The Relationship Between EFL Teachers' Emotional Intelligence and Their Effectiveness in Managing Young Learners' Classrooms

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Abstract

This study was an attempt to investigate the relationship between EFL teachers' emotional intelligence (EI) and their effectiveness in managing young learners' classrooms. A total of 25 female teachers of Kish Language School in Tehran expressed their willingness to participate in this study and a briefing session was conducted for them. Two sessions of each teacher's classes were observed by two raters who used the Murdoch (2000) checklist to score the effectiveness of each teacher's teaching once their inter-rater reliability had been established. At the end of the two observation sessions, the Bar-On EQ-i was administered to each teacher to test her EI. To find out the relationship between the two variables of this study, that is the teachers' EI and their effectiveness in managing young learners' classrooms, a Pearson correlation was carried out. The result showed that EFL teachers' EI had a significant relationship with their effectiveness in managing young learners' classrooms. Furthermore, a subsequent linear regression analysis also demonstrated that teachers' EI was a significant predictor of their effectiveness in managing young learners' classrooms.

Keywords: emotional intelligence, effective teaching, managing classroom, young learners

Introduction

The quest for improving learning has been an ongoing endeavor in all the subfields of education, language pedagogy being no exception. To this end, a sizeable portion of the endeavors in terms of theorization and empirical research has been focused on the variables of both teachers and learners

with the aim of investigating how manipulation of such variables could facilitate language learning as the personal qualities of teachers may very much affect the effectiveness of their practice (Reynolds, 2000; Yates, 2005).

Gordon (2001) believes that the teacher bears the power to establish a kind and respectful learning environment to expedite the learning process. He further argues that the teacher who plays a perhaps indelible role in fostering the students' learning needs is a whole person and it is this very whole person's personality traits that could conduce more effective classroom management and thereby higher learning.

One such personality trait is emotional intelligence (EI). Albeit the concept of EI may be arguably rooted back in the works of Thorndike (1920) who identified social intelligence as "the ability to understand and manage men and women, boys and girls to act wisely in human relations" (p. 228), the term itself was first mentioned decades later in a doctoral dissertation by Payne (1985) who proposed one can overcome his/her deficiencies when it comes to emotional functioning by showing solidity and substance vis-à-vis fear or desire.

Three years later, Bar-On (1988) referred to the *emotional quotient* which is the term commonly used today to refer to an individual's emotional intelligence score. He defined EI as being concerned with understanding both oneself and other people while relating to them and managing to adapt to and cope with the immediate surroundings thus more successfully handling environmental demands (Bar-On, 1997). This definition is somewhat more in line with the practical definition of teachers' success in managing their classes.

Salovey and Mayer (1990) defined EI as one's ability "to monitor one's own and other's feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action…it is a unique cognitive ability based upon emotion that is operationalized in an individual's social environment" (p. 189). Subsequent studies in the 1990s implicated the importance of EI as a variant of standard intelligence and a key component of self-regulation (Cherniss & Goleman, 1998; Mayer & Salovey, 1997; Salovey, Hsee, & Mayer 1993).

It was not until the publication of Daniel Goleman's best seller *EI: Why It Can Matter More Than IQ* in 1995, however, that the term became widely popularized. Goleman (1995) defined EI as including self-awareness, impulse control, zeal and motivation, empathy, and social deftness. Goleman's work ignited a vast new interest in EI with different descriptions and studies being

documented (Boyatzis & Goleman, 2001; Boyatzis, Goleman, & Rhee, 2000; Brackett & Mayer, 2003; Ciarrochi, Chan, & Caputi, 2000; Dawda, & Hart, 2000; Sala, 2002).

At the most general level, EI refers to the ability among people to recognize and regulate emotions in themselves and others (Goleman, 2001). Spielberger (2006) suggests that there are three major conceptual models of EI: the Mayer and Salovey (1997) model, the Goleman (1998) model, and the Bar-On (2000) model. Bar-On (2003) further defined EI by writing that, "Emotional and social intelligence in connection with the EQ-i is a cross-section of interrelated emotional and social competencies that determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands and pressures" (p. 117).

Mayer, Salovey, and Caruso (2002) define emotions as signals that convey regular and discernable meanings about relationships; they further hold that a number of basic emotions are universal. Furthermore, Mayer, Salovey, Caruso, and Sitarenios (2003) attempted to define EI as a new form of intelligence. The abundance of definitions, however, have led to a confusion over the concept as Mayer, Salovey, and Caruso (2008) noted in a more recent work that:

> The original definition of EI conceptualized it as a set of interrelated abilities, yet other investigators have described EI as an eclectic mix of traits such as happiness, self-esteem, optimism, and self-management. This alternative approach to the concept – the use of the term to designate eclectic mixes of traits – has led to considerable confusion and misunderstandings as to what EI is or should be. (p. 503)

Despite the multiplicity and perhaps the inconformity of the definitions of EI, many researchers have described the importance of emotion in the learning process and in the construction of meaning and that if an event is related to positive emotions, there is a greater chance for successful patterning to take place (Caine & Caine, 1997; Cherniss, 2000; Jensen, 2005; Muijs & Reynolds, 2001). Hence, a teacher's handling of the emotional aspect in a classroom may be a decisive factor in the degree of his/her effectiveness of teaching.

Research indicates that a teacher who encourages warm interactions in the classroom and enables learners to influence their environment actually consolidates their interest in learning and ability to refrain from self-

destructive behaviors (Borich, 2003; Hawkins & Catalano, 1992; Jones & Tanner, 2005; Linn & Gronlund, 2000).

Agne, Greenwood, and Miller (1994) argue that effective teachers hold two discernible features which distinguish them from less effective ones: positive rapport with the students they teach and genuine respect for them and that students could more successfully reciprocate love and care towards others if affection were modeled for them. McBer's (2000) report indicates that the most effective teachers win the day through creating a positive classroom climate where students feel respect and trust alongside being supported.

To promote the above positive atmosphere, a teacher needs to be emotionally fit; teachers with behavior management and classroom discipline problems are frequently ineffective when it comes to classroom management and often complain of high levels of stress and symptoms of burnout (Berliner, 1986; Espin & Yell, 1994).

A multitude of research depicts that effective classroom management raises student engagement, lowers disruptive behaviors, and makes good use of instructional time (Wang, Haertel, & Walberg, as cited in Conte, 1994). Therefore, teachers who walk inside the classroom with effective classroom management plans obtain more success in eliciting positive student behavior.

Because of the key importance of the teacher in the pedagogical process, empowering him/her in terms of both knowledge and enthusiasm would bear a positive impact on the outcome of his/her instruction. This of course is not what could be expected of the teacher on his/her own. "If teachers," says Richards (2001), "are expected to teach well and to develop their teaching skills and knowledge over time, they need ongoing support" (p. 210). Hence, enhancing teacher effectiveness is perhaps more of an institutional matter rather than an entirely personal endeavor of the teacher.

In line with what has been discussed so far and prompted by a study conducted by Ghanizadeh and Moafian (2009) who investigated the relationship between teacher's EI and their effectiveness, the researchers were interested to see the pattern in the context of teaching young learners. Accordingly, the following two questions were raised:

- *Is there any significant relationship between EFL teachers' EI and their effectiveness in managing young learners' classrooms?*

- *Is EFL teachers' EI a significant predictor of their effectiveness in managing young learners' classrooms?*

Method

Participants

The teachers who participated willingly in the present study were 25 Iranian female EFL teachers. They were all teaching at one of the Central Tehran units of Kish Language School and all had more than five years of teaching experience. These teachers taught in young learners' classes only (out of choice of course) and they did not have any adult classes in this school.

Instrumentation

An EI questionnaire (EQ-i) and a checklist were used in this study which are described below.

Bar-On EQ-i Test

The EQ-i is a self-report measure of emotionally and socially intelligent behavior that provides an estimate of emotional-social intelligence. The EQ-i was the first measure of its kind to be published by a psychological test publisher (Bar-On, 1997), the first such measure to be peer-reviewed in the *Buros Mental Measurement Yearbook* (Plake & Impara, 1999), and the most widely used measure of emotional-social intelligence to date (Bar-On, 2001; Bar-On & Handley, 2003).

In brief, the EQ-i contains 133 items in the form of short sentences and employs a five-point response scale with a textual response format ranging from "very seldom or not true of me" (1) to "very often true of me or true of me" (5). A list of the inventory's items is found in the instrument's technical manual (Bar-On, 1997). The EQ-i is suitable for individuals 17 years of age and older and takes approximately 40 minutes to complete. The Farsi version of the questionnaire which had proven to be valid by Pishghadam (2007) was applied.

The EI test was scored based on guidelines provided by Bar-On (1997). The table of the EI scoring and sub-categories is available in the Appendix.

Murdoch's (2000) Checklist

The instrument used for evaluating effective teaching in the process of this research was Murdoch's (2000) checklist. This checklist was selected since, according to Brown (2001), it had been prepared exclusively for observing language teachers. It contains three parts: Part A ELT competences (24 questions), Part B general teaching competences (10 questions), and part C teaching competences (20 questions). As this instrument was very detailed and some parts were not directly related to the variables of this research, classroom management and the teacher's personality factor and the questions relevant to them were selected and used in this study. The complete checklist contains 54 items each followed by four values from 1 to 4 (i.e., 4 = excellent, 3 = above average, 2 = average, 1 = unsatisfactory) and N/A meaning not applicable.

The 30 questions which were related to classroom management in this test were extracted. Both the complete version and the selected type of Murdoch's (2000) checklist are available in the Appendix. The total score was calculated based on the mean of values given to the teachers by two raters (one of the researchers and an official supervising observer of Kish Language School with more than six years of experience of observing classes) who had demonstrated inter-rater reliability.

Procedure

To conduct this research, a briefing session was first of all arranged for the participants who were all teachers of young learners in two Central Tehran branches of Kish Language School (Jomhoori and Komayl). The different aspects of the research were elaborated mainly to assure the teachers that the result of the observations was going to be used just for the research purpose, and also no intervention on the side of the two observers would take place in their classes. At the end of the briefing session, the teachers who themselves said they were interested to take part in the study enrolled their names in the research process (a total of 25).

Next, each of the 25 teachers was observed by the two raters for two entire sessions. The observation was the main process of collecting data in this research. According to Bailey (as cited in Carter & Nunan, 2001, p. 114), classroom observation can serve four functions: first comes the pre-service teacher observation as a regular part of pre-service training programs. Second, the observer observes practicing teachers for the professional

development. Third is the observation done to judge the extent to which teachers fulfill the expectation of the administration. Fourth, observation is used as a means of collecting data in classroom research.

Prior to the observations, a separate briefing session was held for the official supervisor to inform her about the different dimensions of the study, particularly, the classroom management factors that had to be observed. Moreover, during the process of the study, the two raters had different meetings to arrange the order of observation, and to exchange the data they would gather in the process through using the Murdoch checklist (described above).

To further capture the classroom atmosphere, the raters arranged to observe teachers whenever they wanted to teach songs or chants which by nature motivate young learners to be more actively involved; consequently, the classroom had to be managed effectively (the transcription of events in one sample class which was recorded is available of the Appendix).

For the final phase, the EQ-i was administered to find out if there was a significant correlation between the obtained scores of the teachers on the Murdoch checklist and their EQ-i. Applying the EQ-i at first would raise their awareness toward the emotional aspect that was going to be observed; hence, it was postponed until the completion of the observation sessions.

Results

A series of both descriptive and inferential statistics were conducted in this study to respond to the two questions raised. These analyses are presented below in a chronological order.

Participants' Scores on the EQ-i

The descriptive statistics of the administration of the EQ-i to the 25 teachers participating in this study appear below in Table 1. As is evident, the mean and standard deviation of the obtained EQ-i scores were 400.08 and 16.92, respectively.

Table 1 – Descriptive statistics of the obtained scores on the EQ-i

	N	Min	Max	Mean	Std. Deviation	Skewness	
						Statistic	Std. error
EQ-i	25	372.00	434.00	400.08	16.92	.220	.464
Valid N (listwise)	25						

Participants' Scores on the Murdoch Checklist

Next, the descriptive statistics of the participants' performance on the Murdoch questionnaire was computed. First, Table 2 below displays the scores provided by each of the two raters to the 25 teachers.

Table 2 – Descriptive statistics of the scores given by the two raters on the Murdoch checklist

	N	Min	Max	Mean	Std. Deviation	Skewness	
						Statistic	Std. error
Rater 1	25	74.00	104.00	91.24	9.35	-.875	.972
Rater 2	25	70.00	105.00	89.09	9.81	-.606	.972

As discussed earlier, the inter-rater reliability of the two raters had to be checked. As the skewness ratios of the two sets of scores given by the raters were -0.90 (-0.875 / 0.972) and -0.62 (-0.606 / 0.972) both falling within the acceptable range of ±1.96, running the Pearson correlation which is a parametric test was legitimized.

Table 3 shows that the inter-rater reliability of the two raters was significant.

Table 3 – Inter-rater reliability of the two raters

		Rater 2
Rater 1	Pearson Correlation	.836**
	Sig. (2-tailed)	.000
	N	25
**Correlation is significant at the 0.01 level (2-tailed).		

Hence, the mean values given by the two raters were taken into consideration as the final scores of the Murdoch checklist. Table 4 displays this information with the mean and standard deviation standing at 89.66 and 8.83, respectively.

Table 4 – Descriptive statistics of the mean scores given by the two raters on the Murdoch checklist

	N	Min	Max	Mean	Std. Deviation	Skewness Statistic	Std. error
Murdoch	25	73.00	104.50	89.66	8.83	-.436	.464
Valid N (listwise)	25						

First Research Question

To see whether a significant relationship existed between the teachers' EI and their effectiveness in managing young children's classes, the Pearson Correlation Coefficient had to be run. Prior to this of course, the assumptions for running this parametric test had to be checked, that is linearity, normality, and homoscedasticity of the two distributions of scores. To inspect the first parameter (linearity), the researchers used a scatterplot of the two variables of the study (Figure 1). As shown in this scatterplot, there was no kind of nonlinear relationship between the scores on the two batteries. Hence, the relationship was assumed linear and running parametric correlation was legitimate.
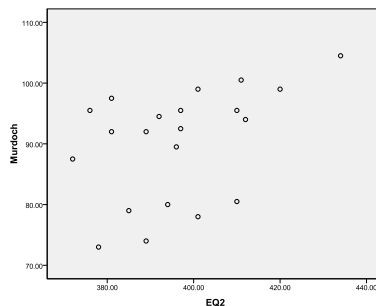

Figure 1 – Scatterplot of the obtained scores on the EQ-i and the Murdoch checklist

As for the second parameter – normality of the distributions – going back to Tables 1 and 4, the skewness ratios of both distributions fell within the acceptable range of ± 1.96 (0.220 / 0.464 = 0.474 and 0.436 / 0.464 = 0.939); hence, the distributions were normal. The remaining assumption which had to be checked was homoscedastcity, that is, the assumption that the variability in scores for the EQ-i should be similar at all values of the scores on the Murdoch Checklist; to this end, the researchers examined the residuals plot (Figure 2).
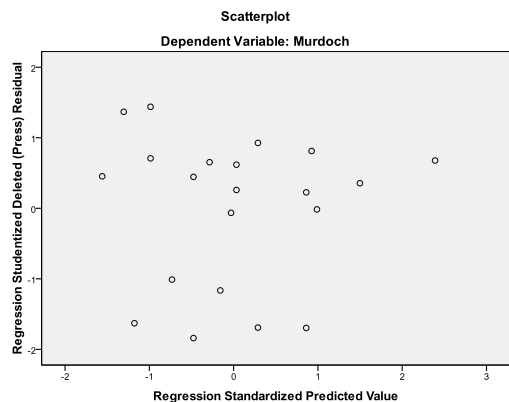

Scatterplot
Dependent Variable: Murdoch

Figure 2 – Plot of studentized residuals for the Murdoch checklist

As demonstrated by Figure 2, the cloud of data was scattered randomly across the plot and thus the variance is homogeneous. With all the assumptions of correlation having been met, the researchers could run the Pearson Correlation to respond to the first question of the study (Table 5).

Table 5 – Correlation of the obtained scores on the EQ-i and the Murdoch checklist

		Murdoch
EQ-i	Pearson Correlation	.436**
	Sig. (2-tailed)	.048
	N	25
**Correlation is significant at the 0.01 level (2-tailed).		

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As demonstrated by Table 5 above, the correlation came out to be significant at 0.01 level (r = 0.436, *p* = 0.048 < 0.05).

Table 6 – Correlation report

No of cases	R	Sig (2-tailed)	R^2
25	.436	.048	.19

According to Table 6 above, R^2 (or common variance) which is the effect size for correlation came out to be 0.19. Common variances of 10-25% are considered to be of medium effect size (Larson-Hall, 2010).

As a result, the researchers were able to conclude that indeed *there is a significant relationship between Iranian EFL Teachers' EI and their effectiveness in managing young learners' classrooms*.

Second Research Question

To respond to the second question (i.e., whether the teachers' EI was a significant predictor of their effectiveness in managing young children's classes or not), a linear regression was run (Table 7). The researchers used 'enter' method for the regression model and the predictor variable was teachers' EI and the predicted variable was teachers' classroom management.

Table 7 – Variables of the regression model 2

Model	Variables entered	Variables removed	Method
1	EQ2[a]	---	Enter

a. All requested variables entered
b. Dependent variable: Murdoch

Table 8 below represents R and R square for this regression analysis.

Table 8 – Model summary: R and R square

Model	R	R square	Adjusted R square	Std. error of the estimate
1	.436ª	.191	.148	8.47579

a.   Predictors: (constant), EQ-i

As reported in Table 8, the R came out to be 0.436 and R square 0.191. Table 9 reports the results of the ANOVA ($F_{1,24}$ = 4.471, *p* = 0.048 < 0.05) which proved significant.

Table 9 – Regression output: ANOVA table

Model		Sum of squares	df	Mean square	*F*	Sig.
1	Regression	321.227	1	321.227	4.471	.048ª
	Residual	1364.940	24	71.839		
	Total	1686.167	25			

a.   Predictors: (Constant), EQ2
b.   Dependent Variable: Murdoch

Table 10 demonstrates the standardized beta coefficient (B = 0.436, *t* = 2.115, *p* = 0.048 < 0.05) which reveals that the model was significant meaning that teachers' EI could predict their effectiveness in managing young learners' classes.

Table 10 – Regression output: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	*t*	Sig.
		B	Beta			
1	(Constant)	-11.046	47.900		-.231	.820
	EQ2	.255	.121	.436	2.115	.048

a. Dependent Variable: Murdoch

Although normality of the distributions were checked for correlation in the previous sections, the residuals table (as demonstrated in Table 11 below) also verified the absence of outstanding outliers as the Cook's distance values did not exceed 1 and Mahalanobis distance values did not exceed 15.

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Table 11 – Regression output: Residuals statistics

	Min	Max	Mean	Std. Deviation	N
Predicted Value	83.9184	99.7457	90.1667	4.00766	25
Std. Predicted Value	-1.559	2.390	.000	1.000	25
Standard Error of Predicted Value	1.850	4.893	2.513	.745	25
Adjusted Predicted Value	83.1892	97.3693	89.9973	3.92487	25
Residual	-14.2581	11.28409	.00000	8.26117	25
Std. Residual	-1.682	1.331	.000	.975	25
Stud. Residual	-1.734	1.400	.009	1.020	25
Deleted Residual	-15.1514	12.48529	.16935	9.06521	25
Stud. Deleted Residual	-1.840	1.439	-.008	1.050	25
Mahalanobis Distance	.001	5.713	.952	1.312	25
Cook's Distance	.000	.162	.049	.052	25
Centered Leverage Value	.000	.286	.048	.066	25

a. Dependent Variable: Murdoch

It was thus concluded that teachers' EI was a significant predictor of their effectiveness in managing young learners' classrooms.

Discussion and Conclusion

Based on the outcomes of this study, there was a significant relationship between EFL teachers' EI and the effectiveness of their management in young learners' classrooms. In simple terms, the higher the EI of teachers, the more effectively they can manage young learners' classrooms.

In addition to demonstrating that there was a linear correlation between the two aforementioned constructs, a predictability relationship was also established between the two. Hence, the results indicated that teachers' EI was a significant predictor of the effectiveness of their management in young learners' classroom.

The significant correlation of teachers' effectiveness in managing young learners' classroom and their EI indicated that teachers with a high range of ability to sense and understand the classroom needs can be effective classroom managers for young learners.

A teacher as a key element in the classroom not only teaches new subject matter but also by managing a classroom effectively can provide a

climate for students to flourish fully and humanely. Teachers who are emotionally intelligent bear in mind the following principles:

- The child has the right to have a teacher who is in a position to, and will help the child, limit inappropriate self-disruptive behavior.
- The child has the right to have a teacher who is in the position to and will provide the child with positive support for appropriate behavior.
- The child will be able to choose how to behave and know the consequences that will follow (adopted from Canter & Canter, 1976).

Incorporating these key points and objectives into a management plan can have positive results. In such a class that is managed by an effective teacher, students' participation will boost through a supportive and disciplinary climate of classroom allowing them to learn the foreign language more enjoyably, which in turn, can enhance the students' learning opportunity.

The aforementioned findings of this study have shown that EFL teachers with higher EI scores are more successful in their classroom management. They give respect to get respect from their students. Besides, there was clearly more joy among the students who were taught by an emotionally intelligent teacher. Furthermore, throughout the observation sessions, it was made clear that effective teachers sometimes controlled their classes by nonverbal signals; this means access to and employment of advanced interpersonal ability (i.e., one of the subcategories of EI).

When there is a significant relationship between EFL teachers' EI and their effectiveness in managing young learners' classrooms, teachers can improve their EI ability, which is a teachable ability (Cherniss & Goleman, 1998), to be more effective.

As previously mentioned, advanced EI can be beneficial in many areas of life. However, the application of its usefulness has been most frequently documented in the professional workplace. Cherniss (2000) outlines four main reasons why the workplace would be a logical setting for evaluating and improving EI competencies:

1. EI competencies are critical for success in most jobs.
2. Many adults enter the workforce without the competencies necessary to succeed or excel at their job.
3. Employers already have the established means and motivation for providing EI training.
4. Most adults spend the majority of their waking hours at work.

Hence, it is essential to inform teachers about EI and the benefit they can gain in their workplace, mainly in their classrooms, if they improve it. Teachers can also be given EI training in their routine teacher training courses. Implementing EI factors as elements affecting classroom managing without understanding the importance of emotional factors influencing teaching and learning processes, however, would not bear much added value. If the emotional factors of effective teachers thus promoting effective classroom management were to be borne in mind, reconsideration of teachers' training courses would be indispensable. Therefore, a thorough revisiting of the syllabus for teacher training programs should be part of the agenda in order to develop a syllabus which encourages and boosts EI.

Alongside designing such syllabus for teacher training and also in-service training programs, the same approach could also be adopted in designing teachers' guidebooks for young learners' textbooks. They could contain tasks and techniques which would encourage teachers to focus on and boost their EI in the process of teaching while also endeavoring to uplift young learners' EI in the process as well. To this end, a team of expert syllabus designers and material developers can engage with first-hand stakeholders – teachers and young learners themselves – to receive ideas from them in the process of producing the materials intended.

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Appendix
EQ-i Sub Categories

Intra Personal		Inter Personal			Stress			Adaptability		Mood	
Self-actualization	Independence	Empathy	Interpersonal relationship	Social responsibility	Problem Solving	Reality	Flexibility	Stress Tolerance	Impulse control	Happiness	Optimism
6	3	18	10	16	1	8	14	4	13	2	11
21	19	44	23	30	15	35	28	20	27	17	20
36	32	55	31	46	29	38	43	33	42	31	26
51	48	61	39	61	45	53	59	49	58	47	54
66	92	72	55	72	60	68	74	64	73	62	80
81	107	98	62	76	75	83	87	78	86	77	106
95	121	119	69	90	84	88	103	93	102	91	108
110	T	124	84	98	118	97	131	108	117	105	132
125		T	99	104	T	112	T	122	130	120	
T			113	119		127		T	T	T	T
			128	T		T					
	Total=	Total=	Total=				Total=	Total=	Total=		Total=

Self-regard	11	24	40	56	70	45	100	114	129	T
Assertiveness	22	37	67	82	96	111	126			T
Emotional awareness	7	9	23	35	52	63	88	116		T

Murdoch (2000) Checklist (Complete Version)

Part A: ELT Competencies

1. The teacher presents language points in clear and interesting ways.
   1 2 3 4 N/A
2. The teacher employs a range of techniques to teach new vocabulary.
   1 2 3 4 N/A
3. The teacher tries to relate language forms, functions and vocabulary to context relevant to students' interest. 1 2 3 4 N/A
4. The teacher employs a range of techniques for participating grammatical forms. 1 2 3 4 N/A
5. The teacher sets up interactive pair/group activities appropriately.
   1 2 3 4 N/A
6. The teacher employs a variety of activities for developing speaking/listening/reading/writing. 1 2 3 4 N/A
7. The teacher achieves a good balance of between accuracy focused, and integrative, content-focused activities. 1 2 3 4 N/A
8. The teacher uses games and puzzles effectively and appropriately.
   1 2 3 4 N/A
9. The teacher gives students sufficient time to respond questions.
   1 2 3 4 N/A
10. The teacher encourages student to ask questions.
   1 2 3 4 N/A
11. The teacher elicits language and background knowledge from students appropriately. 1 2 3 4 N/A
12. The teacher dose not impede student learning via over-use of the mother tongue. 1 2 3 4 N/A
13. The teacher is a good language model for the students.
   1 2 3 4 N/A
14. Teacher talk time is appropriate to for the language level of the class.
   1 2 3 4 N/A
15. The teacher uses, and gets student to use, correct classroom language.

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                                        1   2   3   4   N/A

16. The teacher deals with errors systematically and effectively.
                                          1   2   3   4   N/A

17. The teacher gets students to self-correct minor mistakes.
                                          1   2   3   4   N/A

18. The teacher gets students to correct/comment on each other's written work.   1   2   3   4   N/A

19. The teacher makes students aware of the strategies they can use to learn English more effectively.   1   2   3   4   N/A

20. The teacher uses/develops appropriate quizzes and tests to evaluate students' progress and increase motivation.   1   2   3   4   N/A

21. The teacher gives students some say in the selection of the classroom activities.   1   2   3   4   N/A

22. The teacher maintains a dialogue with students to argue their reaction to the material and his/her teaching methods.   1   2   3   4   N/A

23. The teacher makes students aware of the pedagogic purposes of classroom activities.   1   2   3   4   N/A

24. The teacher takes into account students' different style of language learning.   1   2   3   4   N/A

Part B: General Teaching Competencies

1. The teacher believes that learning English is vitally important for students' future success.   1   2   3   4   N/A

2. The teacher sees language learning as a part of a larger process of promoting international contacts and interest in other cultures.
                                            1   2   3   4   N/A

3. The teacher is knowledgeable concerning the use of different varieties and style of English in different societies/culture.
                                            1   2   3   4   N/A

4. The teacher believes that education has vital role in determining the future nature of societies.   1   2   3   4   N/A

5. The teacher considers students' cultural background to be of great importance when preparing an ELT course.
                                            1   2   3   4   N/A

6. The teacher believes that he/she should empower students to become increasingly more responsible for their own progress in learning.
                                            1   2   3   4   N/A

7. The teacher is prepared to experiment and carry out classroom research in other to further improve his/her teaching competence.
                                            1   2   3   4   N/A

8. The teacher makes constant effort to maintain/develop his/her own English communication skills.   1   2   3   4   N/A

9. The teacher is aware of value of professional development activities and makes full use of available professional support.
                                            1   2   3   4   N/A

10. The teacher is enthusiastic about working with colleagues to raise the quality of ELT programs.   1   2   3   4   N/A

Part C: General Teaching Competencies

1. The teacher has a good classroom presence and personality.

    1   2   3   4   N/A
2. The teacher is patient and enjoys helping students acquire new skills/knowledge.

    1   2   3   4   N/A
3. The teacher positions himself/herself well at different stages of the class.

    1   2   3   4   N/A
4. The teacher communicates an enthusiasm for the subject.

    1   2   3   4   N/A
5. The teacher's style of dressing is an asset in the classroom.

    1   2   3   4   N/A
6. The teacher establishes a good rapport with students.

    1   2   3   4   N/A
7. The teacher has good strategies for dealing with inappropriate behavior.

    1   2   3   4   N/A
8. The teacher does not intimidate shy students in the class.

    1   2   3   4   N/A
9. The teacher recognizes student achievement and develops students' interest in learning.   1   2   3   4   N/A
10. The teacher attends to the learning needs of the various ability levels in the class.   1   2   3   4   N/A
11. The teacher gives appropriate feedback to students about their progress.

    1   2   3   4   N/A
12. The teacher is able to adapt his/her teaching plan to respond to students' immediate needs and reactions to planned activities.

    1   2   3   4   N/A
13. The teacher's lessons have sufficient variety and change of pace to sustain students' interest.   1   2   3   4   N/A
14. The teacher prepares classes adequately and has clear aims and objectives.   1   2   3   4   N/A
15. The teacher uses a variety of techniques to ask questions and elicit responses from students.   1   2   3   4   N/A
16. The teacher organizes students well.

    1   2   3   4   N/A
17. The teacher makes good use of the whiteboard.

    1   2   3   4   N/A
18. The teacher makes good use of visuals and other media.

    1   2   3   4   N/A
19. The teacher constantly checks to find out if students have understood teaching points or benefited from activities.   1   2   3   4   N/A
20. The teacher's lessons have sufficient variety and change of pace to sustain students' interest.   1   2   3   4   N/A

The Selected Version of Murdoch (2000) Checklist

1. The teacher presents language points in clear and interesting ways.

    1   2   3   4   N/A
2. The teacher tries to relate language form, function and vocabulary, to context relevant to context relevant to students' interests.

    1   2   3   4   N/A
3.   The teacher sets up interactive pair/group activities appropriately.

    1   2   3   4   N/A
4. The teacher uses games and puzzles effectively and appropriately.

    1   2   3   4   N/A
5. The teacher gives students sufficient time to respond questions.

    1   2   3   4   N/A
6. The teacher encourages student to ask questions.

    1   2   3   4   N/A
7. The teacher elicits language and background knowledge from students appropriately.   1   2   3   4   N/A
8. The teacher dose not impede student learning via over-use of the mother tongue.   1   2   3   4   N/A
9. Teacher talk time is appropriate to for the language level of the class.

    1   2   3   4   N/A
10. The teacher uses, and gets student to use, correct classroom language.

    1   2   3   4   N/A
11. The teacher deals with errors systematically and effectively.

    1   2   3   4   N/A
12. The teacher makes students aware of the strategies they can use to learn English more effectively.   1   2   3   4   N/A
13. The teacher gives students some say in the selection of the classroom activities.   1   2   3   4   N/A
14. The teacher takes into account students' different style of language learning.   1   2   3   4   N/A
15. The teacher has a good classroom presence and personality.

    1   2   3   4   N/A
16. The teacher is patient and enjoys helping students acquire new skills/knowledge.   1   2   3   4   N/A
17. The teacher positions himself/herself well at different stages of the class.

    1   2   3   4   N/A
18. The teacher communicates an enthusiasm for the subject.

    1   2   3   4   N/A
19. The teacher establishes a good rapport with students.

    1   2   3   4   N/A
20. The teacher has good strategies for dealing with inappropriate behavior.

    1   2   3   4   N/A
21. The teacher does not intimidate shy students in the class.

         1   2   3   4   N/A

22. The teacher recognizes student achievement and develops students' interest in learning.   1   2   3   4   N/A
23. The teacher attends to the learning needs of the various ability levels in the class.   1   2   3   4   N/A
24. The teacher prepares classes adequately and has clear aims and objectives.   1   2   3   4   N/A
25. The teacher uses a variety of techniques to ask questions and elicit responses from students.   1   2   3   4   N/A
26. The teacher organizes students well (into different groups).   1   2   3   4   N/A
27. The teacher makes good use of the whiteboard.   1   2   3   4   N/A
28. The teacher makes good use of visuals and other media.   1   2   3   4   N/A
29. The teacher constantly checks to find out if students have understood teaching points or benefited from activities.   1   2   3   4   N/A
30. The teacher's lessons have sufficient variety and change of pace to sustain students' interest.   1   2   3   4   N/A

Transcription of Events in One Sample Class

'Happy House' level (Oxford University; Young Learners' Class-book)
Teacher Maryam Khazrai: Be quiet everybody
Listen, Erfan listen, Kamyab listen
Open your class book… Ahoora be quiet… (Crowd noise)
Look at page 58…ok…look at here…what's the matter here?
Students (all together): Mum…Polly… (Happy House characters)
Teacher Maryam Khazrai: yes, family…
Students (sporadically): khanevadegi, samimi (in Farsi) Rodney…
T: Ok, Mom, Dad, who's this?
Ss (all together): Polly and Otto
T: and, what's the matter here?
Ss (all together): Family, water
T: water AND
Students (all together): soap
T: ok, that's right, and… look at here, what's this
Ss (sporadically): Kooh, khorshid (in Farsi) (laughing sound)
Good morning
T: aha, this…morning, repeat…
Morning, morning
(Sound of tapping on a board)
So, I wash my? My? (Pointing at her face)
Ss (all together): face
T: listen… I wash my face with? With?

Ss (all together): soap
T: I wash my face with…soap and…
Ss (all together): water
(Writing sound)
T: what's this? (She draws something like a faucet that is leaking)
Ss (all together): water
T: ok, so, it's morning I wash my face with?
Ss (sporadically): soap and…
T: …everybody?
Ss (all together): soap and water
T: ok, so I wash my face, after my face I wash my?
Ss (all together): hands
T: so I wash my hands
I wash my hands… what's this?
Ss (all together): hand
T: hand, ok!
So I wash my hands with?
Ss (all together): soap and water
T: excellent with soap and…
Ss (all together): water.
T: that's right
And (silent time, it seems she is drawing something on the board)… so what's this?
Ss (all together): hand…s
T: ok, it's morning, it's EARLY in the morning, and I wash my face, I wash my hands, after that I?
Ss (all together): brush
T: I brush my hair, AND I …
Ss (all together): brush my teeth
T: excellent, so I brush my teeth. I brush my?
Ss (all together): teeth
T: what's this?
Ss (all together): teeth
T: ok, listen, I brush my teeth with? soap and water?!
Ss (all together): NO
T: hairbrush?!
Ss (sporadically): toothbrush… no…and water
T: ok, and toothpaste, that's right. Look at here, Dad says I brush my teeth with?
Ss (all together): toothbrush
T: what color is this toothbrush?
Ss (all together): green
T: so Dad says I brush my teeth with my?
Ss (sporadically) and the teacher: green toothbrush
T: it's my?
Ss: toothbrush
T: green toothbrush
Ss (all together): green toothbrush
T: green toothbrush

Ss (all together): green toothbrush
S: /rede/ (Farsi intonation)
T: ok, it's red, but look at this magnet, it is green!
Ss: (chaos noise) nemigiri (Farsi)
(One student nags about the picture of book in Farsi) 'akhe marde b en gondegi, navad sale, toothbrushe khersi dare, marde gonde?!'
T: (patiently) no! It's Polly's!
Listen…listen… I brush my teeth
Ss (all together): I brush my teeth
T: I brush my teeth
Ss (all together): I brush my teeth
T: I brush my teeth, WITH my green toothbrush
Ss (all together): with my green toothbrush
T: I brush my teeth
Ss (all together): I brush my teeth
T: with my green toothbrush
Ss (all together): with my green toothbrush
T: Ok, listen; I brush my teeth, with my green toothbrush
Ss (all together): I brush my teeth, with my green toothbrush
T: after that, Polly says I…
Ss (all together): I brush my hair
T: ok, I brush, I brush?
Ss (sporadically): my… my hair
T: with?
Look at here this is Polly and…
(Students are attracted by the cartoons, they speak about details in Farsi) 'teacher enqad mo dare!'
T: ok, OK
Ok, I, I brush my?
Ss (all together): hair
T: ok listen, Polly says I brush my hair with my toothbrush?
Ss (all together): NO! Hairbrush!
T: but what color?
Ss (all together): blue
T: I bruSH, shshsh…my hair with my… hairbrush
ok, listen, Kamyab stop it!
Kamyab, Kamyab!
T: blue hairbrush
Ss (all together): blue hairbrush
T: blue hairbrush
Ss (all together): blue hairbrush
T: I brush my hair
Ss (all together): I brush my hair
T: I brush my hair
Ss (all together): I brush my hair
T: with my blue hairbrush
Ss (all together): with my blue hairbrush

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T: with my blue hairbrush
Ss (all together): with my blue hairbrush
T: I brush my hair with my blue hairbrush
Ss (all together): I brush my hair with my blue hairbrush
T: excellent, now, Ahoora! look at here, what's this?
Ss (all together): morning
T: repeat, morning
Ss (all together): morning
T: morning
Ss (all together): morning
T: now what's this?
Ss (sporadically): time... Time, bath time!
T: listen, listen, listen six in the morning is very?
Ss (sporadically): out…'chi bod' (in Farsi)… early…early… early
T: excellent
Ss (all together): early
T: early
Ss (all together): early
T: early
Ss (all together): early
T: early in the morning
Ss (all together): early in the morning
T: early in the morning
Ss (all together): early in the morning
T: early in the morning
Ss (all together): early in the morning
T: I wash my hands (by acting out)
Ss (all together): I wash my hands
T: I wash my hands
Ss (all together): I wash my hands
T: I wash my face
Ss (all together): I wash my face
T: I wash my face
Ss (all together): I wash my face
T: I wash my face with soap and water
Ss (all together): I wash my face with soap and water
T: I wash my hands with soap and water
Ss (all together): I wash my hands with soap and water
T: I brush my teeth
Ss (all together): I brush my teeth
T: I brush my teeth
Ss (all together): I brush my teeth
T: I brush my teeth with my green toothbrush
Ss (all together): I brush my teeth with my green toothbrush
T: excellent, I brush my hair
Ss (all together): I brush my hair
T: I brush my hair

Ss (all together): I brush my hair

T: I brush my hair with my blue hairbrush

Ss (all together): I brush my hair with my blue hairbrush

T: NOW, listen, look at your book, and then sing the song, ok?

Shshsh… Erfan listen…Ehsan and Hesam…shshsh!

(The teacher makes the naughty boys calm by a kind of threatening words about learning event in Farsi)

T: now listen to the song (she plays cassette player)

"I wash my face with soap and water, soap and water, soap and water, I wash my face with soap and water, early in the morning.

I wash my hands with soap and water, soap and water, soap and water, I wash my face with soap and water, early in the morning.

I brush my teeth with my green toothbrush, my green toothbrush, my green toothbrush; I brush my teeth with my green toothbrush, early in the morning.

I brush my hair with my blue hairbrush, my blue hairbrush, my blue hairbrush; I brush my hair with my blue hairbrush, early in the morning." (It is repeated twice in the cassette)

T: ok now, everybody listen and repeat,

Listen, look at the board and repeat!

(She plays it again, stops it, and wants students to repeat.

The third time of playing the cassette, she wants them just to listen and look at the board.

Finally she divides students into different groups; they sing enthusiastically and unbelievably correctly, she wants other groups to encourage the group that has already sung by clapping their hands!)