

The Quality, Teaching Method and Characteristics of Successful Language Teachers: A Review

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Abstract

Language teachers' qualities, methods, and characteristics largely influence the effectiveness of language teaching. This study explores the key factors contributing to language teachers' success, focusing on their personal qualities, their teaching methods, and the relationship between these elements and student outcomes. Reviewing existing literature and empirical analysis, the research identifies essential teacher qualities such as passion, empathy, patience, and adaptability that foster an engaging and supportive learning environment. The study further examines various effective teaching methodologies, including Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT), and their impact on student motivation and achievement. Additionally, the research highlights the importance of cultural sensitivity in teaching, the role of continuous professional development, and the integration of technology to enhance learning. By investigating students' perceptions of effective teaching, the study emphasizes the significance of teacher-student rapport and the alignment of teaching practices with student needs. Ultimately, the findings provide insights into the multifaceted nature of successful language teaching and offer recommendations for improving language instruction in diverse educational contexts. This abstract summarizes the key aspects of the study, providing an overview of the objectives, methodology, and potential outcomes related to the quality, teaching methods, and characteristics of successful language teachers.

Keywords: Successful language teacher, Quality, Method, Socio-affective skills, Subject matter knowledge.

1. Introduction

Language teacher proficiency plays a pivotal role in the success of language instruction. An effective language teacher requires a solid command of grammar, vocabulary, and pronunciation, alongside a comprehensive understanding of cultural contexts, dialects, and regional variations (Richards & Rodgers, 2014). This combination ensures that learners develop not only linguistic accuracy but also cultural awareness, which is essential in mastering real-world communication. As Byram (1997) asserts, the integration of language and culture is vital, shaping idiomatic usage, humor, and communication norms.

To meet the needs of diverse learners, successful language teachers employ a wide range of pedagogical approaches. One such method is **task-based language teaching (TBLT)**, which encourages learners to complete authentic tasks that simulate real-life situations (Ellis, 2003). This approach fosters communicative competence and practical language use. Scaffolding, or the gradual support of student learning, is another key strategy. Effective teachers adjust their methods to accommodate individual learning preferences, thereby promoting inclusive and differentiated instruction (Tomlinson, 2001).

Assessment is another cornerstone of effective language instruction. **Formative assessments** enable teachers to track learner progress and provide timely, constructive feedback. Harmer (2015) highlights that feedback must be actionable and reflective to be effective. Dörnyei (2001) further supports this by showing that well-delivered positive feedback enhances motivation, while corrective feedback, if handled sensitively, contributes to long-term improvement.

The **communicative approach** to language teaching emphasizes meaning over grammatical accuracy, promoting fluency through authentic interaction (Richards & Rodgers, 2014). This is in contrast to traditional methods such as grammar-translation, which focus on rote memorization. Task-based learning activities—like planning a trip or

solving a problem—allow students to use language creatively and develop communication skills in meaningful contexts (Ellis, 2003; Richards & Rodgers, 2014).

Immersion techniques further enhance language acquisition by exposing learners to language in its natural context, such as through films, language clubs, or interactions with native speakers. Byram (1997) posits that cultural immersion strengthens both linguistic ability and cultural competence, aiding in the understanding of communication nuances.

In classrooms with varied learner profiles, teachers must tailor their instruction to individual needs. Tomlinson (2001) underscores the importance of **differentiated instruction**, where content and methods are adjusted based on student ability. This may involve simplifying materials for struggling students or providing enrichment for advanced learners.

The advent of **blended learning**—which combines face-to-face teaching with online instruction—has transformed language education. Digital tools offer flexibility and interactivity, allowing learners to access multimedia content, quizzes, and forums beyond the classroom (Graham, 2006). These resources support individualized learning and deepen conceptual understanding.

Peer-to-peer learning also plays a significant role in language development. Group projects, pair work, and cooperative activities foster collaboration and help students build confidence through informal feedback (Dörnyei, 2001). This collaboration nurtures a sense of community and enhances both social and linguistic skills.

Motivation, a key determinant of language learning success, can be both intrinsic and extrinsic. Dörnyei (2001) advocates for classroom environments that promote enjoyment, self-worth, and goal setting to foster **intrinsic motivation**, while extrinsic motivation may be supported through praise, rewards, or recognition. Schunk, Pintrich, and Meece (2008) add that clearly defined objectives further motivate learners by helping them measure their progress.

From a cognitive perspective, language acquisition is closely tied to **productive use**. Swain's (1985) Output Hypothesis emphasizes that speaking and writing activities help learners process language more deeply. Complementarily, Vygotsky's (1978) **Zone of Proximal Development (ZPD)** highlights the importance of instructional support (scaffolding) for tasks that stretch learners just beyond their current level.

Technology continues to expand the possibilities for language education. According to Sharp and Gallimore (1988), digital tools address multiple learning styles. Applications such as Duolingo or Babbel, language exchange platforms, and immersive environments using virtual reality (VR) or augmented reality (AR) simulate real-life communication (Godwin-Jones, 2016), increasing engagement and experiential learning opportunities.

Cultural sensitivity remains central to language teaching. Kramsch (1993) promotes the **intercultural approach**, which helps learners appreciate the values and social norms embedded in language. Activities involving target-language media—such as films, songs, and literature—enhance cultural competence and prepare learners for cross-cultural communication.

While **formative assessments** offer ongoing feedback, **summative assessments**—such as final exams or presentations—are crucial for evaluating overall achievement (Brown, 2004). To be effective, both forms of assessment should align with learning objectives and reflect real-world applications.

A **student-centered approach** further personalizes instruction. Nunan (1999) advocates for lessons that reflect learners' interests and goals, thus promoting autonomy, participation, and ownership over learning. Beyond cognitive strategies, **sociocultural theory** highlights the role of interaction in language development. Lantolf and Thorne (2006) argue that social engagement with proficient language users is key to developing communicative competence. Classroom environments should therefore encourage group work and authentic exchanges.

Games can also facilitate learning by offering immediate feedback, motivation, and risk-taking opportunities in a low-pressure setting (Gee, 2003).

1.1 Research Objectives

- To identify the key qualities of successful language teachers.
- To investigate the methods and strategies employed by effective language teachers to engage students and enhance learning.
- To assess how personal and professional characteristics of language teachers influence student motivation, engagement, and overall achievement.
- To explore how these qualities, contribute to improved language teaching outcomes in diverse educational contexts.

1.2 Research Questions

1. What are the key qualities that contribute to the success of language teachers?
2. What teaching methods and strategies do effective language teachers use to engage students and enhance learning?
3. How do language teachers' personal and professional attributes influence students' motivation, engagement, and overall success?
4. What combination of characteristics and practices defines an effective language teacher in contemporary classrooms?

1.3 Problem Statement

As language proficiency becomes increasingly essential in a globalized world, educational institutions are under mounting pressure to ensure that language teachers possess the necessary competencies to deliver high-quality instruction. Despite the existence of teacher standards and competency frameworks, there is still a lack of clarity regarding the specific personal and professional qualities that define effective

language educators. Furthermore, while various instructional strategies—such as communicative language teaching, task-based learning, and differentiated instruction—are widely adopted, the relationship between these strategies and the personal traits of successful teachers remains insufficiently understood.

This gap complicates efforts to train, evaluate, and support language teachers effectively. As a result, some institutions may struggle to ensure consistent student achievement and language proficiency outcomes. This study seeks to address this gap by identifying and analyzing the key competencies and instructional methods that define successful language teachers, with the aim of improving both teacher preparation and learner performance.

2. Literature Review

In this era, the development of language as an international language has made schools in Indonesia need more qualified language teachers to improve the quality of the language subject (Anugerahwati, n.d.). They need to ensure that students achieve language competency as an international language (Wati, 2011). Therefore, the Ministry of National Education issued Regulation Number 16 Year 2007, which states that teachers' competencies consist of four categories: professional, personal, pedagogic, and social competencies.

Professional competence includes mastery of the subject matter, grounding, and insightful appreciation of education and teacher training, and mastery of the educational processes. Personal competence encompasses characteristics such as being virtuous, honest, mature, faithful, responsible, sensitive, flexible, resourceful, communicative, creative, critical, reflective, willing to learn throughout life, and capable of making decisions. Pedagogic competence involves the ability to understand students' characteristics and development, educational concepts, teaching methodologies suited to the material and students' progress, and the capacity to evaluate and assess student

learning. Social competence refers to empathy, tolerance, positive personality, and the ability to cooperate with others.

In this study, I refer to Dincer, Ali, Aysegul, and Mine (2013), who identified four competencies of a successful language teacher: socio-affective skills, pedagogical knowledge, subject matter knowledge, and personal qualities. Additionally, student respondents perceive that a successful language teacher should create a classroom atmosphere and build communication that arouses students' interest, motivation, and self-confidence while alleviating anxiety. These qualities received more than 70% agreement from respondents, indicating that future language teachers should be aware of their students' human learning processes. Affective variables are considered crucial in successful language learning.

Professional Competence: Mastery of the subject matter is essential for any language teacher. A deep understanding of grammar, vocabulary, pronunciation, and cultural nuances enables teachers to convey language concepts clearly and effectively. Additionally, familiarity with teaching methodologies and staying updated with current educational trends and tools are important for keeping lessons relevant and engaging (Richards & Rodgers, 2014; Krashen, 2009). Effective language teachers exhibit a combination of personal and professional qualities that contribute to their success in the classroom. These qualities are categorized into several dimensions:

Pedagogical Knowledge: Teachers must have a solid understanding of how students learn languages and be able to design appropriate learning experiences. This includes knowledge of instructional strategies that support language acquisition, such as scaffolding, task-based learning, and communicative approaches (Ellis, 2003). The ability to adapt and differentiate instruction for students of various proficiency levels is also a key characteristic of effective language teachers (Tomlinson, 2001).

Personal Qualities: Effective language teachers possess qualities such as empathy, patience, flexibility, and strong interpersonal skills. These traits help them build positive relationships with students, establish trust, and create a supportive learning environment. A teacher's ability to inspire students and provide encouragement can significantly influence student motivation and confidence in language learning (Krashen, 2009).

Cultural Awareness: Understanding the cultural context in which the language is spoken is essential for language teachers. Language and culture are intertwined, and teaching cultural aspects such as idiomatic expressions, customs, and communication styles enriches students' understanding of the language. Teachers who integrate cultural elements into their lessons foster a more holistic learning experience (Byram, 1997).

Reflective Practice: Effective teachers regularly reflect on their own teaching practices and seek opportunities for professional growth. They assess their strengths and weaknesses, solicit feedback from students and colleagues, and continually improve their methods. Reflective practice is crucial for adapting to the diverse needs of learners and ensuring that teaching methods remain effective (Schön, 1983). To facilitate language learning effectively, teachers use a variety of methods and strategies. These approaches are designed to accommodate different learning styles and promote active engagement in the language acquisition process.

Task-Based Learning: Task-based learning is an approach that emphasizes completing real-world tasks in the target language. These tasks can range from problem-solving activities to project-based assignments. The primary goal is to provide students with practical language-use opportunities, encouraging them to focus on communication and fluency rather than rote memorization (Ellis, 2003).

Task-based learning is effective in fostering critical thinking and creativity while enhancing students' problem-solving skills.

Communicative Language Teaching (CLT): CLT prioritizes communication over grammatical accuracy. In this method, students engage in meaningful conversations that mimic real-life situations. The emphasis is on fluency, with less focus on perfecting grammar or vocabulary. This approach encourages students to take risks with language use, which can improve confidence and fluency over time (Richards & Rodgers, 2014). Activities such as role-playing, interviews, and group discussions are typical in CLT classrooms.

Differentiated Instruction: Differentiated instruction involves tailoring lessons to meet the varying needs of students. Teachers can adapt content, teaching methods, and assessment strategies to accommodate different learning styles and proficiency levels. For instance, a teacher might use visual aids for visual learners or provide additional scaffolding for students who struggle with certain language skills (Tomlinson, 2001). This approach ensures that all students are engaged and challenged appropriately.

Blended Learning: Blended learning combines traditional face-to-face instruction with online learning. This method provides flexibility for students, allowing them to access learning materials, participate in discussions, and complete assignments online. Blended learning is particularly useful in today's digital age, as it incorporates multimedia tools, such as videos, online quizzes, and language-learning apps, to enhance the learning experience (Graham, 2006). It supports independent learning and provides additional opportunities for practice outside the classroom.

Flipped Classroom: In a flipped classroom, students first encounter new content outside of class, typically through videos or reading

materials. Classroom time is then used for interactive activities that reinforce the new knowledge, such as group discussions, peer reviews, and problem-solving tasks. This approach allows students to take ownership of their learning while the teacher provides guidance and support during application activities (Bergmann & Sams, 2012).

In addition to the qualities and methods mentioned above, several key characteristics define a successful language teacher:

Adaptability: Successful language teachers are flexible and able to adjust their teaching methods based on the needs of their students. They understand that different learners have different strengths and weaknesses and are willing to experiment with new strategies to find the most effective approach for their students.

Patience and Perseverance: Language learning is a gradual process, and students often encounter challenges and setbacks. Effective language teachers remain patient and persistent, offering encouragement and support as students work through difficulties. Their ability to maintain a positive, supportive attitude helps students stay motivated and continue their language learning journey.

Creativity: The best language teachers are creative in how they present lessons and engage students. They incorporate a variety of activities—such as games, debates, and creative projects—to make learning enjoyable and interesting. This creativity not only holds students' attention but also enhances their retention of the language.

Strong Communication Skills: A successful language teacher must be able to communicate clearly and effectively with students. This includes not only verbal communication but also the ability to listen actively and provide constructive feedback. Teachers should be able to explain complex language concepts in a way that is accessible to all students, regardless of their proficiency level.

Cultural Sensitivity: Successful language teachers are culturally aware and sensitive to the diverse backgrounds of their students. They acknowledge and respect cultural differences and incorporate cross-cultural understanding into their lessons. By fostering an inclusive and respectful classroom environment, teachers can create a space where all students feel valued and supported in their language learning journey.

Commitment to Lifelong Learning. Great language teachers are lifelong learners themselves. They regularly seek professional development opportunities, stay current with new teaching methodologies, and strive to improve their skills. This commitment to growth not only benefits their own teaching practices but also serves as a model for students, showing the value of continuous learning.

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3. Materials and Method

3.1 Research Design

This study employs a qualitative research design, specifically a **documentary research approach** grounded in a comprehensive **literature review**. The aim is to synthesize existing knowledge about the characteristics and practices of successful language teachers. A qualitative approach is suitable for exploring complex, context-dependent issues such as teacher effectiveness, as it allows for an in-depth understanding of perspectives, theories, and experiences documented in existing academic work.

3.2 Data Collection

The study relies on **secondary data** obtained from a range of reliable

sources, including peer-reviewed journal articles, academic books, and authoritative educational websites. Materials were selected based on their relevance to language teaching methodologies, teacher competencies, and student outcomes in both school and university settings. Key search terms such as “effective language teaching,” “language teacher qualities,” and “student motivation in language learning” were used in academic databases like JSTOR, ERIC, Google Scholar, and institutional repositories. Only sources published in English and considered academically credible were included.

3.3 Data Analysis

The collected texts were examined using a **qualitative content analysis** approach, allowing for the systematic identification of patterns, recurring themes, and critical insights across sources. According to Krippendorff (2013), content analysis facilitates the interpretation of textual data by categorizing and coding concepts that emerge from the literature. Themes such as teaching methods, cultural competence, motivation, assessment strategies, and professional development were identified and analyzed. The insights gathered were synthesized to build a coherent understanding of the attributes and strategies that define effective language teachers, supported by direct references to the literature

4. Findings

Research in the field often reveals several key findings that can guide novice and experienced educators when exploring successful language teachers' qualities, teaching methods, and characteristics. Below are some significant findings from studies on language teaching and teacher effectiveness:

4.1 To identify the key qualities of successful language teachers

- The analysis revealed that successful language teachers consistently exhibit certain personal qualities that foster strong teacher-student relationships and a productive learning environment. These include:
- **Passion and enthusiasm:** Passionate teachers create more dynamic classrooms and instill motivation in students. This emotional investment in teaching often translates into higher student engagement and retention.
- **Empathy and patience:** Teachers who show understanding and patience with students' linguistic struggles help build trust and reduce student anxiety, especially in early learning stages.
- **Positive attitude:** Optimism, encouragement, and emotional support are strongly linked to student confidence and risk-taking in using the target language.
- **Adaptability:** Teachers who adjust their methods and pace to suit different learners' needs were seen as more effective in supporting both high-achieving and struggling students.
- These qualities were consistently identified across diverse educational contexts, confirming their universal relevance.

4.2 To investigate the methods and strategies employed by effective language teachers to engage students and enhance learning

- ✓ Text analysis identified several instructional strategies frequently associated with successful teaching:
- ✓ **Communicative Language Teaching (CLT)** and **Task-Based Language Teaching (TBLT)** were dominant approaches, promoting authentic communication and fluency through real-life language use.
- ✓ **Blended learning** approaches, integrating digital platforms and traditional methods, were shown to support individualized learning and increase student autonomy.

- ✓ **Scaffolding techniques** and the **Zone of Proximal Development (ZPD)** were widely used to gradually build learners' skills, with teachers offering structured support.
- ✓ **Visual aids, simplified explanations, and modeling** helped in clarifying complex grammar or vocabulary, especially for beginners.
- ✓ **Differentiated instruction**, where content and tasks are adjusted based on ability levels, enhanced learning outcomes in mixed-ability classrooms.
- ✓ **Games and peer collaboration** were used to maintain student interest while promoting social interaction in the target language.
- ✓ These strategies reflect a **learner-centered approach**, aligning well with modern principles of effective language instruction.

4.3 To assess how personal and professional characteristics of language teachers influence student motivation, engagement, and overall achievement

- ❖ The analysis revealed that both personal traits and professional conduct significantly influence student outcomes:
- ❖ Teachers who built **positive rapport** with students reported higher levels of participation and lower dropout rates.
- ❖ **Teacher motivation and confidence (teacher efficacy)** were associated with greater student academic success. Teachers who believed in their ability to teach effectively created more structured, goal-oriented environments.
- ❖ **Cultural awareness** was essential for engaging students from different backgrounds. Teachers who incorporated intercultural content and demonstrated respect for students' cultural identities were more successful in creating inclusive learning spaces.

- ❖ **Constructive feedback and motivational strategies** (like praise, clear goal-setting, and acknowledging student effort) led to increased persistence and better performance.
- ❖ Teachers who **reflected on their teaching practice** and continuously improved it (e.g., through CPD—Continuous Professional Development) maintained higher teaching quality and student satisfaction.
- ❖ These findings confirm that students are not only influenced by what the teacher teaches, but by how the teacher behaves, relates, and evolves professionally.

4.4 To explore how these qualities contribute to improved language teaching outcomes in diverse educational contexts

- Through thematic analysis of literature covering various school and university contexts across different countries, several cross-cutting conclusions emerged:
- The **combination of emotional intelligence, professional competence, and instructional flexibility** leads to better classroom management and student achievement.
- In multilingual, multicultural, or mixed-ability classrooms, teachers who practiced **cultural sensitivity and adaptive pedagogy** reported significantly improved outcomes in language retention and student satisfaction.
- The inclusion of **technology** (such as apps, videos, discussion forums, and online exercises) allowed students to engage with the language outside the classroom, supporting more consistent progress.
- Teachers with **organized lesson structures, clear learning outcomes, and reflective practices** were better able to meet curriculum standards and learner expectations.

In short, the success of language teaching in diverse settings appears to be less about following one specific method, and more about the

teacher's ability to **balance multiple roles**: facilitator, motivator, cultural mediator, and lifelong learner.

5: Discussion

This study aimed to identify the key qualities, methods, and characteristics that define successful language teachers. The findings revealed that both personal traits—such as passion, empathy, patience, and adaptability—and professional competencies, including subject knowledge, classroom management, and cultural awareness, play essential roles in effective language teaching. These qualities positively influence student motivation, engagement, and overall learning outcomes.

Effective teachers were found to use varied instructional strategies, such as communicative language teaching, task-based learning, blended learning, and differentiated instruction. These methods support active student participation and practical language use. Additionally, the integration of technology and continuous professional development emerged as significant factors in keeping teaching relevant and engaging.

The results emphasize that successful language teachers not only deliver content effectively but also create supportive, learner-centered environments that respond to individual student needs. Ultimately, a combination of strong personal attributes, pedagogical skills, and cultural sensitivity contributes to improved language teaching outcomes across diverse educational contexts.

6: Conclusion

This research set out to explore and analyze the key qualities, teaching methods, and professional and personal characteristics that define successful language teachers. The purpose was to better understand how these attributes impact students' motivation, engagement, and

achievement in language learning, particularly within diverse educational contexts such as schools and universities.

The study was conducted using a qualitative text analysis approach, relying on secondary data drawn from peer-reviewed journals, academic books, and reputable sources. The analysis of existing literature and research findings revealed several recurring themes and insights that provide a well-rounded understanding of what makes a language teacher effective.

6.1 Addressing the Research Objectives

The first objective was to **identify the key qualities of successful language teachers**. The findings highlighted that passion for teaching, empathy toward students, patience, and adaptability are among the most crucial personal attributes. These qualities help teachers connect with their learners, create safe and supportive classroom environments, and respond effectively to individual student needs. Enthusiastic and empathetic teachers were shown to increase student motivation and foster more meaningful engagement with the language.

The second objective focused on **investigating the methods and strategies employed by effective teachers**. Several effective pedagogical approaches were identified, including Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), blended learning, and student-centered instruction. These strategies are highly regarded for encouraging active student participation, real-world language use, and authentic communication. The use of digital tools and multimedia resources was also recognized as a key factor in enhancing engagement and offering personalized learning opportunities.

The third objective aimed to **assess how personal and professional characteristics of teacher's influence student motivation and achievement**. The research confirmed that teacher qualities such as

cultural sensitivity, strong communication skills, classroom management, and a commitment to professional development significantly impact students' attitudes and performance. Teachers who foster positive relationships with their students, provide clear instructions, and offer consistent feedback create an environment conducive to language acquisition. Additionally, personal factors such as a positive attitude and belief in one's own teaching abilities (teacher efficacy) were strongly linked to improved learning outcomes.

The final objective was to **explore how these qualities contribute to effective teaching in diverse contexts**. The findings indicated that successful language teachers are those who can adapt their instruction to meet the varying needs of learners from different backgrounds, cultures, and proficiency levels. Differentiated instruction, use of inclusive teaching materials, and cultural awareness were found to be particularly important in multicultural classrooms. These qualities enable teachers to bridge linguistic and cultural gaps, making learning more accessible and meaningful for all students.

Overall Significance of the Research

This study reinforces the idea that language teaching is a multidimensional process that goes beyond mere content delivery. Effective language teachers combine **emotional intelligence, pedagogical expertise, cultural competence, and a learner-centered mindset**. Their success lies not only in their knowledge of grammar or vocabulary but in their ability to motivate, inspire, and support learners through an inclusive and responsive teaching approach.

By synthesizing a wide range of literature and expert insights, this research offers valuable guidance for current and aspiring language educators. It highlights the need for teacher training programs and professional development initiatives to focus on both technical teaching skills and soft interpersonal qualities. Institutions should aim to recruit

and support teachers who demonstrate both instructional competence and a genuine commitment to student success.

Moreover, the research contributes to a growing understanding of how **student motivation and learning outcomes** are closely tied to the teacher's behavior, attitude, and methodology. As global interest in language proficiency continues to grow, the findings of this study have practical implications for improving the quality of language education worldwide.

6.2 Final Thoughts

In conclusion, successful language teaching depends on a complex interplay of personal passion, cultural awareness, teaching strategies, and classroom management. Teachers who embody these characteristics are more likely to create positive, engaging, and effective learning environments. This research underscores the importance of continued reflection, adaptation, and development for language teachers and offers a foundation for further studies focused on improving language education practices across different settings.

7. References

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لنډيز

د ژبې ښوونکو ځانگړتیاوې، د تدریس طریقي، او مسلکي چلندونه د ژبې تدریس پر اغېزمنتیا او د زده کوونکو پر بریا مهم اغېز لري. دا څېړنه هغو اساسي فکتورونو ته نظر کوي چې د بريالي ژبې ښوونې لپاره اړین گڼل کېږي. څېړنه د ښوونکو شخصي ځانگړتیاوې، تدریسي ستراتیژۍ، او د دې دواړو ترمنځ اړیکه له زده کوونکو سره د تعلیمي پایلو په رڼا کې څېړي. د ادبیاتو د هراړخیزې بیاکتنې او ثانوي معلوماتو پر بنسټ، دې څېړنې هغه مهمې ځانگړتیاوې تشخیص کړې دي چې یو ښوونکی باید ولري، لکه: تدریس ته لیوالتیا، خواخوږي، زغم، انعطاف، او قوي اړیکه نیولو مهارتونه ولري.

همداراز، د ښوونې اغېزمنو میتودونو لکه د اړیکو پر بنسټ ژبه ښوونه (CLT) او د دندو پر بنسټ ژبه ښوونه (TBLT) تمرکز کوي، او د زده کوونکو د هڅونې، گډون او لاسته راوړنو د لوړولو لپاره یې ارزښت بیانوي. له دې سربېره، د کلتوري پوهاوي، مسلکي پرمختګ، او ټکنالوژۍ د یو ځای کولو ارزښت هم څېړل شوی دی. د زده کوونکو له نظرونو څخه په گټې اخیستنې، څېړنه ښوونکي-زده کوونکي اړیکو ته او همدارنګه د زده کوونکو اړتیاوو ته د ښوونکو د ځواب ویلو وړتیا ته ځانگړې پاملرنه کړې ده.

د دې څېړنې پایلې ښوونکو، تعلیمي بنسټونو، او پالیسي جوړوونکو ته گټورې مشورې وړاندې کوي چې د ژبې ښوونې کیفیت په بېلابېلو ښوونیزو چاپېریالونو کې لوړ کړي. **کلیدي کلمې:** بريالې ژبې ښوونکي، د ښوونکي ځانگړتیاوې، د تدریس طریقي، ټولنیز عاطفي مهارتونه، مضموني پوهه



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