

Investigation and Identification of Effective Teaching Components for Primary School Teachers in Language Teaching in Shiraz Schools

Hamidieh. Jahanshahi^{1*} 

¹ MA, Department of Education, Marv.C., Islamic Azad University, Fars, Iran

* Corresponding author email address: Jahanshahiamide3@gmail.com

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ABSTRACT

Purpose: The present study aimed to identify the components of effective teaching for primary school language teachers in Shiraz schools from the perspective of teachers.

Methods and Materials: This study was conducted using a qualitative research design based on a phenomenological approach. The statistical population included primary school language teachers in Shiraz. Participants were selected through purposive sampling according to criteria including at least five years of teaching experience in elementary language education, more than ten years of teaching experience, and holding at least a bachelor's degree. Data were collected through semi-structured and exploratory interviews. Sampling continued until theoretical saturation was achieved, resulting in 19 participants. Interview duration ranged from 45 to 70 minutes, and data collection, coding, and categorization were conducted over a six-month period. Data analysis was performed using Colaizzi's seven-step thematic analysis method. Credibility of findings was confirmed through member checking and expert review of qualitative analysis procedures.

Findings: The findings revealed 431 initial codes, 36 subthemes, and 6 main themes related to effective teaching in elementary language education. The identified components included ethical and personality characteristics, specialized professional characteristics, teaching skills, educational evaluation, psychological action, and classroom management. Ethical and personality characteristics emphasized teachers' responsibility, fairness, respect toward students, enthusiasm, confidence, and positive interpersonal behavior. Specialized characteristics highlighted mastery of subject content, updated scientific knowledge, and the ability to connect educational content to real-life applications. Teaching skills included the use of active teaching methods, clear presentation of materials, learner engagement, and effective use of educational aids. Educational evaluation involved diverse assessment methods, constructive feedback, and alignment of evaluation with instructional objectives. Psychological action referred to teachers' awareness of learners' individual differences, motivational strategies, and cognitive and metacognitive support. Classroom management emphasized lesson planning, establishing classroom rules

collaboratively, maintaining a psychologically safe environment, and encouraging active student participation.

Conclusion: The study concluded that effective teaching in elementary language education is a multidimensional process requiring the integration of ethical, professional, pedagogical, psychological, evaluative, and managerial competencies. Teachers who effectively apply these components can enhance student engagement, improve learning quality, and create supportive and motivating classroom environments. The findings also emphasize the importance of professional development programs designed around these identified components to improve the effectiveness of language teaching in primary education.

Keywords: *Effective Teaching, Language Teaching, Primary School Teachers, Classroom Management, Educational Evaluation, Teaching Skills, Phenomenology.*

1. Introduction

The quality of teaching has long been recognized as one of the most influential determinants of educational effectiveness and student achievement. In modern educational systems, effective teaching is no longer perceived merely as the transmission of knowledge from teacher to learner, but rather as a multidimensional and interactive process that promotes meaningful learning, cognitive development, emotional growth, and social engagement among students. The increasing complexity of educational environments, the emergence of digital technologies, and the growing diversity of learners have intensified the need to identify the characteristics and components of effective teaching in different educational contexts (Chen & Singh, 2025; Ramita, 2024). Contemporary educational thought emphasizes that successful teachers must possess not only subject knowledge but also pedagogical, communicative, psychological, and managerial competencies that enable them to create productive learning environments and support students' academic and personal development (Zarqouq & Belmehdi, 2019; Акмаммедова, 2024).

Effective teaching has become one of the central concerns of educational researchers and policymakers because the quality of teaching directly affects students' motivation, engagement, achievement, and long-term educational success. Studies have shown that effective teachers are capable of creating supportive classroom climates, encouraging active learning, and adapting instructional practices to students' diverse learning needs (Carter, 2024; Darling-Hammond et al., 2022). In this regard, teaching effectiveness extends beyond mastery of subject content and includes the ability to motivate learners, establish constructive interpersonal relationships, organize learning activities, and employ suitable instructional strategies.

According to Ramita, effective teachers are individuals who can integrate pedagogical knowledge, ethical behavior, communication skills, and professional commitment into the teaching-learning process (Ramita, 2024). Similarly, Zhao emphasized that effective teaching depends heavily on the selection and implementation of appropriate teaching methods that facilitate students' participation and understanding (Zhao, 2024).

The concept of effective teaching has evolved significantly over recent decades due to transformations in educational philosophy and learning theories. Traditional teacher-centered instruction has gradually been replaced by learner-centered approaches emphasizing collaboration, interaction, creativity, and critical thinking. Consequently, effective teaching now requires teachers to act as facilitators of learning rather than mere transmitters of information (Anthony & Walshaw, 2023; Taghipour Javi, 2023). Research indicates that active and collaborative learning approaches can significantly enhance students' participation, motivation, and academic performance. Ranjeh and colleagues demonstrated that collaborative learning strategies improve students' engagement and contribute to deeper and more sustainable learning outcomes (Ranjeh et al., 2023). Likewise, Taghipour Javi highlighted the importance of active teaching methods in promoting students' historical understanding and critical thinking skills (Taghipour Javi, 2023).

In recent years, scholars have increasingly focused on identifying the specific dimensions and indicators of effective teaching. Studies conducted in different educational settings have identified various components including pedagogical competence, classroom management, communication skills, professional knowledge, emotional support, and instructional flexibility (Abedini et al., 2020; Mehrabiniya et al., 2022). Abedini and colleagues, using structural interpretive modeling, identified several

interconnected factors influencing effective teaching in higher education, including instructional planning, communication, evaluation methods, and professional expertise (Abedini et al., 2020). Similarly, Mehrabiniya and colleagues, through grounded theory analysis, found that students perceive effective teaching as a combination of professional mastery, respectful interaction, fairness, and motivational support (Mehrabiniya et al., 2022). These findings indicate that teaching effectiveness is a multidimensional construct requiring the integration of several interrelated competencies.

One of the essential aspects of effective teaching is teachers' professional and pedagogical competence. Teachers who possess deep subject knowledge and pedagogical expertise are better able to explain concepts clearly, adapt instruction to learners' needs, and facilitate meaningful learning experiences (Anthony & Walshaw, 2023; Asadi & Ahmadi Abadi, 2023). Asadi and Ahmadi Abadi emphasized that effective geography teachers employ diverse instructional strategies, practical examples, and interactive learning activities to increase students' understanding and participation (Asadi & Ahmadi Abadi, 2023). Similarly, Al-Khalfaji and colleagues found that professional competence, creativity, and classroom interaction are among the primary dimensions of effective teaching in Iraqi art education (Al-Khalfaji et al., 2024). These findings suggest that effective teaching requires continuous professional growth and instructional adaptability in response to evolving educational demands.

Classroom management is another critical component of effective teaching. Effective classroom management enables teachers to create organized, safe, and motivating learning environments that maximize students' opportunities for engagement and learning. Teachers with strong classroom management skills are more capable of maintaining discipline, minimizing disruptive behaviors, and fostering positive social interactions among students (Kasimatis et al., 2020; Khademi et al., 2022). Khademi and colleagues emphasized that in multi-grade and inclusive classrooms, effective classroom management requires flexibility, differentiated instruction, and sensitivity to students with diverse educational and behavioral needs (Khademi et al., 2022). Similarly, Kasimatis and colleagues reported that students perceive classroom organization, fairness, and respectful teacher-student relationships as central characteristics of effective teachers (Kasimatis et al., 2020).

The psychological and emotional dimensions of teaching have also attracted increasing scholarly attention. Effective

teachers are expected to recognize students' emotional and motivational needs and create supportive learning environments that enhance learners' self-confidence and willingness to participate. Research indicates that emotional support, empathy, encouragement, and positive interpersonal communication play significant roles in educational effectiveness (Alzobiani, 2020; Chew & Cerbin, 2021). Chew and Cerbin argued that effective teaching requires awareness of students' cognitive challenges and the use of instructional practices that facilitate understanding, retention, and meaningful learning (Chew & Cerbin, 2021). Likewise, Alzobiani found that students highly value teachers who demonstrate kindness, respect, patience, and enthusiasm in English language classrooms (Alzobiani, 2020). These findings highlight the importance of teachers' psychological awareness and emotional competencies in successful teaching practices.

The rapid development of educational technologies and online learning environments has introduced new dimensions to the concept of effective teaching. Digital technologies offer opportunities for interactive learning, individualized instruction, and expanded access to educational resources; however, they also present challenges related to student engagement, instructional quality, and technological competence (Chen & Singh, 2025; Tan, 2022). Tan demonstrated that teachers' effective instructional behaviors significantly influence students' knowledge transfer and learning outcomes in online educational environments (Tan, 2022). Similarly, Chen and Singh emphasized that successful integration of digital technologies into teaching requires pedagogical innovation, technological literacy, and adaptability among teachers (Chen & Singh, 2025). Therefore, modern effective teaching increasingly depends on teachers' ability to integrate technology meaningfully into classroom instruction.

The COVID-19 pandemic further emphasized the importance of adaptive and effective teaching strategies. During this period, teachers across the world were required to modify instructional practices rapidly and maintain student engagement in virtual learning environments. Studies conducted during and after the pandemic demonstrated that effective teaching is strongly associated with flexibility, communication, student support, and active engagement strategies (Sims et al., 2023; Tharapos, 2023). Tharapos and colleagues found that student satisfaction during online education was closely linked to teachers' communication skills, responsiveness, and ability to create engaging learning experiences (Tharapos, 2023). Likewise,

Sims and colleagues highlighted that professional development programs are essential for equipping teachers with the knowledge and skills necessary to respond effectively to educational challenges and changing instructional environments (Sims et al., 2023).

Teacher professional development has consequently become one of the most important factors influencing teaching effectiveness. Continuous professional learning enables teachers to update their instructional knowledge, improve pedagogical practices, and respond more effectively to students' educational needs. Darling-Hammond and colleagues emphasized that effective professional development programs are sustained, collaborative, practice-oriented, and directly connected to teachers' classroom experiences (Darling-Hammond et al., 2022, 2023). Similarly, Sims and Fletcher-Wood argued that successful professional development initiatives should focus on active learning, feedback, reflection, and evidence-based instructional strategies (Sims & Fletcher-Wood, 2021). These studies indicate that effective teaching cannot be separated from teachers' ongoing professional growth and reflective practice.

In language education specifically, effective teaching holds particular importance because language learning is inherently interactive, communicative, and socially situated. Language teachers are expected not only to teach linguistic structures and vocabulary but also to facilitate communication, cultural understanding, and learner confidence. Effective language instruction therefore requires the integration of pedagogical, linguistic, emotional, and communicative competencies (Ezepue, 2023; Акмаммедова, 2024). Ezepue and colleagues emphasized that incorporating local language dimensions and culturally responsive instruction can significantly improve students' learning experiences and educational sustainability (Ezepue, 2023). Similarly, Акмаммедова and colleagues highlighted the importance of interactive and communicative teaching methods in foreign language acquisition (Акмаммедова, 2024).

Despite the extensive body of research on effective teaching, many previous studies have employed quantitative approaches and have focused primarily on higher education or general educational settings. Comparatively fewer studies have examined effective teaching qualitatively and from the perspective of elementary school teachers, particularly in language education contexts (Derakhshinejad & Parsitabar, 2021; Sadaqat, 2022). Moreover, educational contexts differ significantly according to cultural, institutional, and

curricular conditions, making it necessary to explore teaching effectiveness within specific educational environments. Elementary education is especially important because it forms the foundation for students' future academic development, social skills, and learning attitudes. Teachers at this educational stage play a crucial role in shaping students' motivation, confidence, and long-term educational trajectories (Carter, 2024; Mercea & Mateescu, 2024).

Furthermore, effective teaching in elementary language education requires sensitivity to students' developmental characteristics, learning styles, emotional needs, and classroom interactions. Teachers who successfully combine pedagogical expertise, ethical behavior, classroom management, and motivational support are more likely to create meaningful learning experiences for young learners (Javid Mogaddam, 2020; Taghipour Javi, 2023). Javid Mogaddam emphasized that effective teachers possess multidimensional competencies involving instructional expertise, interpersonal communication, information literacy, and professional ethics (Javid Mogaddam, 2020). These competencies become even more essential in language teaching environments where communication and interaction constitute central components of the learning process.

Considering the importance of effective teaching in elementary education, the growing complexity of instructional environments, and the limited qualitative research focusing specifically on language teachers' perspectives, there is a clear need to identify the dimensions and components of effective teaching in this context. Therefore, the present study aimed to identify the components of effective teaching among primary school language teachers in Shiraz from the perspective of teachers themselves.

1.1. Study Design and Participants

The present study was conducted using a qualitative research approach based on phenomenology in order to identify the components of effective teaching among primary school language teachers in Shiraz. The phenomenological method was selected because it enables an in-depth exploration of teachers' lived experiences and perceptions regarding effective teaching practices in elementary language education. The statistical population of the study consisted of primary school language teachers working in Shiraz schools. Participants were selected

through purposive sampling based on predetermined inclusion criteria. The inclusion criteria included having at least five years of experience in teaching language courses at the elementary level, possessing more than ten years of general teaching experience in primary education, and holding at least a bachelor's degree. Individuals who met these criteria and demonstrated willingness to participate in the study were invited to take part in the interviews. The process of participant selection continued until theoretical saturation was achieved, meaning that no new concepts or themes emerged from subsequent interviews. Ultimately, 19 teachers participated in the study. Ethical considerations were fully observed throughout the research process. Participants were informed about the objectives of the study and were assured that their participation was voluntary. They were also informed that they could withdraw from the study at any stage without any consequences. The time and location of the interviews were determined according to participants' preferences, and audio recording of the interviews was conducted only after obtaining informed consent from all participants.

1.2. Data Collection Tools

Data were collected through semi-structured and exploratory interviews, which allowed participants to freely express their experiences, perceptions, and viewpoints regarding effective teaching in elementary language education. The semi-structured interview format provided flexibility for the researcher to explore emerging themes while maintaining consistency across interviews. The interview process began with a broad, open-ended question asking participants to describe the indicators and characteristics of effective teaching in the classroom. Based on participants' responses, probing and clarifying questions such as "Can you explain further?" and "What do you mean by this experience?" were asked to obtain deeper and more comprehensive information. The duration of each interview ranged between 45 and 70 minutes depending on the extent of participants' explanations and experiences. All interviews were audio-recorded with participants' permission and were subsequently transcribed verbatim for analysis. Data collection was carried out over an intensive six-month period during which the interviews, coding process, and categorization of concepts were conducted simultaneously. To ensure the credibility and trustworthiness of the collected data, member checking was employed by returning the

transcribed interviews and interpretations to participants for confirmation of accuracy. In addition, several experts in qualitative research reviewed the interview transcripts and coding procedures to confirm the consistency and credibility of the findings.

1.3. Data Analysis

The collected data were analyzed using Colaizzi's seven-step phenomenological analysis method. Initially, all interview transcripts were read several times in order to achieve a comprehensive understanding of participants' experiences and viewpoints. Significant statements and meaningful expressions related to effective teaching were then extracted from the interview texts. In the next stage, meanings were formulated for each significant statement and recorded in the form of initial codes. Following this process, similar codes were grouped together into categories and subthemes based on conceptual similarities. These categories were subsequently organized into broader themes representing the major components of effective teaching. The researcher continuously reviewed and refined the extracted themes to ensure conceptual clarity and consistency. After completing the thematic organization, a comprehensive and integrated description of the phenomenon under investigation was developed. Finally, the extracted themes and interpretations were returned to participants for validation and confirmation of authenticity. To further enhance the trustworthiness of the analysis, qualitative research specialists independently reviewed the coding process and thematic structure. The findings of the analysis resulted in the identification of 431 initial codes, 36 subthemes, and six main themes, including ethical and personality characteristics, specialized professional characteristics, teaching skills, educational evaluation, psychological action, and classroom management.

2. Findings and Results

A total of 19 elementary school language teachers participated in the present study. Among the participants, 11 teachers held a bachelor's degree, 6 participants held a master's degree, and 2 participants were doctoral students. The mean age of the participants was 42 years, and the average teaching experience was 16 years. All participants had substantial experience in elementary language education and were selected purposively based on the inclusion criteria established for the study.

Table 1

Qualitative Findings Related to the Components of Effective Teaching Among Primary School Language Teachers

Main Themes	Subthemes
Ethical and Personality Characteristics	Sense of humor and cheerful behavior; self-confidence; interest and enthusiasm toward students and teaching; punctuality; appropriate appearance and dress; respect for students; commitment and responsibility; fairness among students; patience and tolerance
Specialized Professional Characteristics	Complete mastery of subject content; updated and applicable scientific knowledge; ability to connect subject content to real-life situations
Teaching Skills	Clear, fluent, and understandable presentation; use of appropriate teaching methods; organization and structuring of instructional content; use of instructional aids; active student engagement in learning situations; application of active teaching methods; providing opportunities for practice and repetition
Educational Evaluation	Use of diverse assessment methods; setting achievable learning objectives according to students' abilities; alignment of evaluation methods with educational objectives; providing complementary learning activities; immediate and accurate feedback to students
Psychological Action	Use of motivational resources; attention to individual differences among students; awareness of students' educational and intellectual backgrounds; encouraging learning motivation; appropriate use of reinforcement and disciplinary strategies; application of cognitive and metacognitive strategies
Classroom Management	Lesson planning; collaborative establishment of classroom rules; supervision and monitoring of students with emphasis on self-regulation; creating a psychologically safe classroom environment; identification and control of disruptive factors; constructive interaction with students and encouragement of participation

The qualitative analysis of interview data resulted in the extraction of 431 initial codes, 36 subthemes, and 6 major themes related to effective teaching among elementary school language teachers. The first major theme was ethical and personality characteristics, which emphasized the importance of teachers' behavioral and interpersonal qualities in the teaching-learning process. Participants highlighted characteristics such as respect for students, fairness, responsibility, enthusiasm, patience, and positive interpersonal behavior as fundamental dimensions of effective teaching. Teachers believed that creating a warm, supportive, and respectful classroom atmosphere increases student motivation and improves the quality of learning interactions.

The second major theme was specialized professional characteristics. Participants stated that effective teachers must possess deep and updated knowledge regarding the subject matter they teach. Teachers emphasized mastery of instructional content, familiarity with contemporary educational knowledge, and the ability to explain practical applications of lessons in students' daily lives. According to participants, professional expertise enables teachers to present concepts more clearly and confidently while improving students' trust and engagement in the classroom learning process.

Teaching skills emerged as another important theme in the findings. Participants explained that effective teaching requires the use of clear instructional methods, appropriate organization of content, and active engagement of students in classroom activities. The findings showed that teachers

considered the use of active teaching methods, instructional technologies, and opportunities for practice and repetition as essential components of effective language instruction. Teachers also stressed the importance of adapting instructional strategies to students' needs and learning contexts in order to facilitate meaningful and sustainable learning.

Educational evaluation was identified as another major component of effective teaching. Participants emphasized that assessment should not merely focus on measuring achievement, but should also contribute to improving the teaching-learning process. Teachers referred to the importance of using varied evaluation techniques, aligning assessments with educational objectives, and providing immediate and constructive feedback to students. The participants believed that appropriate evaluation practices help students better understand their strengths and weaknesses and promote academic progress.

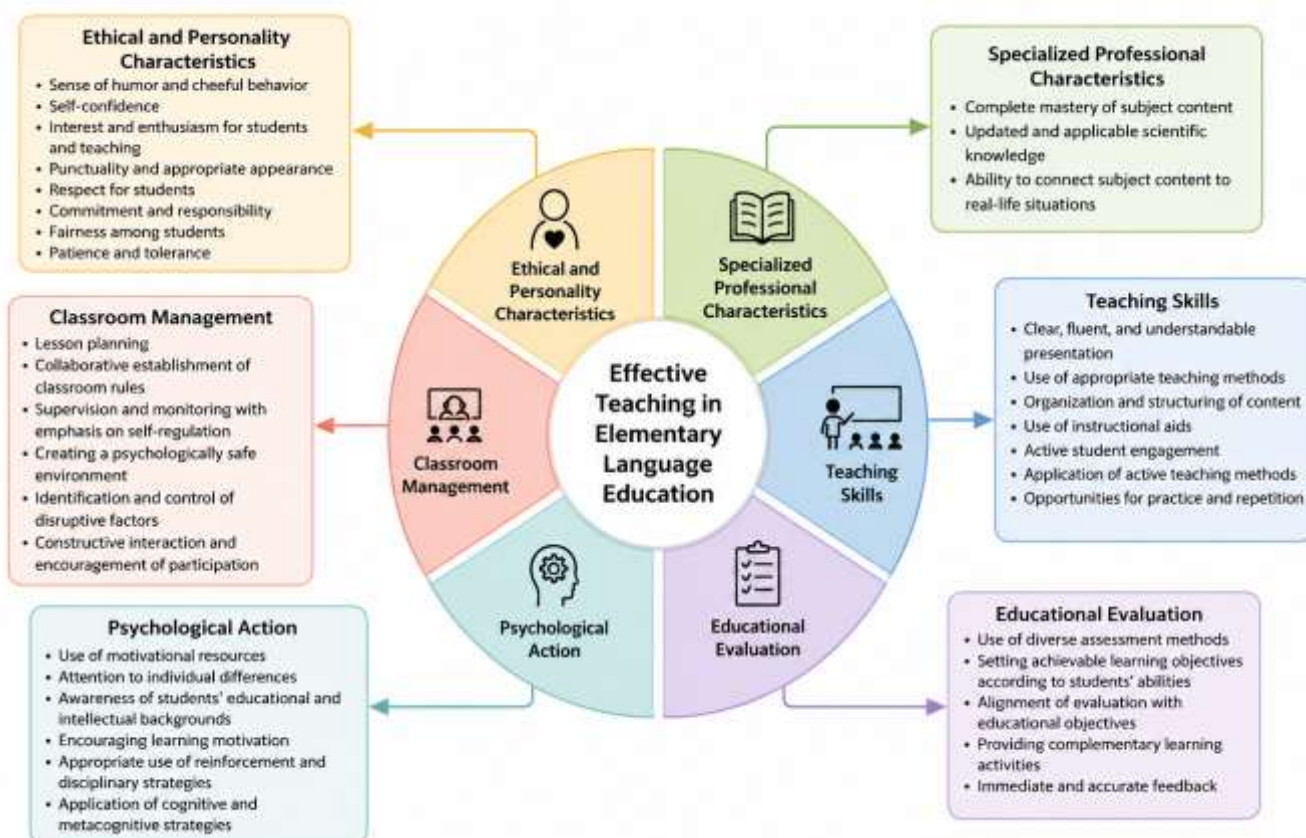
Another important theme extracted from the interviews was psychological action. Teachers emphasized the necessity of understanding students' psychological and educational characteristics in the instructional process. Attention to individual differences, use of motivational strategies, encouragement of students' participation, and application of cognitive and metacognitive techniques were identified as important factors contributing to effective teaching. Participants noted that teachers who understand students' emotional and cognitive needs are more capable of creating motivating and productive learning environments.

The final major theme was classroom management. Participants considered classroom management as a fundamental requirement for effective teaching. The findings showed that effective classroom management includes lesson planning, establishing classroom rules collaboratively with students, maintaining classroom

discipline, creating a psychologically safe environment, and encouraging active participation among all learners. Teachers indicated that effective classroom management contributes significantly to the organization of learning activities and enhances students' engagement and concentration during instruction.

Figure 1

Qualitative Findings Related to the Components of Effective Teaching Among Primary School Language Teachers



3. Discussion and Conclusion

The present study aimed to identify the components of effective teaching among primary school language teachers in Shiraz using a qualitative phenomenological approach. The findings revealed six major components of effective teaching, including ethical and personality characteristics, specialized professional characteristics, teaching skills, educational evaluation, psychological action, and classroom management. These findings indicate that effective teaching in elementary language education is a multidimensional phenomenon that extends beyond simple instructional delivery and encompasses professional, interpersonal, psychological, and managerial competencies. The identified components demonstrate that successful teachers are

individuals who can integrate pedagogical expertise with emotional support, ethical conduct, and classroom leadership in order to facilitate meaningful learning experiences for students. The multidimensional nature of these findings is consistent with the contemporary perspective on effective teaching proposed in educational literature, which emphasizes that teaching effectiveness depends on the interaction of cognitive, emotional, pedagogical, and organizational factors (Chen & Singh, 2025; Darling-Hammond et al., 2023).

One of the major findings of the present study was the importance of ethical and personality characteristics in effective teaching. Participants emphasized qualities such as respect for students, fairness, responsibility, patience, enthusiasm, self-confidence, and positive interpersonal

behavior as essential dimensions of successful teaching. This finding suggests that students' learning experiences are significantly influenced by teachers' personal and ethical behaviors in the classroom. Teachers who demonstrate empathy, encouragement, and positive communication are more capable of creating supportive and motivating learning environments. This result aligns with the findings of Alzobiani, who reported that students perceive kindness, patience, enthusiasm, and respectful interaction as defining characteristics of effective teachers in English language education (Alzobiani, 2020). Similarly, Kasimatis and colleagues found that students value fairness, respect, and positive teacher-student relationships as fundamental dimensions of teaching effectiveness (Kasimatis et al., 2020). The findings are also consistent with the work of Zarqouq and Belmehdi, who emphasized that the contemporary effective teacher should possess ethical and humanistic qualities alongside pedagogical competence (Zarqouq & Belmehdi, 2019).

The emphasis on ethical and personality characteristics may be explained by the developmental and emotional needs of elementary school students. At the primary education level, students are highly sensitive to teachers' attitudes, behaviors, and emotional responses. Positive interpersonal interactions can increase students' sense of belonging, self-confidence, and willingness to participate in classroom activities. In contrast, negative or authoritarian teacher behaviors may reduce motivation and hinder learning. Therefore, effective teaching in elementary education requires emotional intelligence, empathy, and supportive communication skills in addition to academic competence. Chew and Cerbin argued that effective teaching involves understanding students' cognitive and emotional challenges and responding appropriately to their learning needs (Chew & Cerbin, 2021). Likewise, Carter and colleagues highlighted the importance of emotionally supportive classroom environments in promoting students' engagement and learning outcomes in primary schools (Carter, 2024).

Another significant finding of the study was the importance of specialized professional characteristics, including mastery of subject content, updated scientific knowledge, and the ability to connect educational content to real-life situations. Participants believed that teachers who possess strong professional knowledge can explain concepts more effectively and increase students' understanding and engagement. This finding is consistent with previous research emphasizing the relationship between teachers' professional competence and instructional effectiveness.

Anthony and Walshaw noted that effective teaching requires deep conceptual understanding of subject matter as well as the ability to communicate that knowledge clearly to learners (Anthony & Walshaw, 2023). Similarly, Asadi and Ahmadi Abadi found that effective teachers employ practical examples and contextualized instruction to improve students' comprehension and participation (Asadi & Ahmadi Abadi, 2023).

The significance of professional competence can also be understood in relation to students' trust and confidence in teachers. Teachers who demonstrate expertise and updated knowledge are more likely to gain students' respect and establish credibility in the classroom. Moreover, the ability to relate instructional content to students' real-life experiences enhances meaningful learning and facilitates knowledge retention. This finding is particularly relevant in language education, where communicative and contextualized learning approaches are essential for successful language acquisition. Акмаммедова and colleagues emphasized that effective foreign language teaching requires interactive methods and meaningful communication practices that connect learning to authentic contexts (Акмаммедова, 2024). Similarly, Ezepue and colleagues highlighted the importance of contextualized and culturally responsive teaching in improving educational sustainability and learner engagement (Ezepue, 2023).

Teaching skills emerged as another major component of effective teaching in the present study. Participants highlighted clear and understandable instruction, use of active teaching methods, organization of content, utilization of instructional aids, and active student engagement as important dimensions of successful teaching. This finding reflects the shift from traditional teacher-centered instruction toward learner-centered and interactive pedagogical approaches. Effective teachers are expected to facilitate active learning, encourage participation, and adapt teaching strategies according to students' needs and classroom contexts. The findings support the conclusions of Ranjeh and colleagues, who demonstrated that collaborative learning strategies enhance students' engagement and improve learning outcomes (Ranjeh et al., 2023). Likewise, Taghipour Javi emphasized that active and participatory instructional methods strengthen students' critical thinking and learning effectiveness (Taghipour Javi, 2023).

The emphasis on active teaching methods may be explained by the changing nature of contemporary learning environments. Modern students are expected not only to memorize information but also to develop analytical,

communicative, and problem-solving skills. Consequently, effective teachers should create opportunities for participation, discussion, collaboration, and practical learning experiences. Mercea and Mateescu similarly found that adapted and participatory teaching strategies improve learning outcomes and skill development among students with special educational needs (Mercea & Mateescu, 2024). In addition, Zhao argued that effective teaching methods significantly influence students' engagement and achievement by increasing interaction and learner participation (Zhao, 2024). These findings collectively support the notion that teaching effectiveness is strongly dependent on the use of active and student-centered instructional approaches.

Educational evaluation was another important component identified in the findings. Participants emphasized the importance of using diverse assessment methods, aligning evaluation with instructional objectives, and providing immediate and constructive feedback to students. This finding indicates that effective assessment is not limited to measuring achievement but serves as an integral part of the teaching-learning process. Teachers who employ formative and supportive assessment practices can identify students' strengths and weaknesses more effectively and guide them toward improved learning outcomes. This result is consistent with the findings of Abedini and colleagues, who identified evaluation practices as one of the key factors influencing teaching effectiveness (Abedini et al., 2020). Likewise, Mehrabiniya and colleagues reported that students perceive fair and supportive evaluation as an important dimension of effective teaching (Mehrabiniya et al., 2022).

The findings related to psychological action revealed that effective teachers should understand students' emotional, motivational, and cognitive characteristics. Participants highlighted the importance of recognizing individual differences, motivating students, encouraging participation, and employing cognitive and metacognitive strategies in the classroom. This finding reflects the increasing recognition of the psychological dimensions of learning and teaching. Effective teachers are not only transmitters of information but also facilitators of students' emotional and cognitive development. Chew and Cerbin emphasized that effective instruction requires awareness of students' cognitive processes and learning challenges (Chew & Cerbin, 2021). Similarly, Derakhshinejad and Parsitabar noted that teacher effectiveness is influenced by communication skills, emotional support, and awareness of learners' needs (Derakhshinejad & Parsitabar, 2021).

The importance of psychological action may be particularly significant in elementary education because younger learners require greater emotional support, motivation, and encouragement. Students at this educational stage often experience anxiety, uncertainty, and varying levels of self-confidence in classroom participation. Teachers who understand students' psychological needs and employ motivational strategies can foster positive attitudes toward learning and improve academic engagement. Sadaqat emphasized that teacher preparation programs should focus not only on instructional knowledge but also on developing teachers' emotional and psychological competencies (Sadaqat, 2022). Similarly, Ramita argued that modern educational systems require teachers who can integrate emotional support with professional instruction (Ramita, 2024).

Classroom management constituted the final major component identified in the study. Participants considered lesson planning, collaborative establishment of classroom rules, supervision, creation of psychologically safe learning environments, and management of disruptive behaviors as essential elements of effective teaching. Effective classroom management enables teachers to maintain order, maximize instructional time, and create conditions conducive to learning. This finding aligns with the work of Khademi and colleagues, who emphasized the importance of flexible and organized classroom management strategies in inclusive and multi-grade classrooms (Khademi et al., 2022). Likewise, Al-Khalfaji and colleagues identified classroom interaction and organization as central dimensions of effective teaching practices (Al-Khalfaji et al., 2024).

The findings of the present study also reinforce the importance of continuous professional development for teachers. The identified dimensions of effective teaching involve complex and interconnected competencies that require ongoing learning and reflective practice. Darling-Hammond and colleagues emphasized that professional development programs should focus on practical, collaborative, and evidence-based learning opportunities that improve teachers' classroom practices (Darling-Hammond et al., 2022, 2023). Similarly, Sims and colleagues argued that effective professional development enhances teachers' pedagogical knowledge, instructional flexibility, and responsiveness to students' needs (Sims & Fletcher-Wood, 2021; Sims et al., 2023). In the context of language education, professional development becomes even more important because teachers must continually

adapt to new instructional approaches, technological tools, and communicative teaching strategies.

Furthermore, the growing influence of digital technologies and online learning environments has introduced new expectations for effective teaching. Teachers are increasingly required to integrate technology into instructional practices while maintaining student engagement and meaningful interaction. Chen and Singh emphasized that digital technologies offer significant opportunities for educational innovation but also require teachers to develop technological and pedagogical competencies (Chen & Singh, 2025). Similarly, Tan found that teachers' instructional behaviors strongly influence students' learning outcomes in online educational contexts (Tan, 2022). These findings suggest that future conceptualizations of effective teaching should incorporate digital literacy and technological adaptability as important dimensions of teacher competence.

Overall, the findings of the present study demonstrate that effective teaching in elementary language education is a comprehensive and multidimensional process involving ethical behavior, professional expertise, teaching skills, educational evaluation, psychological awareness, and classroom management. The study contributes to the existing literature by providing a qualitative understanding of effective teaching from the perspective of elementary language teachers in Shiraz. The identified components can serve as a useful framework for teacher education programs, professional development initiatives, and educational policy aimed at improving instructional quality in primary education settings.

One limitation of the present study was that the participants were limited to primary school language teachers in Shiraz, which may restrict the generalizability of the findings to other educational contexts and geographical regions. In addition, the study employed a qualitative phenomenological approach with a relatively small sample size, which focused primarily on participants' subjective experiences and perceptions. Another limitation was that the findings were based solely on teachers' viewpoints, and the perspectives of students, school administrators, and parents were not examined. Furthermore, the study did not investigate differences related to gender, teaching experience, or school type, which may influence perceptions of effective teaching.

Future studies are recommended to examine the components of effective teaching in different educational levels, subject areas, and cultural contexts in order to

compare similarities and differences across educational environments. Researchers may also employ mixed-methods or quantitative approaches to validate and expand the findings of the present study. Investigating the perspectives of students, parents, and school administrators regarding effective teaching may provide a more comprehensive understanding of the phenomenon. Additionally, future research could explore the relationship between effective teaching components and variables such as student achievement, motivation, creativity, and technological integration in educational settings.

The findings of the present study suggest several practical implications for educational systems and teacher training institutions. Educational policymakers and school administrators should design professional development programs focusing on ethical behavior, classroom management, active teaching methods, psychological support, and effective evaluation practices. Teacher education curricula should emphasize both pedagogical competence and interpersonal communication skills in order to prepare teachers for the multidimensional nature of modern teaching. Schools should also encourage collaborative and supportive learning environments where teachers can share successful instructional experiences and innovative teaching practices. Moreover, educational institutions should provide opportunities for teachers to improve their technological literacy and integrate digital tools effectively into classroom instruction.

Authors' Contributions

Authors equally contributed to this article.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

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Declaration of Interest

The authors report no conflict of interest.

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Ethical Considerations

All procedures performed in studies involving human participants were under the ethical standards of the institutional and, or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

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