## Essential Traits of Influential Professors in Virtual Teaching from EFLLs' Perspectives

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**Abstract**

There are numerous ways to define the traits of influential professors, including behavior (such as warmth, civility, and clarity), knowledge (of subject matter and students), and beliefs, among many others. According to research; influential teaching can also defined as the capacity to improve student achievement. This; is only one way to express effectiveness, as stated. However; the preferred definition of high-quality teaching in the United States and many other countries is teacher effects on student achievement. Therefore; this study aimed to determine the characteristics of influential professors in Online Teaching at the English department. This study; believed to be significant for college professors who will show them how learners see successful professors and what characteristics they would like their professors to enjoy. This study contributes to the understanding of what students expect from their professors and will assist future EFL instructors in comprehending what students believe is expected of them. The findings of the present research showed that there are many essential traits of influential professors in virtual teaching as stated by their students such as: being positive, teaching English to be used in and out of the virtual classrooms, enjoying online teaching, being flexible, punctual, etc.

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## Introduction

There have been several investigations into the teaching of foreign languages worldwide, but Iraq and other Arabic-speaking nations have seen very few studies. This essay examines EFL instruction and perspectives from the viewpoints of undergraduate students enrolled in English and language programs at the College of Education for Women in Iraq and the College of Languages, respectively. It is frequently known that the English language plays an important role in communication, education, the media, business, and governments all over the world (Javid, 2010). It is also critical to research how students see instruction and learning. Their attitudes about language learning appear to be directly related to their comprehension of the course, their dedication to the class and giving them the chance to succeed in and be comfortable with their language learning program (Horwitz, 1988).

Language teachers must consider their students' perceptions of effective language instruction before they can adopt, grow, and sustain motivation throughout the academic year in a way that will promote learning. These opinions may include the preferences of the students about how their training should be presented (Lightbown & Spada, 2006). According to Beishuizen et al., (2001), effective teaching is not a static, stereotyped activity that can only be accomplished by using instructional methods. The long history of identifying behaviors linked to effective teaching has been illuminated by research in useful ways. Since Plato detailed how Socrates taught by posing questions to his audience, effective teachers have been the subject of research. Although researchers have agreed to study this highly sought-after field, there has been substantial debate over the characteristics of excellent teachers (Raymond, 2008; Stronge, 2002). It has been discovered that researchers have made an effort to provide multiple perspectives on this thorny subject. A rising body of research has sought to define the ideal characteristics of English language instructors from the viewpoint of the key stakeholders, including students (McCabe, Feghali, & Abdallah, 2008).

However, identifying these traits from the perspective of an English language learner (ELL) student is rare and alarming (Chen & Lin, 2009). According to Brown (2004), American teachers preferred a more communicative classroom whereas their students preferred a grammar-based approach. This shows that when it comes to the qualities of a successful foreign language teacher, teachers and students may have different ideas and expectations.

In a related study conducted in Iran, Ghasemi and Hashemi (2011) looked into students' perceptions of subject matter expertise, pedagogical knowledge, and socio-affective abilities as three primary categories for effective English language teachers. They discovered that specific teacher traits, such as reading and speaking skills, the capacity to pique students' interest in learning English, and the ability to foster students' motivation and self-confidence, were unanimously seen as desirable. Additionally, a lot of their participants underlined the importance of grammar and listening skills. On the other hand, Chen and Lin (2009) discovered that junior high school students in China generally valued teachers' personalities and relationships with them more than their subject-matter expertise. The teachers who participated in the survey also agreed that being

enthused, sociable, open-minded, respectful, and caring were essential traits of successful English language instructors.

Many new faculty members encounter a conundrum upon starting their academic careers. Being involved in the academic world necessitates a change in viewpoint as new faculty members advance from student to the professor (Magnuson, 2002). Although they claim to spend the bulk of their time on teaching obligations rather than research activities, Jones (2008) found that the majority of new faculty members had little to no teacher preparation (Gale & Golde, 2004). According to research, college student retention is several times cheaper than recruitment (Joseph, Yakhou, & Stone, 2005), so student retention becomes a crucial management challenge for institutions. This results in a greater focus on student's satisfaction with their educational experience (Lala & Priluck, 2011). Considerable thought should go into how students perceive things to fix deficiencies and improve instructor proficiency in the classroom. Professors can enhance the learning environment in the classroom by developing their interpersonal skills or simply by having a better awareness of the viewpoint of the students by learning what exactly the students value and even the unsatisfactory aspects (Davis & Swanson, 2001). The responsibilities and obligations of a good teacher nowadays are more demanding and difficult. Rubio (2009) emphasized: Today, anyone may become a teacher, but the question is whether everyone can become an effective teacher. It takes more effort and complexity than most people realize to be an effective teacher. In addition to having in-depth subject knowledge, effective teachers also possess strong management, organizational, and communication skills, the ability to plan lessons, and the ability to conduct fair assessments and evaluations. Additionally, an excellent teacher must foster a welcoming environment in the classroom, encourage passion and drive, and foster an active teacher-student interaction. Additionally, it suggests being kind, perceptible, and most importantly, enhancing learning.

The characteristics that will be obtained from the present study will help college teachers to identify their lacks and will guide them to students' needs which are an important element in the teaching-learning cycle. The information gleaned from this study should aid in a better understanding of the participants' perceptions of what makes a good instructor. This information can be utilized to get a deeper understanding of what makes good professors in the eyes of college students. The study's findings can be used by aspiring teachers as a guide and source of inspiration as they become ready for the teaching profession. Furthermore, it is critical to determine whether universal traits of successful college teachers vary significantly by student demographic traits. Therefore, the study tries to answer the following questions:

1- What are the essential traits of influential professors in virtual teaching at English departments from student perspectives?
2- What are the significant differences between male and female students' perspectives about essential traits of influential professors in virtual teaching at English departments at both colleges of languages and of Education for women?

3- What are the significant differences between students' perspectives about essential traits of influential professors in virtual teaching at English departments at the college of language and those at the College of Education for women?

The present study aims at finding out:

1- Essential traits of influential professors in virtual teaching at English departments from student perspectives.
2- Differences between male and female students' perspectives about essential traits of influential professors in virtual teaching at English departments at both colleges of languages and of Education for t women.
3- Differences between students' perspectives about essential traits of influential professors in virtual teaching at English departments at the college of language and those at the College of Education for women.

This study is limited to:

1- The students in four levels of English departments at the College of Educational for Women and the College of Languages at Baghdad University.
2- Students who study virtually through the academic year 2021-2022.

The following terms were used in the study:

- Influential professors: who take the process of deciding which instructional methods, tools, and tasks have the best chance of promoting student learning. (Lowman, 1997).
- Professor: A teacher in college or university who ranks at the highest level after an assistant professor. He can stimulate strong positive emotions in students is what separates the competent from the outstanding college (Lowman, 1995).
- Essential Teaching Traits: "the principles and expectations a teacher upholds as shown by the practical methods employed to convey them" (Dun & Dun, 1979, p.242).
- English as a foreign language learner: Specifically, it refers to education provided by a college or university that offers English teaching in designated departments, such as the English department at colleges of Education, Languages, and Arts (Gajda et al., 2017).
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**Literature Review**

*Traits of Influential Professors in Literature*

Years ago, studies on the traits of powerful professors began. However, the majority of the research sought teachers' opinions rather than those of pupils (Verner, 2000). Although there was no agreement in the literature on what makes good professors, some qualities were repeated, including respect for students, the ability to explain concepts clearly, having good interpersonal skills, a sense of humor and the use of a variety of teaching techniques as well as technology in the classroom (Saafin, 2005) more precisely, the three qualities of comedy, classroom management, and clarity of instruction were more frequently mentioned. A study by Gruber, Reppel, and Voss (2010) revealed the importance of personality in general and supported studies that stress the importance of professors creating rapport with their students in particular.

### Top Qualities of an Effective Virtual Professor

To be an effective online educator, you need a wide range of skills in addition to a solid academic background. People skills are essential, as is the ability to help others see things from your point of view. This is no easy feat. There is no one best approach to education, yet all great educators share a few commonalities. They know what they doing, set clear goals with their students, have a positive attitude, are patient with their charges, and regularly assess their own performance as educators. Their ability to adapt their teaching strategies to the needs of both their pupils and the material being covered is a direct result of their awareness of the fact that students have different learning styles. As a virtual educator, you set the pace and mood for your students. If you can transmit your excitement and joy to your children, they will be more apt to share your feelings. When you are negative, unprepared, or irritable, though, your children will mirror these characteristics. Undergraduate students at Georgetown University have high expectations of their instructors and many distractions besides the material they are covering in class (Amerstorfer, 2021).

### Positive

Keeping a positive attitude is key to keeping students interested. Teaching is more successful when students want to learn rather than when they need to learn for a grade or a degree. New TAs often perceive the additional power that comes with the job as a sign of respect for them. The students in your class should be seen as partners, not rivals. Teaching and learning have their share of challenges, yet it is still possible to enjoy time spent in the classroom. Keep your attention focused while being daring and creative. Enjoy yourself and look for ways to show them the exciting facets of your field (Hunt et al., 2009).

### Prepared

The instructor ought to be well-versed in the subject matter covered. If you were forced to study assignments and attend classes like other students, it's understandable that you would comply. Most professors insist that their Graduate Teaching Assistants (TAs) sit in on lectures, even if the TA has never taken or taught the course before. Review key concepts and ideas in the subjects you will be teaching if it has been a while since you worked with them or if you have questions about them. Take some time to think about the most effective method to present the data, and then formulate a strategy. The presentation materials (overheads, diagrams, handouts, etc.) should be prepared in advance, and an outline or notes should be jotted down for quick reference. Don't wait until the first day of school to get started! (Johns et al., 2006).

### Organized

The professor ought to have a lesson plan in place. His role is to provide examples of key concepts and crucial context to aid students in integrating all of their course-related work (reading, laboratories, exams, papers, lectures, etc.). He may select the most crucial ideas and demonstrate their connections because it is impossible to cover everything in a single lesson. Also, he needs to explain concepts so that students, whether from your course or earlier classes, can build on the knowledge they have already learned. He shouldn't limit his attention to the lessons he's giving

today. He may show the class how the subject they are learning today relates to later course material. An organized professor sets aim to conclude each lesson with a conclusion, pace himself to avoid running out of time in the end and keep his long-term objectives in mind (Fitzmaurice M. 2008).

### *Clear*

The best teachers can simplify difficult ideas for their students. When you become an expert in a given academic field, it's easy to forget that your students may not have the same background knowledge as you do. Help students grasp and properly apply specialized vocabulary as they pursue expertise in your field. Many ideas can be better conveyed with the help of visual aids like diagrams, drawings, charts, slides, etc. Ensure that they can be read easily, are not in the way, and are placed neatly. You should also think about the significance of your body language. Behaviors that you may not have seen on your own can be picked up by someone else observing you teach (or, even better, by recording it) (Amerstorfer, 2020).

### *Active*

The professor should stimulate student thought. Most pupils will only retain a small portion of what he teaches unless they are actively applying the ideas. A lecture is an effective approach to reaching a broad audience with information, but it is ineffective in giving pupils long-lasting knowledge and abilities. He might think about substituting other activities for standard lectures, discussions, or question-and-answer sessions during at least some of the class time. Small-group problem-solving activities should last no longer than a few minutes while yet allowing students to actively participate in the lesson (Hagenauer & Volet, 2014).

### *Patient*

As a professor, he may attempt to recall what it was like to first learn something. Provide time for pupils to assimilate knowledge and respond to inquiries. It is acceptable for pupils to make mistakes so long as they can learn from them. Even for the most driven students, studying can be arduous labor. Instead of criticizing pupils when things go wrong, he should evaluate how he may modify his teaching style to reach them more successfully. Concepts, background information, or conclusions that are obvious to the lecturer may not be so obvious to a novice. Even professors must have patience with themselves. At times, teaching can be challenging and frustrating. He may need to afford himself the chance to make mistakes and learn from them (Walker, 2008).

### *Fair*

The instructor must consider what it is like to be one of his students. Probably, he would want a teacher who set clear expectations, regularly implemented them, and could confess when they were wrong. Whether he deducts points from an exam question, assigns a low grade to a paper, or penalizes a student for submitting a late assignment, he should be able to justify his actions. It is advantageous if he has already set clear policies for the entire course and each task. Once he has established norms, he must follow them uniformly and consistently or he will lose credibility. If he makes a mistake or doesn't know the answer to a question, however, it is preferable to acknowledge it than to disregard it (Fitzmaurice, 2008).

### Special Habits for Effective Teachers
There are certain habits of an excellent educator as follows:

### Enjoys Online Teaching
Teaching is intended to be a very joyful and rewarding profession (although sometimes tough and exhausting!). Teachers should only enter the profession if they love students and aim to care for them from the heart. Teachers cannot expect pupils to enjoy themselves if they are not enjoying themselves. Professors should feel excitement, pleasure and happiness while they teach (Aarti, 2022).

### Makes a Difference
There is a proverb that states, "With great power, comes great responsibility." As a teacher, you must be conscious and mindful of the immense responsibility that comes with your position. One of your objectives should be to improve their lives. How? Make them feel unique, protected, and safe in your classroom. Be the influence for good in their lives. Why? You never know what your pupils endured before entering your classroom on any given day or what conditions they will return to at home. Therefore, if they are not receiving adequate help from their families, you will supply it (Beere, & Broughton, 2013).

### Spreads Positivity
Every day, the influential professor injects positive energy into the classroom. He shouldn't forget to flash his wonderful smile as much as possible throughout the day. Even if he is facing his own difficulties in his own life, he should leave them outside the classroom door before entering the classroom. Personal problems need to be out of the teaching-learning process. Students deserve better than a professor taking out his displeasure on them. Regardless of how he is feeling, how much sleep he has had, or how frustrated he is, he must never show it. Even if he is having a terrible day, he should learn to put on a mask in front of the students and become a superhero in their eyes (it will make his day as well)! The professor is perpetually upbeat, joyful, and smiling. Remember that positive energy is contagious and that it is his responsibility to disseminate it. Effective professors do not let the negativity of others pull them down. Professors may send many positive messages while he is teaching or explaining a point of view (Walker, 2008).

### Gets Personal
This is the most enjoyable and crucial aspect of being a great educator. He learns about his students' hobbies and interests so that he may connect with them. He doesn't forget to mention his interests, either! In addition, he must learn their learning styles so that he can cater to each student individually. In addition, he attempts to become acquainted with their parents. Speaking with the parents should not be considered a chore, but rather a privilege. Make it clear at the beginning of the school year that they can approach you at any time with any concerns. Additionally, make an effort to get to

know his coworkers on a personal level. If he can find a good support network in and outside of college, he will be a lot more confident (Fitzmaurice M. 2008).

### Gives 100%

Whether conducting a lesson, producing report cards, or assisting a colleague, teachers should always give their all. He is teaching because he enjoys it, not because he feels forced to do so. Do it for self-improvement. Do so to motivate others. Do it so that his students will gain the most from his instruction. Give one hundred percent to himself, his students, his parents, his job, and everybody who believes in him. The only thing a teacher can do is never give up and do his best (Ibid).

### Stays Organized

Effective educators never get behind on grading or filing student assignments. He does his best to stay on top of things and not allow the stack to grow above his head! It will save him a great deal of time over time. Additionally, it is essential to maintain an ordered planner and to plan! The effectiveness of last-minute lesson planning is unlikely. Lastly, he keeps a diary accessible and jots down his inspired ideas as soon as they occur to him. Then, build a plan to implement these suggestions (Hagenauer & Volet, 2014). The preparation and carrying out of a lesson are among a teacher's personal traits. One of a teacher's most vital features and one of their most essential qualities is organization. If a teacher lacks organizational skills, they may quickly lose track of deadlines, expectations, and student work. Most professors take notes with crucial points to remember for their next class after their session. By doing this, a good teacher may quickly prepare the material needed for future lessons and will also be aware of exactly what needs to be done (Aarti, 2022).

### Open-Minded

As a teacher, he will be observed formally or informally on occasion; therefore, he should always offer his very best effort. He is continuously evaluated and condemned by his supervisor, instructors, parents, and students. Instead of feeling resentful when someone criticises his teaching, he should be receptive to constructive feedback and formulate an action plan. Demonstrate that he is the excellent educator he desires to be. There is always space for growth because nobody is flawless. Occasionally, others see what he cannot (Carrie, 2014).

### Has Standards

Create standards for himself and his students. Ensure that students know what is acceptable and what is not from the outset. Remind the students, for instance, how he would like the assigned job to be accomplished. Is he the instructor that expects his students to provide their best effort and submit their best, most organized work? Or is he the teacher who cares little? He should realize that he cannot expect much unless he gives much. As the adage goes, "Practice what you preach" (Hagenauer & Volet, 2014).

### Finds Inspiration

A creative teacher is a successful teacher, but it does not imply he must invent everything from scratch! He may draw inspiration from as many different sources as possible. Whether the information is from books, education, Pinterest, YouTube, Facebook, blogs, or TPT (Teachers Pay Teachers is an online marketplace where teachers buy and sell original educational materials). Whatever he has, he must continue to find it! (Carrie, 2014).

### Embraces Change

Things do not always go according to plan in life. This is especially true regarding teaching. Teachers must be adaptable and move with the flow in the face of change. When a new principal arrives, a competent teacher does not grumble about the resulting adjustments. They do not feel the need to comment on how much better things were at their previous school or with their previous group of kids in comparison to their current situation. Instead of worrying about change, they should welcome it with both hands and demonstrate that they can handle every curve ball thrown their way (Johns et al., 2006).

### Creates Reflection

Effective teachers reflect on their teaching to grow as educators. Consider what went well and what he would change for the future. He must remember that we all experience "failed" teachings on occasion. Instead of viewing it as a failure, consider it a valuable lesson and grow from it. His education and learning as a teacher are continuing. There is always more to learn and understand to improve his teaching abilities. Continue to reflect on his efforts and educate himself on his "weaknesses," as we all have them. Recognizing them and being able to work on them to enhance his teaching abilities is the most crucial step (Carrie, 2014).

### Previous Studies

Some researchers were interested in investigating the characteristics of good teachers such as:

-        With the help of Lee (2010), 163 first-year students in Japan have had their perspectives broadened. Use of students' L1 in class, encouragement of speaking, and a positive attitude were also deemed important, along with "linguistic skills in grammar," "speaking," "listening," "reading," "writing," and "culture."

-        Saafin (2005) surveyed 136 Arab students studying English as a Foreign Language (EFL) at the University of Sharjah in the United Arab Emirates to gauge their opinions on what makes a successful EFL teacher. On the questionnaire and in the interview, students rated teachers highly who displayed characteristics indicative of an "interpersonal relationship with students," such as "respecting and advising pupils," "being humorous," "nice," "fair," "caring," and "patient." The next category is "teaching and organization skills," which includes things like "using a variety of teaching approaches," "understanding their subject matter," "adapting to students' capacities," "checking for comprehension," and "explaining well".

-        Witcher (2003) set out to determine what makes an excellent English instructor. He found that "enthusiasm," "friendliness," "open-mindedness," and "student respect" were the top five characteristics shared by highly effective English teachers. The key to being a successful English teacher is developing close relationships with your students. His research led him to the conclusion that excitement is the single most important quality someone can possess.
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**Method**

This research followed a quantitative method represented by a questionnaire with 20 items distributed to 90 students electronically by using google forms. This section of the study will show the population as well as the participants in the study. Also, the research instrument and its validity and reliability were shown. Then a discussion of the results will be followed.

*Participants*

Students at departments of English language in the College of Education for women and the college of Languages at Baghdad University during the academic year 2021-2022, were divided into the two primary groups of this study's appropriate sampling participants. The sample consists of 90 randomly selected male and female students from the population.

*Research Instruments*

An open question was asked to the students: "What are the most essential traits of influential professors in virtual teaching in the English department?" distributed electronically through google forms to students of various levels in the English departments of both colleges. Their responses were collected, analyzed, and reformatted into a 20-item constructed questionnaire. On a five-point Likert Scale (strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree), participants were asked to rate their agreement or disagreement.

This questionnaire was distributed electronically through google forms to a random sample of 90 male and female English students from both colleges. Students were instructed to select the response option that best reflected their reaction to the statement, and their responses were collected and analyzed to determine the results of the study, see appendix A.

*Face Validity*

The researcher presented the questionnaire to experts in the same field of study to obtain their opinions and views on the validity of the items, and they agreed that it was appropriate and valid.

*Reliability*

To ensure the questionnaire's reliability, the researcher utilized a test-retest. The same instrument was administered to (20) students and repeated (14) days later. The results revealed a reliability coefficient between the first and second responses. This ensured the validity and dependability of the questionnaire, which was then administered to a sample of 90 students.

## Results

In order to achieve the first aim of the present study which trying to find out essential traits of influential professors in virtual teaching at English departments from student perspectives, the researcher calculated the weighted mean and the weighted percentage for each characteristic in the questionnaire according to students' responses as shown in appendix B which; showed that items gained a weighted mean range between (3.311-4.466) and a weighted percentage range between (66.22-89.32).

The following table one showed questionnaire items rearranged to their weighted means and weighted percentages starting with the item that gained the highest values and ending with items with lower values.

Table 1.  *Rearranging items according to their weighted Mean and weighted percentage*

| Item's No. | Item's description | Weighted Mean | Weighted Percentage |
|---|---|---|---|
| 1. | Be positive | 4.466 | 89.32 |
| 6. | Teach English to be used in and out of the virtual classroom | 4.422 | 88.44 |
| 12. | Help students to develop self-confidence to learn English well | 4.333 | 86.66 |
| 11. | Listen to student's opinions and let them express themselves | 4.277 | 85.54 |
| 10. | Enjoy online teaching | 4.244 | 84.88 |
| 3. | Well prepared for the online lecturing | 4.088 | 81.76 |
| 2. | Have a high level of proficiency in English vocabulary | 4.077 | 81.54 |
| 5. | Use varieties methods and techniques in teaching suitable to each topic | 4.022 | 80.44 |
| 16. | Be flexible | 4 | 80 |
| 13. | Have a good sense of humor | 3.966 | 79.32 |
| 17. | Be punctual | 3.90 | 78 |
| 20. | Alleviate students' anxiety in English class | 3.877 | 77.54 |
| 18. | Pay attention to the personal needs of students | 3.855 | 77.1 |
| 9. | Maintain a good classroom atmosphere using authority, if necessary | 3.855 | 77.1 |
| 7. | Teach English in English | 3.844 | 76.88 |
| 19. | Not discriminate between students and treat them fairly | 3.822 | 76.44 |
| 14. | Be neat and tidy in online appearance | 3.811 | 76.22 |
| 4. | Follow specific syllabus | 3.688 | 73.76 |
| 15. | Stick to administrative rules and regulations | 3.588 | 71.76 |
| 8. | Using spoken English well | 3.311 | 66.22 |

In order to achieve the second aim of the study, is to find out the differences between male and female students' perspectives on essential traits of influential professors in virtual teaching at English departments at both colleges of languages and of Education for women? the researcher used the T-test for independent samples to determine if there are statistically significant differences in students' perceptions of the most important characteristics of effective professors when teaching English courses online based on the sex variable. Table two showed that the mean value for females was (78.183) with a standard deviation value (9.746) while the mean value for males was (78.200) with a standard deviation value (9.781).

Table 2. *T-Test for independent samples in sex variable*

| Sex variable | N | Mean | Std. Deviation | Calculated T-value | Tabulated T-value | DF | Sign. 0.05 |
|---|---|---|---|---|---|---|---|
| Females | 60 | 78.183 | 9.746 | 0.008 | 1.99 | 88 | Not significant |
| Males | 30 | 78.200 | 9.781 | | | | |

To achieve the third aim of the present study, the researcher used the T-test for independent samples to discover if there is a statistically significant difference in students' perspectives about essential traits of influential professors in virtual teaching at English departments about colleges variable. Table three showed that the mean value for the College of Languages was (78.066) with a standard deviation value (10.635) while the mean value for the College of Education for Women was (78.311) with a standard deviation value (8.792).

Table 3. *T-Test for independent samples in the college's variable*

| College's variable | N | Mean | Std. Deviation | Calculated T-value | Tabulated T-value | DF | Sign. 0.05 |
|---|---|---|---|---|---|---|---|
| College of Languages | 45 | 78.066 | 10.635 | 0.119 | 1.99 | 88 | Not significant |
| College of Education for Women | 45 | 78.311 | 8.792 | | | | |

**Discussion**

The results related to the first aim of the present study support the availability of the traits related to influential professors in English departments. It is obvious evidence that university professors are concerned and interested in having such standards and characteristics of effective teaching which serve the scientific and educational process. This result answers the first question of the present study which states: "what are the essential traits of influential professors in virtual teaching at English departments from student perspectives? As shown in table 1. The first priority traits are: be positive, teach English to be used in and out of the virtual classroom, and help students to develop self-confidence to learn English well while the study of Saafin (2005) who asserts the three qualities of comedy, classroom management, and clarity of instruction. The results of Lee (2010), showed the importance of : use of students' L1 in class, encouragement of speaking, and a positive attitude.

The results related to the second aim showed that: there are no statistically significant variations in sex factors between females and males in students' perceptions of essential traits of influential professors in virtual teaching in English Departments, where the computed T-value was (0.008) and the tabulated T-value was (1.99). This result answer the second question of the present study states: "what are the significant differences between male and female students' perspectives

about essential traits of influential professors in virtual teaching at English departments at both colleges of languages and Education for women?" as shown in table 2.

For the third aim, results showed that the calculated T-value was (0.119) which is lower than the tabulated T-value (1.99) at (88) degrees of freedom therefore, the answer to the third question of the present study which states: "What are the significant differences between students' perspectives about essential traits of influential professors in virtual teaching at English departments at the college of language and those at the College of Education for women?", is that there are no statistically significant differences in colleges sample between Students' Perspectives about essential traits of influential professors in virtual teaching in English Departments as shown in table 3.

**Conclusion**

The results of the present research showed that there are many essential traits of influential professors in virtual teaching as stated by their students such as: being positive, teaching English to be used in and out the virtual classrooms, enjoying online teaching, being flexible, punctual, etc. The results revealed that there are no statistically significant differences between male and female students' perspectives about essential traits of influential professors in virtual teaching at English departments at both colleges as well as there are no statistically significant differences between students' perspectives about essential traits of influential professors in virtual teaching at English departments at the college of language and those at the College of Education for women. The above debate leads us to the conclusion that college language professors and their EFL students may share some common ground and different perspectives on the criteria of an effective online language instructor. Language instructors who care about their student's success should, therefore, be curious to learn what other professionals in their field value most and what their clients want most. Also, they need to be more positive and energetic through online teaching especially because they are dealing with their students through solid devices, which means and requires extraordinary efforts to gain the desired aims from their teaching. Using different techniques such as interactive games, recorded videos, oral discussions, etc. may help in delivering effective online teaching. College professors are the primary source of language available to students, their greater knowledge and proficiency in the language can also aid students in overcoming difficulties with their communicative abilities. Moreover, attending to students' needs will necessitate that professors offer individualized instruction as much as possible to cater to the idiosyncratic learning styles of different students (which requires a greater emphasis on educational psychology). This latter concern will be addressed more effectively if professors are willing to consider the level of their students and use the appropriate techniques and procedures at the appropriate proficiency level. However, this will only occur if professors are sufficiently committed to their teaching duties by rigorously preparing for the battlefield. The present study is limited to the students in four levels of English departments at the College of Educational for

Women and the College of Languages at Baghdad University specifically students who study virtually through the academic year 2021-2022.

**About the Author**

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**Appendicies**

**Appendix A .***A constructed questionnaire for discovering essential traits of influential professors in virtual teaching*

Please carefully review the following list. Choose the response that best reflects your level of agreement or disagreement with each statement.

| An Influential Professors in Virtual Teaching is someone who should | Strongly agree | agree | Neither agree or disagree | disagree | Strongly disagree |
|---|---|---|---|---|---|
| 1 | Be positive | | | | | |
| 2 | Have a high level of proficiency in English vocabulary | | | | | |
| 3 | Well prepared for the online lecturing | | | | | |
| 4 | Follow specific syllabus | | | | | |
| 5 | Use varieties methods and techniques in teaching suitable to each topic | | | | | |
| 6 | Teach English to be used in and out of the virtual classroom | | | | | |

| 7 | Teach English in English | | | | | |
| 8 | Using spoken English well | | | | | |
| 9 | Maintain a good classroom atmosphere using authority, if necessary | | | | | |
| 10 | Enjoy online teaching | | | | | |
| 11 | Listen to student's opinions and let them express themselves | | | | | |
| 12 | Help students to develop self-confidence to learn English well | | | | | |
| 13 | Have a good sense of humor | | | | | |
| 14 | Be neat and tidy in online appearance | | | | | |
| 15 | Stick to administrative rules and regulations | | | | | |
| 16 | Be flexible | | | | | |
| 17 | Be punctual | | | | | |
| 18 | Pay attention to the personal needs of students | | | | | |
| 19 | Not discriminate between students and treat them fairly | | | | | |
| 20 | Alleviate students' anxiety in English class | | | | | |

**Appendix B**. *Weighted mean and weighted percentage*

| Item No. | Strongly agree | Agree | Neither agree nor disagree | disagree | Strongly disagree | Weighted Mean | Weighted Percentage |
|---|---|---|---|---|---|---|---|
| 1. | 49 | 37 | 1 | 3 | 0 | 4.466 | 89.32 |
| 2. | 34 | 36 | 13 | 7 | 0 | 4.077 | 81.54 |
| 3. | 31 | 40 | 16 | 2 | 1 | 4.088 | 81.76 |
| 4. | 21 | 30 | 30 | 8 | 1 | 3.688 | 73.76 |
| 5. | 30 | 39 | 16 | 3 | 2 | 4.022 | 80.44 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 6. | 29 | 39 | 30 | 3 | 1 | 4.422 | 88.44 |
| 7. | 28 | 34 | 16 | 10 | 2 | 3.844 | 76.88 |
| 8. | 8 | 40 | 22 | 12 | 8 | 3.311 | 66.22 |
| 9. | 23 | 42 | 16 | 7 | 2 | 3.855 | 77.1 |
| 10. | 42 | 34 | 9 | 4 | 1 | 4.244 | 84.88 |
| 11. | 47 | 26 | 12 | 5 | 0 | 4.277 | 85.54 |
| 12. | 50 | 25 | 12 | 1 | 2 | 4.333 | 86.66 |
| 13. | 25 | 42 | 20 | 1 | 2 | 3.966 | 79.32 |
| 14. | 29 | 27 | 25 | 6 | 3 | 3.811 | 76.22 |
| 15. | 14 | 34 | 34 | 7 | 1 | 3.588 | 71.76 |
| 16. | 29 | 38 | 18 | 4 | 1 | 4.00 | 80 |
| 17. | 26 | 34 | 26 | 3 | 1 | 3.90 | 78 |
| 18. | 30 | 28 | 23 | 7 | 2 | 3.855 | 77.1 |
| 19. | 29 | 29 | 23 | 5 | 4 | 3.822 | 76.44 |
| 20. | 31 | 30 | 21 | 3 | 5 | 3.877 | 77.54 |