

The Perceptions of Faculty Members and EFL Learners to Proficient Instructors: A Philosophical Approach

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Abstract

Adopting a philosophical approach to the concepts of knowledge and instruction, this study aimed to explore the perceptions of faculty members and EFL learners towards the efficiency of EFL instructors at the University level of Sudan University of Science and Technology, College of Languages. Two tools were used to collect data. A direct interview was administered to both learners and faculty members of the English Department at the College of Languages in which faculties and learners were asked about their perceptions of the good EFL instructor. A 30-point questionnaire was distributed to both learners and instructors. The instructors and learners were requested to assess the points from the items of opinion including the valuable instructor merits. The findings revealed that the concepts of instruction varied immensely over the past two decades. Also, the results showed that the EFL learners and the teachers are different regarding the arrangement and exhibition of learning resources. The instructors prepared the tutorial plans in a way that grabs learners' attention and that satisfies the learners' needs to achieve gauges in a useful EFL tutor. To sum up, it might be said that skilled Sudanese EFL instructors are in high demand since they can motivate and push their students to reach their best potential to maximize their language learning prospects.

Keywords: English language teaching, teaching English as a foreign language, teacher's perceptions, philosophical approach

1. Introduction

Abrar (2019) states that identifying the attributes associated with the ideal English teacher is of great interest worldwide, but relevant research appears to be lacking in the Arab world. The proficiency of EFL instructors is a controversial issue in the EFL context because it is subject to different constraints, and it is often assessed from the subjective perspective of learners' peer evaluation. In addition, identifying the proficiency level of EFL instructors may be influenced by many external and internal forces, some of which are difficult to be assessed objectively. These elements may include instructors' linguistic competency, Master of Teaching methods, teaching experience, mental and cognitive attitude, value system, a set of beliefs, and cultural influences. Some of these elements are measurable, but most of them are immeasurable, which represents a kind of problematic issue.

Muthmainnah and Ahmad (2022) say that instructors are steadily being enhanced by every link with their students which establishes the main trace with unusual prospects and modes of observing mechanism learning is more operative if both instructors and learners are keenly encompassed in the teaching/learning procedure. The drawback, conversely, is that in utmost learning circumstances in various directions of the globe especially Sudan, the tutor has the final ruling concerning schoolroom imparting. This standpoint conflicts with the belief that the student has an identical portion of the learning procedures. With this recent direction, it is now conceivable to go into the conception of reciprocal learning Sudanese setting. In this respect, EL tutors should mug up persistently from their learners and from further teammates' incidents awareness with the target of integrating the whole thing they acquire into their teaching notion of mulling over the students' viewpoints and instructors' insights as much as possible is straightforwardly allied with the heading of this investigation "What makes a good English language teacher?"

Wood and Tanner (2012) explore that efficient instructors have been labeled as 'active' tutors who make thoroughgoing usage of tuition intervals, and existing resources in modes to satisfy learner demands, observe courses, and evolve and plan chances for learners to implement fresh attained conceptions and talents. Diamond identified an effective instructor as "the one who steers successful tutoring which generates constructive and decisive learner picking up via the utility of applicable techniques."

Babai and Sadeghi (2009) state that lately endeavors have been crafted in diverse parts of the globe to investigate students' insights into the qualities of efficient EFL tutors to satisfy their prospects concerning ultimate tutors and to execute syllabus modifications relayed on what they authentically anticipate acquiring in the schoolroom. The truth of the issue is that in EFL settings English schoolroom is conspicuous, if not the only, genuine chance to 'learn' and 'use' English. This verity emphasizes the significance of the EFL instructors as the noticeable

resource of involvement for the students. Consequently, owning an 'effective' instructor is the ultimate prerequisite of an EFL session for scholastic schemes and for augmenting learning.

Researchers have various visions of language instruction channel to numerous conceptions as to what the crucial dexterities of imparting are and to discrete procedures to the groundwork of instructors. Learners do recognize how instructors sense them. If they believe you do not cherish them, you have already lost them. "The objective of tutoring is straightforward: it is to create learners' picking up achievable". To impart is to create a supposition about what and how the learner crams; thus, to impart well indicates learning (Ramsden, 1992).

Babai and Sadeghi (2009) state that the characteristics of an effective teacher are an important factor in the educational process. All teachers should be aware of the importance of effective teachers in education and pay more attention to it, especially to have a positive influence on students' outcomes and performance. Teacher success traits lead to the best student performance at the school level. The question of the ideal English teacher is an ongoing one, as it can be difficult to find effective English teacher preparation.

Kounin (1970) states that proficient instructors are classified by as those who exactly grip unfitting learner conduct, monitor challenging or enhancing actions, more simply via tuition, uphold suitable marching, and sustain a group emphasis.

According to Kounin (1970), the aptitudes acknowledged by a proficient instructor are the talent to knob learner misconduct applicably, to craft and administer an inspiring competitive milieu, and obvious direction to step and sustain a purposeful group exertion. Also, the one who points out the most definite merit of an operative tutor is to maintain learners' attention learning to minimize schoolroom interruption. Many surveys have explored the qualities of proficient instructors which powerfully motivate learners' mugging up and attainment (Witcher et al., 2001). Likewise, Dickinson (1987) commentaries abdicated: "If the studious is prohibited from employing the preferred procedures, this is probably to stand and minimize the acquiring usefulness and so be discouraging "(p.193).

A distinctive instructor is one whom a learner recalls and appreciates forever. Tutors possess ongoing influences on the life spans of their learners, and the ultimate tutor guides learners toward magnitude. Learners often depend on their university lecturers as a resource of guidance on their learning and professions. Pettis (1997) categorized three foremost features of proficiency tutors according to her, an experienced instructor must first be moral and knowledgeable besides being talented. Secondly, the professional requirements and interests of a proficient language tutor must revolutionize over time and enhance teaching. Thirdly, a tutor must be individually pledged to professional enhancement.

The researcher chose this topic to assess whether teachers in Sudan are subject to some kind of teacher-learner assessment. The researcher is primarily investigating perceptions of good Sudanese EFL instructors and trying to find basic traits. Therefore, this study is of great importance to both trainers and learners to raise awareness about the perception and qualities of a competent EFL trainer.

To obtain a more objective vestige of the traits that learners specialized in English value in teaching EFL learners, an interview was employed with learners and instructors of the English department at the College of Languages (Sudan University for Sciences and Technology). Therefore, the study aims to investigate the insights of faculties and EFL learners towards the merits of an ideal EFL Sudanese instructor.

2. Review of Literature and Theoretical Framework

Ahmed et al. (2021) conducted a study on Sudanese EFL University Instructors' Perspectives on using Task-Based Language Teaching in Enhancing EFL Learners' Communicative Competence. The purpose of this study is to examine the perspective of an EFL university lecturer in Sudan who uses task-based language teaching to improve the communication skills of EFL learners at the Faculty of Education, Western Kordofan University, Sudan. Survey results show that most teachers surveyed believe that task-based language teaching significantly improves the communication skills of learners at Sudan EFL University. Make it more comfortable to use the language naturally than the teacher.

Han et al. (2018) investigated the qualities of teachers' perceptions of educational support, their educational effects, and the relationship between them in Shandong Province, Eastern China. Results obtained from the sample of (2758) faculty members at (25) governmental universities reflected high levels of reported teaching support and teaching effectiveness. Faculty at major institutions scored better on teaching resources and course design effectiveness but scored worse on administration and peer support. Faculty at major institutions scored better on teaching resources and course design effectiveness but scored worse on administration and peer support. Male faculty members scored higher on course design, use of technology, and effectiveness of instructional management. Teaching assistants scored higher in administration and peer support but lower in course design, instructional strategy, use of technology, and effectiveness of instructional administration.

Sundari (2016) attempted to identify the traits of a proficient English instructor by relying on insight from university learners. The investigation was carried out by the descriptive qualitative procedure. The subjects were 63 learners who conducted TEFL sessions in the sixth term from English Education Department at GRI University Jakarta. The researcher employed a two-section questionnaire embracing closed and open-ended questionnaires. The data were analyzed descriptively; the findings depict the participants' opinions of their learning incidents in English as well as tutoring anticipation as prospective instructors.

Zamani and Ahangari (2016) conducted a study exploring the features of an efficient EL instructor (EELT) as viewed by Iranian EL students. A questionnaire was focused on four classifications embracing English expertise, pedagogical awareness, arrangement and communication, and socio-affective expertise directed to 60 FL students at Azad University Tabriz. The gathered data were statistically analyzed. The

consequences exposed that learners anticipate a useful English tutor to own the capability to enhance the relationships, talent to establish learners' confidence, and aptitude to sustain control in the schoolroom as the most crucial tips. The results also reflected some valuable consequences for language tutors to recognize more about the insights and views of the learners about themselves. They can formulate and execute commitments and duties that would inspire learners to get engaged more in the EL learning procedure.

Al-Khairi (2015) conducted a study on the merits of the ideal English teacher. This study attempts to fill this existing gap by identifying the qualities of an ideal English teacher perceived by Taif University students by gender. The results found that her EFL learners in Saudi Arabia reported a strong preference for the personal and professional traits of an ideal English teacher. Female participants scored slightly higher in these two categories of hers. EFL faculties who work at Saudi universities are strongly encouraged to do what the best for their students.

Badawood (2015) explored the facets of efficient English instructors as perceived by English language tutors and high school learners in KSA. The investigation contains 17 EL instructors and 17 secondary school learners, all from KSA. It focused on the descriptive procedure to assess English tutors, language competence, pedagogical awareness, and socio-affective characteristics. The findings affirm that the instructors promoted socio-affective aptitudes, English expertise, and pedagogical awareness in order of their significance, while the learners advocated English competence, socio-affective talents, and pedagogical awareness. The findings reveal that the traits of proficient English tutors with language competence are reading, writing comprehension pro-efficiency. For pedagogical knowledge, the exploration signifies the noteworthy of setting up the tutorial and employing enormous tutoring tools. Conclusively, the socio-affective traits of EL useful instructors are listening to the learners and being adjusters with all students.

Dincer, Goksu, Takkac, and Yazici (2013) investigated intended to investigate the virtues of an operative EL instructor by involving the communal merits in the investigations and to provide some pedagogical propositions for EL tutors on how to enhance their usefulness in the schoolroom. Hence, over 30 investigations conducted in the FL instruction domain were over-perceived and crucial qualities of a proficient English language instructor largely mentioned in these surveys were classified under four titles: socio-affective aptitudes, pedagogical awareness, subject-matter acquaintance, and individuality features. Results mirrored that an EFL instructor should have socio-affective talents, pedagogical comprehension, subject-matter awareness, and individual merits for enhanced language teaching-learning. Besides, a valuable English language tutor should have a well-adjusted blend of these four chief standpoints.

3. Research Methods

3.1 Research Design

The researchers chose a type of cross-sectional survey to collect perceptions of a given sample drawn from a population of EFL learners in Sudan. Research studies are one of the most common forms of research by educational researchers. Researchers ask large groups of people about a particular topic or problem. In addition to collecting theoretical data from a variety of sources, the empirical working data for this study were collected through the administration of a structured Likert scale questionnaire to assess participants' preferences for ideal English teacher qualities.

3.2 Participants

A sample of (82) EFL Sudanese learners who are studying English at the College of Languages, at Sudan University for Science and Technology, participated in this study. They were chosen unintentionally from four various sections A, B, C, and D. All the contributors were intending either to be English instructors at basic or secondary schools or to work in a public or a private sector after four years of drill and the organization at their graduation phase. The contributor encompassed (36) males and (46) females. Their ages ranged between 22 to 26 years. The group was heterogeneous in terms of language context i.e., English is crammed as an FL in Sudan. The investigation also involved (17) EFL faculty members who are teaching varied English programs and syllabuses in the College of Languages with diverse tutoring occurrences, qualifications, and specializations.

4. Research Questions

This study raises two different questions as follows:

1. What are the perceptions of faculty members and EFL Sudanese learners towards ideal EFL instructors' qualities?
2. What are the qualities of a good English language teacher?

5. Instrument of Data Collection

A 30-point questionnaire was also distributed to learners and instructors. They were all enquired to estimate the thirty items from the standpoint of useful tutor qualities. The points of the questionnaire determined the essential qualities of EL teaching/learning. These encompassed, e.g., the preparation and demonstration of tutoring resources, learners' intentions, and requirements with link to the program and clearness of tutorials' objects, schoolroom language and administration, instructor proficiency, the incentive of learners, schoolroom duties and styles, instructor's awareness of learners' language and subject domain, autonomous learning estimation instruments, instructor-learner, and instructor-instructor relation-ship together with learners' conceptions of the tutor as an individual and so on.

6. Statistical Analysis

A questionnaire has been distributed to measure significant differences in the perception of the EFL learners and faculty members cohort

of this study regarding the qualities of a good Sudanese English language instructor. The data have been coded and manually entered to be statistically analyzed using version 17 of SPSS. The Independent-sample questionnaire was done, and findings and recommendations have been forwarded based on the statistical analysis of the data of the study.

7. Results and Discussion

In the analysis of the findings of the questionnaire, (82) EFL learners and (17) instructors were interrogated. There was no variance between views stated by tutors and learners of the three various sections as exposed in Table (1), except in a few traits. The findings of the questionnaire close that high percentages of learners and instructors alike concerning the arrangement and demonstration of resources, lesson planning, crafting it thought-provoking and affirming objects besides inspiring learners. Scheming, preparing, exhibiting, enthusiasm, and requirements of the duty of the instructor have turned out to be a vital component of the current techniques of tutoring English. They see “useful teaching” to be principally a matter of instructors putting forward an effective style, fluent in the FL with useful communication aptitudes (items 8 to 10 of the Questionnaire). Though there were some harmonies that tutors’ and learners’ statuses were at conflicting poles with concerning/group work, individual and independent learning/teaching huge tutorials. So, working with learners recognizing their intents, teaching techniques, and coaching them regarding self-determining learning was granted low ranks by learners (see table 1).. Questionnaire data were analyzed scientifically, and descriptive and comparative analyses were calculated.

Table 1. Extracted views by the instructors and the learners of the three various sections

No of items	Qualities	Sections No. 1		Sections No. 2		Sections No. 3		Instructors	
		Freq	Per	Freq	Per	Freq	Per	Freq	Per
1	Aptitude to existing resources in an effortlessly comprehensible mode.	23	69.70	24	77.41	18	78.26	12	70.58
2	Skill to organize proper resources.	15	45.45	13	41.93	10	43.47	13	76.47
3	Capability to craft programs stimulating.	14	42.42	25	80.64	12	52.17	13	76.47
4	Talent to map the sessions.	24	85.71	24	77.41	12	52.17	12	70.58
5	Proficiency to maintain the purposes of the sessions.	15	53.57	17	54.83	18	78.26	7	41.17
6	Power to inspire learners.	10	35.71	16	51.61	8	34.78	13	76.47
7	Aptitude to scrutinize learners' requirements.	9	32.14	14	45.16	12	52.17	12	70.58
8	Fluency in a foreign language.	5	17.85	14	45.16	3	13.04	9	52.94
9	Useful community-cation dexterities.	14	50.00	21	67.74	12	52.17	14	82.35
10	Capacity to provide a good prototype as the target language handler.	3	10.71	11	35.48	6	26.08	9	52.94
11	Talent to exert well with learners on an individualistic basis.	6	21.42	13	41.93	3	13.04	8	47.05
12	Skill to exert well with other instructors.	6	12.42	9	29.03	7	30.43	8	47.05
13	Aptitude to recognize learners' intents besides personal distinctions.	6	21.42	16	51.61	8	34.78	7	41.17
14	Aptitude to comprehend learner modes and learning tactics.	5	17.85	9	29.03	11	47.82	9	52.94
15	Capability to direct and coach learners towards self-determining mugging up.	9	32.14	10	32.25	9	39.13	10	58.82
16	Capability to impart huge sessions.	3	10.71	7	22.58	1	4.34	8	47.05
17	Proficiency to stimulate learners to communicate with each other.	6	21.42	16	51.61	9	39.13	9	52.94
18	via pair/group work/roles play /simulations etc. Capability to be adaptable and change modes according to learners' standards and the Teaching-learning frameworks.	20	71.42	18	58.06	8	34.78	12	70.58
19	Power to handle schoolroom duties.	18	64.28	19	61.29	6	26.08	12	70.58
20	Talent to elucidate words and language structure.	19	67.85	16	51.61	12	52.17	12	70.58
21	Skill to stipulate learners with useful feedback.	10	35.71	11	35.48	5	21.73	5	29.41
22	Capacity to estimate learners' practice with the support of appropriate assessment and tools.	8	28.57	5	16.12	3	13.04	10	58.82
23	Intimacy with the language of the learners' theme.	1	3.57	9	29.03	7	30.43	6	35.29
24	Comprehension of the learners' language.	6	21.42	14	45.16	12	52.17	1	5.88
25	Awareness of the learners' professional domains.	0	0	7	22.58	7	30.43	5	29.41
26	Capacity to manipulate noble schoolroom context.	10	35.71	18	58.06	16	69.56	11	64.70
27	Competence to enhance good relationships with learners.	5	17.85	18	58.06	5	21.73	5	29.41
28	Power to exhibit attention in all learners.	13	46.42	20	64.51	15	65.21	8	47.05
29	Capability to establish learners' trust	12	42.85	25	80.64	18	78.28	14	82.35

30 Aptitude to be persistent. 17 60.71 27 87.09 16 69.56 16 94.11

Table 2. The resemblances between the reactions of the instructors and the learners of the three different sections

Name of Sections with Teachers	No of Ss	Very significant Quite significant Not Very significant							
		%	M	%	M	%	M	%	M
Section No. 1	28	34.08	09.54	31.92	08.94	21.67	6.07	12.33	3.45
Section No. 2	31	52.49	16.27	31.03	09.62	12.29	3.81	4.19	1.30
Section No. 3	23	46.61	10.72	33.09	7.61	14.73	3.39	5.57	1.28
Instructors	17	56.76	9.65	26.36	4.48	12.52	2.14	4.36	0.74

It must be stated that at the level of instructors' mindfulness concerning the significance of student-adapted instructing performances a breakthrough has been achieved. On the other hand, most of the instructors and learners deemed elasticity and variability, handling tutorial rooms and supplying learners with obvious, adequate clarifications of contemporary expressions and language rules (see Table 1) as being very important.

The findings also reflect some noteworthy variances among EFL learners in the three sections and their instructors in some substantial matters. Unlike their tutors, a huge quantity of learners did not esteem affording suitable reactions and employing appropriate assessment tools as being specifically extremely significant. One vital extrapolation which can be portrayed from the breakdown of the instructors' comebacks to (items 21 and 22 of the Questionnaire) is that instructors are well mindful of the constructive influences of reaction and the decisive role of the appraisal techniques and how they involve the tutoring ranks in the schoolroom. Other momentous results which arose from the breakdown of the findings were that learners (specifically, learners of Section No.2) and to some extent, tutors ranked awareness of learners' language and experts' domains besides familiarity with the learners' theme as being less essential. This undoubtedly echoes the learners' approval of the framework as it occurs (i.e., muddling through with the realism) and the truth that most of the instructors are foreigners (i.e., have no acquaintance of the learners' native language), regardless of the reality that latest fashions in tutoring an FL highpoint to some extent the requirements for instructors to possess some awareness about the latter. (See Table 1). This will assist them to hold the instructing issue accurately besides, exposing their viewpoint concerning the theme and engaging in their occupation.

The supplementary attention-grabbing consequences connect to the resemblances between the replies of instructors and learners in section No. 1 as publicized in Table (2). This is undoubtedly due to the verity that most learners and tutors engaged in the investigation were from section No. 1.

Furthermore, divergent from our anticipations, the learners in the College of Languages – section No. 3 were more complicated in some of the education perspectives under exploration, regardless of the truth that they did not take any program associated with instruction procedures. This signifies the alike apprehension and expectancy of all learners regarding the traits of a useful instructor irrespective of their sections.

The inclusive findings of the investigation imply considerable agreement among learners of the three various three sections and instructors regarding the utmost of the numerous viewpoints enclosed by the questionnaire if not all. This is obvious from the truth that crucial percentages of the comebacks are under the groupings of *Very significant* and *significant* as exposed in the chart (2) overhead.

Table 3. Learners 'findings for section No. 1.

No. of Items	Very significant		significant		Quite significant		Not Very Significant	
	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent
1	19	67.85	9	32.14	0	0.00	0	0.00
2	13	46.42	11	39.28	3	10.71	1	3.57
3	11	39.28	13	46.42	3	10.71	1	3.57
4	24	85.71	3	10.71	0	0.00	1	3.57
5	15	53.57	7	25.00	6	21.42	0	0.00
6	10	35.71	10	35.71	6	21.42	2	7.14
7	8	28.57	11	39.28	6	21.42	3	10.71
8	5	17.85	12	42.85	8	28.57	3	10.71
9	15	53.57	12	42.85	1	3.57	0	0.00
10	3	10.71	12	42.85	9	32.14	4	14.28
11	6	21.42	13	46.42	5	17.85	4	14.28
12	4	14.28	8	28.57	9	32.14	7	25.00
13	6	21.42	8	28.57	13	46.42	1	3.57
14	5	17.85	13	46.42	7	25.00	3	10.71
15	9	32.14	10	35.71	3	10.71	6	21.42
16	3	10.71	7	25.00	5	17.85	13	46.42
17	6	21.42	14	50.00	7	25.00	1	3.57
18	20	71.42	3	10.71	5	17.85	0	0.00
19	17	60.71	7	25.00	3	10.71	1	3.57

20	19	67.85	8	28.57	1	3.57	0	0.00
21	10	35.71	8	28.57	10	35.71	0	0.00
22	8	28.57	13	46.42	6	21.42	1	3.57
23	1	3.57	16	57.14	6	21.42	5	17.85
24	6	21.42	8	28.57	11	39.28	3	10.71
25	0	0.00	4	14.28	14	50.00	10	35.71
26	10	35.71	9	32.14	5	17.85	4	14.28
27	5	17.85	13	46.42	7	25.00	3	10.71
28	13	46.42	9	32.14	3	10.71	3	10.71
29	12	42.85	13	46.42	2	7.14	1	3.57
30	16	57.14	8	28.57	3	10.71	1	3.57
%	35.85		35.15		19.69		9.29	
mean	11.80		11.60		6.50		3.10	

Table 4. Learners' findings for section No. 2.

No. of Items	Very significant		significant		Quite significant		Not Very Important	
	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent
1	23	74.91	6	19.35	1	3.22	1	3.22
2	13	41.93	15	48.38	3	9.67	0	0.00
3	25	80.64	4	12.90	2	6.45	0	0.00
4	24	77.41	7	22.58	0	0.00	0	0.00
5	23	74.19	7	22.58	1	3.22	0	0.00
6	16	51.61	13	41.93	2	6.45	0	0.00
7	14	45.16	12	38.70	4	12.90	1	3.22
8	14	45.16	9	29.03	7	22.58	1	3.22
9	21	67.74	6	19.35	3	9.67	1	3.22
10	11	35.48	11	35.48	6	19.35	3	9.67
11	13	41.93	12	38.70	4	12.90	2	6.45
12	9	29.03	12	38.70	8	25.80	2	6.45
13	16	51.61	7	22.58	5	16.12	3	9.67
14	9	29.03	12	38.70	6	19.35	4	12.90
15	10	32.25	12	38.70	7	22.58	2	6.45
16	7	22.58	7	22.58	9	29.03	8	25.80
17	16	51.61	7	22.58	6	19.35	2	6.45
18	17	54.83	13	41.93	0	0.00	1	3.22
19	18	58.06	11	35.48	1	3.22	1	3.22
20	16	51.61	10	32.25	5	16.12	0	0.00
21	11	35.48	14	45.16	5	16.12	1	3.22
22	5	16.12	21	67.74	3	9.67	2	6.45
23	9	29.03	11	35.48	10	32.25	1	3.22
24	14	45.16	13	41.93	3	9.67	1	3.22
25	6	19.35	14	45.16	6	19.35	5	16.12
26	18	58.06	7	22.58	5	16.12	1	3.22
27	18	58.06	10	32.25	3	9.67	0	0.00
28	19	61.29	8	25.80	3	9.67	1	3.22
29	25	80.64	4	12.90	2	6.45	0	0.00
30	27	87.84	2	6.45	0	0.00	2	6.45
%	50.74		31.90		12.67		4.69	
mean	15.73		9.89		3.93		1.45	

Table 5. Learners' findings for section No. 3.

No. of items	Very significant		Significant		Quite significant		Not Very Significant	
	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent
1	18	78.26	4	17.39	1	4.34	0	0.00
2	10	43.47	11	47.82	2	8.69	0	0.00
3	12	52.17	11	47.82	0	0.00	0	0.00
4	12	52.17	9	39.13	2	8.69	0	0.00
5	10	43.47	11	47.82	2	8.69	0	0.00
6	8	34.78	8	42.11	5	21.73	0	0.00
7	12	52.17	9	39.13	0	0.00	2	8.69
8	4	17.39	8	34.78	6	26.08	5	21.73
9	12	52.17	7	30.43	4	17.39	0	0.00
10	6	26.08	12	52.17	3	13.04	2	8.69
11	4	17.39	12	52.17	5	21.73	2	8.69
12	7	30.43	7	30.43	5	21.73	4	17.39
13	8	34.78	10	43.47	4	17.39	1	4.34
14	11	47.82	6	26.08	5	21.73	1	4.34

15	9	39.13	7	30.43	7	30.43	0	0.00
16	1	4.34	11	47.82	6	26.08	5	21.73
17	8	34.78	11	47.82	4	17.39	0	0.00
18	9	39.13	12	52.17	1	4.34	1	4.34
19	6	26.08	13	56.52	4	17.39	0	0.00
20	12	52.17	9	39.13	2	8.69	0	0.00
21	5	21.73	12	52.17	2	8.69	4	17.39
22	4	17.39	10	43.47	8	34.78	1	4.34
23	7	30.43	10	43.47	5	21.73	1	4.34
24	12	52.17	5	21.73	4	17.39	2	8.69
25	7	30.43	5	21.73	7	30.43	4	17.39
26	16	69.56	4	17.39	3	13.04	0	0.00
27	5	21.73	14	60.86	4	17.39	0	0.00
28	15	65.21	2	8.69	2	8.69	4	17.39
29	18	78.26	4	17.39	1	4.34	0	0.00
30	16	69.56	5	21.73	2	8.69	0	0.00
%	41.34		37.52		15.60		5.54	
mean	9.51		8.63		3.59		1.27	

Table 6. The Findings of the Instructors

No. of items	Very significant		Significant		Quite significant		Not Very Significant	
	Freq	Percent	Freq	Percent	Freq	Percent	Freq	Percent
1	12	70.59	4	23.53	1	5.88	0	0.00
2	13	76.47	4	23.53	0	0.00	0	0.00
3	13	76.47	4	23.53	0	0.00	0	0.00
4	12	70.58	4	23.53	1	5.88	0	0.00
5	12	70.58	4	23.53	1	5.88	0	0.00
6	13	76.47	4	23.53	0	0.00	0	0.00
7	12	70.58	1	5.88	3	17.64	1	5.88
8	9	52.94	7	41.17	1	5.88	0	0.00
9	14	82.35	3	17.64	0	0.00	0	0.00
10	9	52.94	4	23.53	4	23.53	0	0.00
11	8	47.05	7	41.17	1	5.88	1	5.88
12	8	47.05	4	23.53	4	23.53	1	5.88
13	7	41.17	7	41.17	2	11.76	1	5.88
14	9	52.94	4	23.53	4	23.53	0	0.00
15	11	64.70	5	29.41	1	5.88	0	0.00
16	8	47.05	7	41.17	2	11.76	0	0.00
17	9	52.94	7	41.17	0	0.00	1	5.88
18	12	70.58	5	29.41	0	0.00	0	0.00
19	12	70.58	4	23.53	1	5.88	0	0.00
20	12	70.58	4	23.53	1	5.88	0	0.00
21	5	29.41	12	70.58	0	0.00	0	0.00
22	10	58.82	7	41.17	0	0.00	0	0.00
23	7	41.17	8	47.05	1	5.88	1	5.88
24	1	5.88	5	29.41	4	23.53	7	41.17
25	5	29.41	6	35.29	3	17.64	3	17.64
26	10	58.82	7	41.17	0	0.00	0	0.00
27	5	29.41	9	52.94	3	17.64	0	0.00
28	8	47.05	7	41.17	1	5.88	1	5.88
29	14	82.35	3	17.64	0	0.00	0	0.00
30	16	94.11	1	5.88	0	0.00	0	0.00
%	64.24	24.23	8.11	3.42				
mean	10.92	4.12	1.38	0.58				

Instructors' Supplementary Traits:

- A language instructor should have an inherent capacity to efficiently impart.
- The instructor should be able to recognize the areas of complications encountered by learners in learning a language and give curative action fittingly.
- The instructor should be a good role- model who would have an impact on the intellectuals of learners both in pedagogy and demeanor in still life.
- The tutor must be capable of being punctual, well-conducted, well-arranged, and hard-working.

Some additional features provided by learners are as follows:

- The instructor must have the capacity to abridge complex assignments and be mindful of the psychological hitches of the learners.
- The tutor should concentrate on combining various dexterities (listening, speaking, reading, writing, and grammar).
- A useful language instructor must create learners to enjoy the subject he teaches first, grasp their confidence, then be very attractive to those who are weaker than those who are stronger.
- The instructor must inspire learners to inquire about interrogations and to find it challenging to reply to them.
- The language of the tutor should be beneficial, and he must have adequate knowledge of the common subjects because learners often believe and obey their instructors.

The insinuations of this paper will, to some extent, diverge according to the instructing circumstances, learners' requirements and intentions, and the significance and the level of the language in the state. Though in all paradigms it is obvious that the most imperative viewpoint is the instructor's prerequisite to be experienced, professional, well-organized, passionate, well-arranged to progress, enthused, and conceivably more alert than this work.

8. Conclusions and Recommendations

It is essential to mirror that the findings attained partly proved instructors' outlooks, but learners characterized specific issues that instructors were not mindful of in correlation with their instructing performance. Overall, It should be evident from the prior argument that learners and to some extent instructors in Sudan and elsewhere have approximately never had an input in the crafting of the tutoring resources or in the growth of instructors' pragmatic capability and schoolroom procedures as instructors have always recognized better or because learners might have had viewpoints other than those of the foundation as programs scripters often select to confront what the establishment has acknowledged as orthodoxy. In instructor-directed sessions, learners are coached to rely on other individuals' opinions. They are not coached to employ their private brains and bring their viewpoints and insights into practice. This might bring learners to the theme of disliking the idea of being trained as they are always ordered to look at it. The results of this investigation, conversely, propose that via discovering perceived learners' instructional favorites and intents, learners turned to be self-trusted and dynamic attributes at all phases in the teaching-learning procedure, since they are motivated and coached to engage in the procedure of an assortment of the mechanisms they would like to cram. The investigator thinks that turning out to be cognizant of modes in which to learn from students will create better instructors and enhances awareness and aptitude about the viability of pertinent recent styles to ELT in the Sudanese perspective. Tutors must implement the expertise of learners and how they perform in assisting learners' mugging up and growth. In other words, the demand to guarantee that all instructors see themselves as open-ended learners are devoted to the enhancement of learners whom they educate. From this standpoint, tutor instruction can turn to be more learner-centered by cautious preparation and training, by possessing unlimited professional progress strategies to permit all instructors to advance schoolroom pedagogy and learners' learning aftereffects with the concept of the tutor as being an enabler, an appraiser, an inventor, a counselor, etc. It can turn to channels of investment and of programming the learners and providing them the top chance for continual cramming and thus exploiting and utilizing instructing techniques and educational materials to involve learners in operational learning. To conclude, it might be claimed that proficient Sudanese EFL instructors who can encourage and push their learners to grasp their full potential to optimize their language learning opportunities are well-liked.

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