, cheerfulness, wisdom, discipline), social competence (fairness, effective communication, and interaction), and professional competence (content knowledge, creativity, interest in teaching, and academic qualification) as important characteristics of language teachers (Al-Mahrooqi et al., 2015; Alzobiani, 2020; Elizabeth et al., 2008; Quieti & Nanni, 2022; Restu et al., 2018). Quieti and Nanni (2022) report that learners ascribed higher importance to affective variables, knowledge of students, and professional development. However, Al-Mahrooqi et al. (2015); and Alzobiani (2020) found no difference between learners' and teachers' views about effective teachers' characteristics.

2.2 Classroom Management

The term classroom management, which is a critical component of effective teaching (Garrahy et al., 2005), broadly refers to teachers' "strategies teachers use on a daily basis to build a positive classroom environment that is structured, engaging, and productive, and encourages student learning and growth" (Gaias et al., 2019, p. 1). In a disciplined classroom, students take more responsibility for their learning and behavior, allowing teachers to spend less time correcting misbehavior and enabling them to teach diverse groups of learners effectively (Gremmen et al., 2016). Moreover, classroom management strategies have a strong potential to positively influence student achievement and learning, especially for novices and teachers who are contemplating new instructional approaches for the first time (Afalla & Fabelico, 2020; Alter & Haydon, 2017).

Classroom management is also one of the main concerns of teachers and administrators (Poznanski et al., 2018; Zamanian & Pouya, 2017), which is important for teachers' well-being (Akman, 2020; Hepburn et al., 2020; Lazarides et al., 2020). Poor quality and ineffective classroom management is viewed as one of the main causes of teacher stress, teacher burnout, turnover, and attrition (Aloe et al., 2014; Gonzalez et al., 2008; Paramita et al., 2020; Poznanski et al., 2018), and after salary, it is the most frequently cited reason for teachers' job dissatisfaction (Alter & Haydon, 2017).

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Kaya and Selvitopu (2019) maintain that classroom management consists of five skills, including "arranging classroom environment, time management, behavior management, teaching-learning management, communication, and motivation management" (p. 410). In other words, classroom management includes all efforts teachers make to organize students, coordinate their activities, monitor their behaviors, ensure the effective learning process, provide instruction through interactive communication, get feedback from learners, prepare and utilize instructional materials in facilitating learning, and maintain discipline among learners (Francis & Oluwatoyin, 2019). As Hepburn et al. (2020) maintain, classroom management in this sense overlaps with instructional management because both attempt and aim to create productive learning environments.

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2.2.1 Three-dimensional Model of Classroom Management

Defining classroom management as "behavioral tendencies that teachers utilize to conduct daily instructional activities" (p. 7), Martin et al. (1998) view classroom management as a three-dimensional construct, including instructional management, people management, and behavior management. Instructional management includes components such as monitoring seatwork, structuring daily routines, and allocating materials. The methods used to manage these tasks could contribute to a positive classroom climate which is a structured and supportive

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atmosphere that encourages student engagement and participation, and teacher management styles. Teacher management style refers to the various approaches and strategies that educators use to guide student behavior, facilitate learning, and create a productive classroom environment. Effective instructional management helps teachers to manage the class more proactively rather than reactively, i.e., predict the problems and prevent them, and take a more authoritative approach that balances structure with support than an authoritarian approach which focuses on strict implementation of rules. People management relates to teachers' perceptions of students as people and what teachers do to develop the student-teacher relationship. Behavior management refers to preplanned means of preventing misbehavior rather than the teacher's reaction to it. In this sense, as Martin et al. (1998) maintain, behavior management is different from discipline which is a reactive approach to controlling disruptive behavior. Behavior management includes aspects such as setting rules, establishing a reward structure, and providing opportunities for student input.

Despite the importance of classroom management, teacher education programs often do not include an independent stand-alone classroom management course. This may be due to the belief that classroom management knowledge is primarily procedural (Voss et al., 2017). Even if there is a classroom management component in teacher preparation programs, its

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content is often too limited and theoretical (Paramita et al., 2020). This lack of attention to the practical implications of classroom management indicates the necessity of providing opportunities for practicing classroom management in practice teaching courses, practicums, and field experiences in teacher education programs. The role our study can play is to shed light on the importance of filling this gap. When a research study can show the association between the classroom management beliefs of teachers and how effective they are viewed by their students, it will encourage teachers and teacher educators to pay more attention to this issue.

3. Method

3.1 Participants and Setting

The participants in this study included English teachers and their students who were selected through a convenience sampling procedure. To control the effect of the level of teaching on the classroom management beliefs of learners, the study focused on the advanced level. The first group of participants in this study were 250 Iranian English Language teachers (200 females and 50 males) who taught at advanced levels of private language institutes in different cities. Six learners of each participating teacher were selected to complete the teachers' characteristics scale. Therefore, the second group of participants included 950 advanced English language learners (750 females and 200 males). The age of the participating teachers ranged from 20 to 49 years

and their main age was 36 years. The teachers' experiences also ranged from 5 years to 20 years with a mean experience of 9 years. The age of the learners also ranged from 18 to 34 years and the mean age was 23 years.

3.2 Materials and Instruments

To collect the required data for this study, the Attitudes and Beliefs on Classroom Control Inventory (ABCC) (Martin et al., 1998) and the Characteristics of Effective English Language Teachers (CEELT) questionnaire (Khodadady, 2010) were used.

3.2.1 Attitudes and Beliefs on Classroom Control Inventory

The Attitudes and Beliefs on Classroom Control Inventory (see Appendix A), which is based on the three-component model of classroom management (Martin et al., 1998), consists of 26 four-point Likert items that measure teachers' beliefs and attitudes toward three aspects of classroom management practices including instructional management (14 items), people management (8 items), and behavior management (4 items). The Cronbach's alpha reliability of the total ABCC inventory in this study was .85, and the reliability coefficients of the three components were found to be .88, .84, and .77, respectively for instructional management, people management, and behavior management.

3.2.2 Characteristics of Effective English Language Teachers

Characteristics of Effective English Language Teachers (See Appendix B) was originally developed by Moafian and Teachers' Classroom Management Beliefs and Learners' Perceptions of Pedagogical Effectiveness: An Examination of the Relationship between Teachers' Management Perspectives and Students' Evaluations of Teaching Success

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Pishghadam (2009) based on the elicited comments and opinions of Iranian English Language teachers and learners and later was revalidated by Khodadady (2010). This scale comprises 47 five-point Likert items which measure five components of effective English language teachers' characteristics, including rapport (7 items), fairness (15 items), qualification (14 items), facilitation (9 items), and examination (2 items). Rapport means friendly agreement and understanding between the teacher and students; fairness refers to the justice teachers administer among the learners; qualification refers to the level at which a teacher is qualified for the specific purpose of teaching; facilitation in this sense refers to the methods the teacher applies to make the process of learning easier for the learners, and finally, examination means the system the teacher uses to test the things the learners should have learned during the course (Khodadady, 2010). The Cronbach's alpha reliability of the total CEELT was .82, and the reliability indices for the components were found to be .98 for rapport, .71 for fairness, .76 for qualification, .71 for facilitation, and .78 for examination.

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3.3 Procedure

In the first step and as a part of the ethical consideration of the study, the objectives of the study were explained to the teachers and their selected students, and they were informed that their participation was voluntary and their identities would be confidential. Then one of the researchers attended different

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institutes in Arak and administered two questionnaires simultaneously to both teachers and their learners.

3.4 Statistical analysis

To analyze the collected data, the Statistical Package for Social Sciences (SPSS), version 24 was utilized. The level of significance was set at 0.05 and checking the assumptions, a series of multiple regression and Pearson correlation tests were run to find out the answers to the research questions.

4. Results

Prior to analyzing the data, the descriptive statistics for the instruments were estimated (Table 1) and the assumptions of multiple regression and Pearson correlation, i.e., normality of the distribution and lack of outliers were checked.

Table 1

Descriptive statistics for teachers' classroom management beliefs and effective teacher characteristics

	N	Mean	SD	Skewness	Kurtosis
Overall ABCC	250	54.93	11.12	.96	-.29
Instructional management		27.53	7.55	1.12	-.05
People management		19.43	5.18	.68	-.73
Behavior management		7.975	1.95	-.18	-.93
		136.38	5.06	-.04	-.57
Overall CEELT		17.69	1.94	-.02	-.44
Rapport					
Fairness		45.98	1.58	-.00	-.68
Qualification		44.71	1.15	.09	-.17
Facility		22.83	1.08	-.05	-.48

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Examination	5.16	.32	.26	-.34
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To answer the first research question on whether teachers’ classroom management beliefs can predict their students’ views on their characteristics, simple linear regression was used. The results, displayed in Table 2, show that teachers’ management beliefs can significantly predict their students’ views about teachers’ characteristics, and the size of R^2 indicates that around 9% of the variation in students’ views about teachers’ effective characteristics can be explained by their teachers’ beliefs on classroom control.

Table 2

Multiple regression for teachers’ beliefs on classroom success and students’ views

Model	R	R ²	Adjusted R ²	Std. Error	Beta	t	p
1	.307 ^a	.094	.092	4.82	-.30	-5.77	.000

a. Predictors: (Constant), Teacher’s beliefs on classroom control

Moreover, the negative value of beta in Table 2 shows a negative relationship between teachers’ classroom management beliefs on classroom control and the students’ views on teachers’ characteristics. Reviewing the concept of classroom management as defined by Martin et al. (1998), and the items on the ABCC scale, this means that the stricter views teachers have about classroom control and management, the more negative views students have about their characteristics as effective teachers.

A multiple regression test was run to answer the second research question. The results in Table 3 show that all three components of classroom management are significant predictors of students' views about their teacher's characteristics. Among the three components, instructional management is the strongest predictor followed by people management and behavior management. The size of R^2 indicates that 15% of the variation in students' views can be explained by the three components.

Table 3

Multiple regression for components of teachers' beliefs on classroom success and students' views

Model 2	R	R Square	Adjusted R Square	Std. Error
	.40	.16	.15	4.65
	Beta	t	p	
Instructional management	-.69	-6.32	.000	
People management	-.52	-3.92	.000	
Behavior management	.19	2.41	.017	

Further inspection of Table 3 shows that the relationships between instructional and people management beliefs and students' views on effective teachers' characteristics are negative, while the relationship between behavior management, and students' views is positive.

In the later stage of the analysis, in order to find the answer to research question 3 and see which aspects of views on teachers' effective characteristics are correlated with aspects of classroom management beliefs, a Pearson correlation was run (Table 4).

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Table 4

Pearson correlation on the relationship between instructional management and components of teachers' characteristics

		Rapport	Fairness	Qualification	Facility	Exam
Instructional management	Pearson Correlation	-.28	-.26	-.24	-.38	-
	Sig. (2-tailed)	.000	.000	.000	.000	.309**
People management	Pearson Correlation	-.20	-.30	-.25	-.32	-.23
	Sig. (2-tailed)	.000	.058	.000	.000	.000
Behavior management	Pearson Correlation	.17	.14	.18	.21	.25
	Sig. (2-tailed)	.002	.01	.001	.000	.000
N		250				

The results in Table 4 indicate significant relationships between all aspects of teachers' effective characteristics and all aspects of teachers' management beliefs, except the relationship between people management beliefs and fairness characteristics, which is insignificant. Furthermore, as the results of the multiple regression also showed, the relationships between instructional and people management beliefs, and all teachers' characteristics are negative, while the relationship between behavior management beliefs and all teachers' effective characteristics is positive.

5. Discussion

This study aimed to assess the relationships between classroom management beliefs and their pedagogical effectiveness from the perspective of their learners. Classroom management as operationalized in this study is not confined only to classroom

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discipline, rather as operationalized by Martin et al. (1998), it includes instructional management, people management, and behavior management.

The results of this study show a negative relationship between instructional management and people management, and all aspects of students' views on effective teacher characteristics. As the items on the Attitudes and Beliefs on Classroom Control Inventory indicate, this finding means the stricter views teachers have on students' direction and control during seatwork and other activities in the class, and the more control teachers try to have even on the type of task and activities, and the materials covered, the less attention they pay to student's views and opinions, and the less respect they have for students' freedom and creativity, the more negative views students will develop about all teachers' characteristics. In other words, suppressing students' voices in the class and overdominating on all tasks, activities, and relationships in the class negatively influences students' views so that they will regard an overstrict teacher as less humane in his or her relationships who cannot establish rapport with the learners.

Students may also cast doubt on overstrict teachers' qualifications. Referring to the definition of qualification and its related items on the CEELT scale, students may regard an overstrict teacher who tries to control everything in the class as incapable, uninterested, unconfident, and unprepared. Similar to this finding, Akman (2020) found that teachers' use of human

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management behaviors increased the students' confidence in teachers' efficacies.

Overstrict teachers may also be judged as unfair teachers who discriminate between learners and cannot create equal opportunities for all students to learn in the class. The negative relationships between classroom management beliefs as measured by ABCC and learners' views on effective teacher characteristics also imply that learners may misjudge even the knowledge and teaching skills of an overstrict teacher as someone who cannot facilitate the learning process by using his or her knowledge, skills, and creativity effectively. Students may also disparage the testing strategies of such teachers. These findings and interpretations are in line with Paramita et al. (2020) who conclude that most professional teacher training programs focus on limited classroom management strategies which cannot prepare the teachers for effective behavior in class.

On the Characteristics of Effective English Language Teachers questionnaire, qualification, and facilitation are constructs that are related to the skills and effectiveness of teachers to make the learning process easier for the learners. Therefore, the finding that there is a negative correlation between these characteristics from students' point of view and teachers' strict classroom management beliefs is also consistent with the finding of Afalla and Fabelico (2020) that positive classroom management strategies lead to more academic success by the learners. In other

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words, our study shows that students view an overstrict teacher as unable to help them learn effectively. This can be seen in line with the finding that learners who have teachers who can effectively manage classrooms can learn better.

The other finding of this study is the positive relationships between behavior management beliefs and students' views on teachers' effective characteristics. Behavior management refers to preplanned means of preventing misbehavior rather than the teacher's reaction to it. Behavior management includes aspects such as setting rules, establishing a reward structure, and providing opportunities for student input (Martin et al., 1998). This relationship between the behavior management skills of teachers and students' views about the teachers' effectiveness implies that the more teachers try to prevent students' misbehavior by stating clear rules and letting students' voices in class, the more positive views students will have toward them.

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6. Conclusion

Teachers' classroom management beliefs conceptualized to include three components of instructional management, people management, and behavior management can significantly predict students' views on effective teachers' characteristics. The stricter beliefs teachers have on instructional management and people management; the more negative views learners develop toward their characteristics as effective teachers. The findings have

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important implications for both teachers and teacher educators. Teachers should be aware that although classroom management can lead to a learning-fostering environment in which teachers can focus all attempts and energy on facilitating learning and assisting learners to achieve educational goals and objectives, taking too strict views which suppresses learner's voices and creativity and overdominate learners can counteract and have negative consequences. An overstrict stifling atmosphere may retard learning, and learners may misjudge teachers' interest, knowledge, fairness, and skills for creating effective teaching and learning environment. Therefore, teachers need to be careful about the management strategies and behaviors they adopt in the classroom. The relationship between teachers' classroom management beliefs and students' views about the effectiveness of their teachers also implies that teacher educators also need to pay more attention to classroom management strategies in teacher education and training programs, and they should offer prospective and in-service teachers effective classroom management skills.

However, further research needs to substantiate the current results because this study was a quantitative study that focused on Iranian English language teachers of advanced levels teaching in private language institutes and their learners. The data in the study were collected through self-report questionnaires both by teachers and their learners. Therefore, future research can address

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classroom management beliefs of teachers in public schools with elementary and intermediate learners, and qualitative and mixed-methods designs can be used to enrich the findings.

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Appendix A

Attitude and Beliefs of Classroom Control Inventory

1	2	3	4
Describes me not at all	Describes me somewhat	Describes me usually	Describes me very well

Place a checkmark (□) in the column that most closely describes you.	1	2	3	4
1) I believe teachers should direct the students' transition from one learning activity to another.				
2) I believe it's important to continuously monitor students' learning behavior during seatwork.				
3) I believe students should create their own daily routines as this fosters the development of responsibility.				
4) I believe students will be successful in school if allowed the freedom to pursue their own interests.				
5) I believe teachers should decide what topics the students study and the tasks used to study them.				
6) During the first week of class, I will announce the classroom rules and inform students of the penalties for disregarding the rules.				
7) The teacher knows best how to allocate classroom materials and supplies to optimize learning.				
8) When a student bothers other students, I will immediately let the student be quiet and stop it.				
9) I believe class rules stifle the student's ability to develop a personal moral code.				

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Teachers' Classroom Management Beliefs and Learners' Perceptions of Pedagogical Effectiveness: An Examination of the Relationship between Teachers' Management Perspectives and Students' Evaluations of Teaching Success
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10) While teaching a lesson on library skills a student begins to talk about the research she is doing for her book report. I would remind the student that the class has to finish the lesson before the end of the class period.				
11) I believe teachers should require student compliance and respect for law and order.				
12) When moving from one learning activity to another, I will allow students to progress at their own rate.				
13) If students agree that a classroom rule is unfair, then I would replace it with one that students think is fair.				
14) I believe students need the structure of a daily routine that is organized and implemented by the teacher.				
15) When students behave appropriately, I will provide a reward of some kind, such as points toward a party or free time.				
16) I believe students should judge the quality of their work rather than rely on what the teacher tells them.				
17) I believe students will be successful in school if they listen to the adults who know what's best for them.				
18) During the first week of class, I will allow the students to come up with a set of classroom rules.				
19) I believe the primary purpose of homework is to provide drill and practice skills learned in the classroom.				
20) I believe that students need direction in how to work together.				
21) Students in my classroom are free to use any materials they wish during the learning process.				
22) I specify a set time for each learning activity and try to stay within my plans.				

23) I believe friendliness, courtesy, and respect for fellow students are something that students have to learn first-hand through free interaction.				
24) I believe class rules are important because they shape the student's behavior and development.				

Appendix B

Characteristics of Effective English Language Teachers (CEELT)

Directions: There are 47 statements in this questionnaire. Read each statement carefully and decide whether you completely agree (CA), agree (A), to some extent agree (SEA), disagree (D), and completely disagree (CD) with it.

Remember, there is no right or wrong answer. Each statement simply reflects your views, feelings, and attitudes towards your English teachers.

My English teacher ...	CA	A	SEA	D	CD
01) Has a good knowledge of the subject matter.					
02) Has up-to-date information.					
03) Is friendly towards learners.					
04) Respects learners as individuals.					
05) Understands learners well.					
06) Has the ability to manage the classroom well.					
07) Is good-tempered.					
08) Is patient.					
09) Has a sense of humor.					
10) Is aware of new teaching methods and strategies.					
11) Uses extra instructional materials such as tapes, movies, etc.					
12) Enjoys teaching.					
13) Is interested in the subject matter he/she is teaching.					
14) Has self-confidence.					
15) Has the ability to stimulate learners in learning.					

16) Knows his/her learners well (talents, abilities, weaknesses).					
17) Uses good learners to help weaker ones.					
18) Gives a sufficient number of assignments.					
19) Holds an adequate number of tests.					
20) Is prompt in returning test results.					
21) Is well-prepared for the class.					
22) Is careful and precise in answering learners' questions.					
23) Emphasizes important materials and points.					
24) Is a dynamic and energetic person.					
25) Pays attention to all students.					
26) Is willing to help learners in and out of the classroom.					
27) Encourages learners in different ways.					
28) Speaks clearly with correct pronunciation.					
29) Has a clean and tidy appearance.					
30) Presents materials at learners' level of comprehension.					
31) Enters the classroom on time.					
32) Leaves the classroom on time.					
33) Respects all ideas.					
34) Accepts constructive criticisms.					
35) Has the subject matter well-organized according to the number of sessions and hours					
36) Is impartial in grading.					
37) Has creativity in teaching.					
38) Involves all students in learning.					
39) Creates equal opportunities for learners' participation in the classroom.					
40) Creates opportunities for discussion and asking questions.					
41) Avoids discriminating against learners.					
42) Attends to the learners' problems in learning.					

43) Divides class time appropriately for the different language skills according to the purposes of the course.					
44) Avoids making fun of the learners.					
45) Avoids being too strict.					
46) Creates self-confidence in learners.					
47) Emphasizes the presence of students in the classroom.					