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**ÖĞRENCİLERİN YABANCI DİL (İNGİLİZCE) ÖĞRETMEN MODELİNE
İLİŞKİN BEKLENTİLERİ**
(Yüksek Lisans Tezi)

Zeynep Gönenç Afyon

İstanbul (2005)

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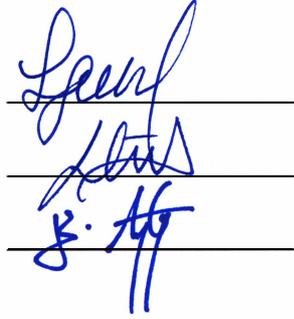
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ABSTRACT

The Ideal Foreign Language (English) Teacher Profile

by Zeynep Gönenç Afyon

This present study aims to investigate "the ideal foreign language (English) teacher profile" in the minds of the students and in consequence to find out students' expectations from a foreign language (English) teacher. The following research questions are particularly addressed:

1. What is the ideal foreign language (English) teacher profile that the students put forward?

2. Which qualities do the students find inappropriate for an ideal foreign language (English) teacher?

3. Do the students at different institutions put forward different ideal foreign language (English) teacher profiles?

4. How do students place the three aspects of a foreign language (English)teacher, namely, the individual identity, professional identity and classroom behaviours, into order of priority?

5. Does the order of priority for the three aspects of a foreign language (English) teacher change within different groups?

Data were collected from a total number of 261 students who studied at Marmara University, a foreign language course and a state high school. The data collection instrument was a questionnaire which consisted of teacher qualities that the students were required to grade.

Findings revealed that although they study at different places, the students all have similar ideal foreign language (English) teacher profiles in their minds which means they all have more or less the same expectations from a foreign language (English) teacher. Moreover, the study findings revealed the fact that the students all assign more or less the same qualities as inappropriate for a foreign language (English) teacher.

Another finding of the study was that the students' ideal foreign language (English) teacher profile is quite in line with the related research done all through the world. This shows that the students in the research are quite conscious about their beliefs and expectations from an ideal foreign language (English) teacher. They are quite informed about the recent trends in the field of English Language Teaching. The ideal foreign language (English) teacher they propose and their expectations fit perfectly well into the learner-centered approach and the modern progressive teacher required by this approach.

Hence, the results of the study will hopefully serve teachers when they reflect on their philosophy of teaching and roles they perform and guide them in their future plans for instruction.

KISA ÖZET

Öğrencilerin Yabancı Dil (İngilizce) Öğretmen Modeline İlişkin Beklentileri

Zeynep Gönenç Afyon

Bu çalışmanın amacı öğrencilerin ideallerindeki "yabancı dil (İngilizce) öğretmeni modeli"ni ortaya koymak ve buna bağlı olarak "bir yabancı dil öğretmeninden beklentileri"ni araştırmaktır.

Çalışma özellikle aşağıdaki soruları yanıtlamayı amaçlar:

1. Öğrencilerin ideallerindeki yabancı dil (İngilizce) öğretmeni modeli nedir?

2. Öğrencilerin bir yabancı dil (İngilizce) öğretmeninde olmasını uygun bulmadıkları özellikler nelerdir?

3. Öğrencilerin ideallerindeki yabancı dil (İngilizce) öğretmeni modeli öğrenim gördükleri okula göre farklılık gösteriyor mu?

4. Öğrencilerin öğretmeni değerlendirirken "bireysel kimlik", "mesleki kimlik" ve "sınıf içi davranışları" kategorilerini yerleştirdikleri önem sırası nasıldır?

5. Öğrencilerin kategorileri yerleştirdikleri önem sırası öğrenim gördükleri okula göre farklılık gösteriyor mu?

Çalışma için gerekli olan veriler 196'sı Marmara Üniversitesi, 32'si bir dil kursu ve 33'ü bir devlet lisesinde okumak üzere toplam 261 öğrencinin örneklem teşkil etmesi ile elde edilmiştir. Katılımcılara öğretmen özelliklerinden oluşan bir anket verilmiş ve bu özellikleri notlayarak değerlendirmeleri istenmiştir.

Elde edilen bulguların ortaya çıkarmış olduğu sonuç şudur: Farklı kurumlarda öğrenim görmelerine rağmen, katılımcıların ideal yabancı dil öğretmeni modelleri , ideal yabancı dil öğretmeninden beklentileri ve ideal yabancı dil öğretmeninde uygun bulmadıkları özellikler gruplar arasında birbirine benzerdir.

Bunun yanı sıra, çalışmanın sonucunda katılımcıların sundukları ideal öğretmen profilinin ve beklentilerinin ilgili literatürde değinilen araştırma sonuçlarına çok benzer olduğu ortaya çıkmıştır. Bu sonuç katılımcıların inanç ve beklentilerinde oldukça bilinçli olduklarını göstermiştir. Katılımcıların, İngilizce Öğretmenliği alanındaki ilerleme ve değişikliklerden haberdar oldukları şüphe götürmez bir sonuçtur. Katılımcıların ideallerindeki yabancı dil (İngilizce) öğretmeni modeli ve bu ideal öğretmenden beklentileri, çağımızın gerektirdiği öğrenci merkezli eğitim anlayışıyla ve bu modern eğitim anlayışının dahilindeki modern öğretmen modeliyle tamamen örtüşmektedir.

Sonuç olarak bu çalışmanın, İngilizce öğretmenlerine öğretme felsefeleri ve rollerini belirlerken ve geleceğe ait ders planı yaparlarken yardımcı olması beklenmektedir.

ABBREVIATIONS

ELT: English Language Teaching

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1. INTRODUCTION

1.1.   Background to the study

The field of English Language Teaching has been subject to some changes for some time. As Broady and Kenning (1996) state, recent trends in the twentieth century symbolized by the concepts of humanistic approach, individualism, learner-centeredness, self-directed learning, learner autonomy and learner needs have brought challenges to the traditional foreign language education system.

Along with these changes in the educational system, as Grauberg (1997) and Crookes (2003) declare, a considerable change has occurred in relation to the status of English. English has become the dominant language of international communication. Due to the current trend of globalization, the importance of professional, commercial contact between nations came into the scene. As a result, learning English has become very important in all countries, including Turkey, where it is taught as a foreign language. English has become compulsory nearly in all schools in Turkey. It is in all curriculum now due to students' instrumental needs of completing their education, getting a better job, engaging in international travel or communication.

All these changes may be viewed in a positive sense or maybe in a negative sense as some do. Claxton (1989) and Esteve (2000) claim that teaching a foreign language has become demanding more than ever in this time of change, increased pressures and conflicting demands.

The educational conditions in Turkey are not any better. As Akarsu (2000) complains, Turkey is one of the few countries that allocate a minimum of its financial resources to foreign language education. The prevailing trends of learner-centeredness and learner autonomy are not in great evidence in the Turkish education system. The limited space and time provided for students and the lack of facilities such as libraries, laboratories, workshops and practice areas makes things much worse. Yet, foreign language teachers are faced with students who are in great need of catching up with the latest trends in the world to fulfill their instrumental needs and who are craving to be autonomous as the latest approaches suggest them to do so.

Under such difficult circumstances, complaining and waiting is not a solution. It is true that the changes have made teaching more complicated. It is quite right to think that foreign language teachers have more roles to perform and more responsibilities to fulfill. However, as foreign language teachers of the modern education system, they need to struggle with the difficulties and try to improve and remodel themselves, as well as the education system, along with the changes throughout the world.

In order to improve, foreign language teachers must agree to follow and adapt themselves into the reforms in the education system. Firstly, as Poster and Krüger (1990) state, foreign language teachers need to fit themselves into the new roles of facilitators of change and learning. Secondly, as Broady and Kenning (1996) suggest, foreign language teachers should be devoted followers of learner-centered approach which requires them to respect learners' opinions and autonomy. Besides, foreign language teachers should accept that they are to be involved in continuous

improvement, that is lifelong learning and they need to impose on their students a disposition for lifelong learning as well as Day (1999) suggests. Lastly, foreign language teachers need to be explorers as Gebhard and Oprandy (1999) recommend them to do so. They need to explore their own beliefs and philosophies of teaching as Crookes (2003) believes. They need to explore their students' beliefs, expectations and needs as Tudor (1993) declares. Finally, they need to synthesize what they have explored in themselves and in the students and integrate this synthesis into their practice.

The present study, which aims to find out "the ideal foreign language (English) teacher profile", and accordingly, students' expectations from a foreign language (English) teacher, was planned to serve the needs of modern foreign language teachers described above. The study explores student views which are of vital importance for a modern foreign language (English) teacher who is an advocate of the learner-centered approach and learner autonomy, who respects students, who is willing to find out students' beliefs and expectations, and who will enthusiastically integrate students' views into his/her philosophy of teaching and practice.

1.2.   The purpose of the study

The first purpose of the study is to find out the "ideal foreign language (English) teacher profile" in the minds of the students and accordingly students' expectations from a foreign language (English) teacher with the help of a questionnaire designed.

Another aim of the study is to find out the qualities the students find inappropriate for a foreign language (English) teacher.

The final purpose of the study is to make a comparison; a comparison between the ideal foreign language (English) teacher profiles put forward by different students. With this idea in mind, the study is conducted in different educational settings as to give way to comparisons between students in different contexts. As every context provides different experiences and creates different needs, it is assumed that the participants of the study may put forward different profiles and come up with different expectations.

1.3.   The significance of the study

This study will be quite beneficial in revealing the inner workings of the students' minds. The study will enable foreign language (English) teachers to see what is expected from them and what is not.

Hopefully, the results of the study will guide foreign language (English) teachers when they reflect on their philosophy of teaching and when they try to decide which roles to take on. The results might help teachers to avoid making errors of judgement and might guide them when they plan for instruction and prepare curricula. Moreover, the results of the study might be used in foreign language teacher training programs. The expectations of students might be beneficial when preparing the foreign language teacher training curricula.

1.4.   The limitations of the study

The population of the study is limited mostly to students who are within the same age group, who all live in İstanbul and who study at state institutions. This might be a limitation as the results of the study can not be generalized to other contexts in Turkey and to other people with different occupations in different age groups.

A second limitation is related to the instrument of data collection, the questionnaire. Because the questionnaire was quite long consisting of numerous items, the researcher faced problems with some students. Some refused to complete it and some left the last parts of it because they got tired. Some lost concentration and filled in just for the sake of filling in without contemplating on items. As a result, many questionnaires had to be eliminated.

The last limitation is related to the method of data collection. All the students in the sample classes were asked to fill in the questionnaire. As a result, participation in the study might have been taken as an obligation which might affect the reliability and objectivity of their answers.

Despite these limitations, there is much to be gained from this study as it reveals students' opinions and expectations from foreign language (English) teachers. The results of the study will help foreign language (English) teachers to attain an insight into the mindset of the students and thereby to make the most appropriate decisions in terms of behaviours and teaching practices.

2. REVIEW OF LITERATURE

This section will be presenting the related literature on teaching and teachers both in general sense and specifically in the sense of foreign language teaching and teachers. The overview of literature will firstly be focusing on teacher roles, concepts of lifelong learning and learner-centeredness and their impact on teacher roles. Secondly, the field of foreign language teaching and foreign language teacher roles will be examined. Finally, the focus will be on good teaching, both in general sense and in the sense of foreign language teaching, with definitions and studies.

2.1. Importance of teaching and teachers for the society

Teaching is one of the most vital, incomparable, invaluable and at the same time the most demanding professions in a society. Teachers may be considered to be the architects of the society as they continuously build up the character of the next generation with their profound influence. No other profession requires shouldering such tremendous responsibility. Naturally, so much has been said and written about this unique profession.

Hough and Duncan (1970) describe teaching as an incomparable, professional, rational, and humane activity. According to Hough and Duncan, teachers, with their creativity and imagination, must use their knowledge to promote the learning and welfare of others. Teachers are supposed to be professionals who are capable of using their specialized knowledge, making rational, professional decisions and making these decisions on behalf of others.

Rogers (1983) and Leamson (1999) consider teaching as an activity which has the deliberate aim of and potential for facilitating learning in another being. It is a process which aims to elicit learning in someone else.

McKeachie (2004) believes that teaching is an ideal career which is in human nature. Human beings are social species who are stimulated by interaction with other human beings. In times of stress, they rely on social support and learn from one another. They are also naturally unselfish and humanitarian. They get pleasure from helping others. Therefore, human beings possess an innate tendency to teach.

Day (1999) sees teachers as the society's greatest asset. They transmit knowledge, skills and values. They are the moral agents of the society. They affect the way students look upon themselves and others, the way learning is valued. They build the foundations of lifelong habits of the learners. They shape students' opinions, tastes, likings, and aversions. They contribute to the growth of their character. Shortly, a teacher is the one who helps to shape what a person becomes; therefore, a teacher is the one who shapes society.

2.2. Teacher roles

Since teachers build the foundations of a society, it is not surprising that they have been assigned various tasks to carry out which means various roles to perform.

Widdowson (1990) defines "role" as a part people play in the performance of social life. According to Widdowson, roles compel people to assume personas in conformity to normal and expected patterns of behaviour.

As far as education is concerned, Hedge (2000) defines "roles" as functions teachers and learners perform during the course of a lesson. Hedge believes that cultural notions of authority in a society influence the teacher and learner roles in a classroom. Therefore taking on a role is not very easy for a teacher. Weber and Mitchell (1995) and Hedge bring the possible tensions caused by role taking into mind. As Hedge supposes, the learning task may not suit with the role, or the role may not appeal to students, or the role may not be appropriate for the culture, or the teacher has to assume a role just because the culture tells so though it does not fit his/her beliefs. Considering all this, Weber and Mitchell argue that teachers are trapped into a role, therefore, into an image which is created by public memory, myth and popular culture. Weber and Mitchell go on to say that teachers are born into strong socializing metaphors. It is an unquestionable fact that there are certainly some things which are supposed to be "teacherly" and "unteacherly". Students come to class with expectations of "teacherly" behaviours.

Weber and Mitchell (1995) hope that the teaching profession should distance itself from many of the stereotypes and images of teachers and teaching with which it is saturated. They advise teachers not to be victims of "cultural imagery" and metaphors. However, this does not mean that teachers should ignore the social images and put them aside as conservative and futile. This would be just oversimplification of reality. Weber and Mitchell invite teachers to first uncover and face the powerful images which might be limiting their ability to truly integrate new views of teaching into personal philosophies and practice. When we start uncovering the roles assigned to teachers, we are faced with an abundant collection consisting of multifaceted teacher roles as Pettis (2002) states.

Hough and Duncan (1970), Bosch (2000) and Pettis (2002) see teachers as agents of change whose primary purpose is to facilitate student learning. The main role of teachers should be to change student behaviours and to help them understand the potential and the implications of their behaviours.

McKeachie (1986) identifies six different roles for a teacher. These are the teacher as expert, formal authority, socializing agent, facilitator, ego ideal and as a person. As an expert, the teacher knows more about the field and transmits his/her knowledge. As formal authority, he/she has certain legal rights and duties of instruction, control and evaluation. As socializing agent, he/she guides students in the socializing process in class. As a facilitator, he/she helps students find out their own goals and pursue them. As an ego ideal, he/she is the charismatic hero in class who charms the students with his/her enthusiasm and love of job. Finally, apart from all these roles, he/she is also a person just like the students.

According to Burns and Anderson (1989), teachers assume a very central, directive and active role in classrooms. They spend majority of their time talking to, talking with and supervising students. They maintain control of their classrooms. They make most of the decisions and arrange most of the activities.

Bowers (1989) lists some of the metaphors used for teachers since 1930 as parent substitute, cultural social ideal, patriarch, love object and tyrant. Day (1999) gives a long list of roles indicating that teaching is a very complex process requiring very contradictory roles. Day claims that the responsibility of teachers goes beyond transmission of knowledge, experience and skills. They must not only be competent technicians but also be knowledgeable. They must be respectful of those who are

ignorant, kind and considerate. They must be demanding and stern, free of prejudice, fair, responsive to students' needs, able to maintain discipline and order. At the same time, they must allow for spontaneity and caprice. They must be optimistic, enthusiastic, able to deal with unexpected problems, and rude students. They must be able to smile and appear cheerful even if they are unhappy.

Harmer (1991 cited in Hedge, 2000) identifies a number of teacher roles as controller in eliciting language, assessor of accuracy, corrector of pronunciation, organizer giving instructions and organizing feedback, prompter while students are working together, and resource if students need help with words and structures during the pair work.

Larsen-Freeman (2000) lists the teacher roles that change according to the teaching methods used. In the Grammar-translation Method, teacher role is very traditional as the only authority. The students do what the teacher says so they can learn what the teacher knows. In the Direct Method, although the teacher directs the class activities, the teacher and the students are more like partners in the teaching-learning process. In the Audio-lingual Method, the teacher is like an orchestra leader directing and controlling the language behaviour of the students. In the Silent Way Method, the teacher is a technician, an engineer. In the Community Language Learning Method, the teacher's role is primarily that of a counsellor. In the Total Physical Response Method, initially the teacher is the director of all student behaviour. Students are just imitators of nonverbal language. As they progress they shift roles. Students start directing the teacher and the other students. Finally, in the Communicative Language Teaching Method, the teacher facilitates communication in the class. The teacher acts as an advisor monitoring students and trying to promote communication. Students

are actively engaged in communication. They are seen as more responsible for their own learning than that of teacher-centered class students.

Among all these roles mentioned in literature, it would be interesting to know which ones are actually adopted by teachers. Karavas and Dukas (1995 cited in Hedge, 2000) made a study and asked teachers what roles they assumed. The results show that 64.2% of the teachers see themselves as facilitator of learning, helper and guide, 53.5% of the teachers see themselves as source of advice, counsellor, advisor, personal tutor, psychologist and listener, 46.4% see themselves as source of expertise, instructor, presenter, actor, pedagogist, informant, input provider, information provider, resource and source of knowledge, 35.7% take on management roles as manager, organizer, director, administrator, public relations officer and arranger, 25.0% take on caring roles as friend, sister, mother, caretaker and supporter, 17.8% take on sharing roles as negotiator, participant, student, catalyst to group discussion, prompter, mediator and cooperator, 14.2% see themselves as creator of classroom atmosphere as entertainer, motivator and source of inspiration, 10.7% see themselves as evaluator, and 3.5% see themselves as example of behaviour (pp. 27).

Whatever roles teachers choose to assume, it should always be born in mind that teacher roles should never be static. Johnston (2003) reminds that the role as a teacher is always apt to change because it is determined by the unique context of teaching. It may never be fixed or permanent; it is constantly changing. Teachers should always consider themselves in progress and change.

2.2.1. The concept of "lifelong learning" and its impact on teacher roles

One of the main reasons why teachers have to change and adapt roles is that education is in a continuous change and adaptation itself. There is a new vision of education, teachers and students based on the concept of "lifelong learning".

Poster and Krüger (1990) point out that lifelong learning has become an important facet of education. Lifelong learning means education continues throughout one's lifetime. Day (1999) states that teachers must first themselves be committed to lifelong learning. as one of their main tasks will be to impose on their students a disposition towards lifelong learning. Lifelong learning requires teachers who are adaptable and who conduct high quality teaching. Teachers should improve their roles if they want to contribute to the endeavor of the lifelong learning for the twenty first century which is so eagerly imposed.

At this point, Day (1999) makes it clear that nothing will ever replace the centrally important role of the teachers. More is added to the teachers' roles. The personal relationship between the teachers and the students will be very important. The teachers will be there to awake, initiate, guide, motivate students and transmit knowledge such as moral values, personal and interpersonal development. They should be knowledgeable about learners and learning, should be committed to learning and set the right conditions for learning. They are not only responsible for transmitting the necessary knowledge to pass the exams but they are also responsible to equip each student to confront problems.

According to Dalin and Rust (1996 cited in Day, 1999) teachers will no longer be expected to have the one and only right answer. They will be expected to raise the curiosity of students and make them discover themselves.

Bernart (1994 cited in Day, 1999) also talks about various new roles teachers will have to adopt. They will no longer only be the giver of factual information or theoretical or practical knowledge but will be the facilitators of learning. They will help learners to discover, acquire knowledge, attitudes, skills, aptitudes or competencies. They will stimulate within learners critical attitudes and learning styles which are the basis of lifelong learning process. In this lifelong learning process, the teachers will be experts on effective learning with knowledge of a wide range of classroom methods, management styles, conditions and resources. The teachers will have the capacity to think deeply about educational aims, values and programs. They will be able to motivate and encourage students, assess their progress and learning needs. They will be educators not only of the subject but of imaginative, creative and critical powers. They will also have to encourage students to question their personal and social values.

Smyth and Shacklock (1998) claim that the concept of lifelong learning has made schools market places and made students customers. As a result of this, Smyth and Shacklock argue that a managerialized, marketized, performance-based culture is being created for schools. In this context, the teacher is required to act as a kind of pedagogical entrepreneur who continually has to sell the best points of the school, promote image and impression.

Day (1999) adds the fact that along with lifelong learning comes the telecommunication revolution which enables people to have greater access to information anywhere, anytime. As a result of this, gradually teachers will leave their "expert knowledge holder" role and they will become knowledge brokers and learning counsellors instead.

Day (1999) concludes that teachers must be prepared for all these new roles that come with the concept of lifelong learning. As a first step, they should be aware of their crucial role in making a difference in the lives of the students. Teachers are potentially the single most important asset in the achievement of a vision of a learning society. They are at the cutting edge. They hold the key to students' growing, self-esteem and achievement. Because their roles will have to change continually, teachers will need to develop their understanding, critical thinking skills, emotional intelligence and intellectual flexibility.

2.2.2. The concept of "learner-centeredness" and its impact on teacher roles

Along with lifelong learning, another concept "learner-centeredness", goes by which is the second reason why teachers have to change and adopt roles.

Eggen and Kauchak (2002) define learner-centered approach comparing it with teacher-centered approach. Teacher-centered approach involves instruction in which the teacher's role is to present the knowledge to be learned, and to direct the learning process of the students rather explicitly. Learner-centered approach involves instruction in which learners with the teacher's guidance are made responsible for constructing their own understanding with the teacher's guidance.

Widdowson (1990) argues that under the learner-centered approach, teachers are not instructors but creators of environments in which learners learn and learn how to learn. They should allow learners to use initiative.

Gremmo and Abe (1993) emphasize the fact that the traditional teacher role of the only knower, the only sole linguistic model, the only informant, the only producer, arranger of tasks, the only authority is left behind with the impact of the learner-centered approach. Teacher is the guide now who makes students discover knowledge themselves. The new kind of learning is called "self-directed learning with support". Teacher is the support, the consultant now.

According to Day (1999) and Mercer (2000), learner-centeredness involves a movement away from the teacher's traditional professional authority towards a new form of relationship with students involving student autonomy and negotiation.

Hedge (2000) also talks about the new roles of the learner in the learner-centered approach. Learners can be asked to contribute to the overall design of the course content and the design of activities. They are encouraged to take on more responsibility for their own learning by continuing their learning outside class. The learner-centered approach demands more responsibilities from the learner than the traditional teacher-dominated approach.

It is undeniable that teachers assume new roles brought by learner-centeredness; however, at this point, it should be kept in mind that prevailing of learner-centered approach does by no means necessitate leaving teacher-centered approach behind.

Widdowson (1990) asserts that learner-centeredness never means that teachers have no authority. Teachers are always in control whether they explicitly show this or not. Teachers are always in charge even when the learners have the initiative. It should be reminded that it is the teachers who give permission to use their initiative. Learner autonomy presupposes teacher authority.

Tudor (1993) also maintains that the traditional teacher roles still persist in the learner-centered approach. There are additional roles both for the teacher and the students. The teacher is still the knower, the figure of authority, the activity organizer, the one who motivates and encourages students. Additionally, in learner-centered approach the teacher assumes the role of the learning counsellor. As a learning counsellor, the teacher has to be mature and intuitive. The teacher has to evaluate students' potential, develop students' awareness and shape their ability. That is, the teacher has to get to know students well enough to understand their intentions, resources, help students clarify their intentions, develop resources and encourage student participation. On the other hand, the students have left their traditional passive roles behind. They have responsibilities now. They should have awareness as a language learner, awareness of their aims and options. The teacher's main role is to help students develop this awareness.

As for Tudor (1993), learner-centeredness represents a partnership model of teaching. Decisions about the form and content of teaching are shared between teachers and students. This surely does not mean that responsibility is wholly transferred to students. The teacher is ultimately responsible for ensuring that effective learning has taken place. The teacher's most important role is to decide how much and what areas of responsibilities should be transferred to students. To do this,

teachers should understand the students within their socio-cultural context.

Shuell (1996 cited in Eggen and Kauchak, 2002) argue that teacher-centered approach can not be left behind being considered as traditional. For some situations teacher-centered approach and for some situations learner-centered approach is appropriate. According to Hedge (2000), this will be determined by contextual and cultural factors. The learners' culturally influenced learning styles, dispositions and motivations for learning English may affect the degree of teacher and learner centeredness.

As a conclusion, in the light of aforementioned literature, it can be assumed that the concepts of lifelong learning and learner-centeredness does not mean that teachers' roles are lessened or change totally. On the contrary, they entail new roles and responsibilities for the teacher. What teachers have to do is to, first, become aware of who they are and then to decide what sort of perspective fits them best and what roles they are willing to undertake in that perspective.

2.2.3. The different roles the field of "foreign language (English) teaching" assigns teachers

Many researchers argue that foreign language (English) teaching is different from other fields of teaching. This difference presupposes the appropriacy and inappropriacy of some of the roles mentioned before.

According to Widdowson (1990), traditional approaches of teaching and traditional teacher roles are not appropriate for teaching English. The big difference between

teaching English and teaching any other subject is that to teach other subjects like physics, history is the transmission of inherited wisdom. The teacher is invested with absolute authority and the learners are assigned the role of the receivers. Teaching other subjects is teaching what is already there.

Widdowson (1990) asserts that teaching English is not teaching something that is already there, something stable. Language teaching is not only teaching what is in the grammar book or in the dictionary. Teaching is not just about methods. Teaching is rooted in the values teachers hold and in the relation teachers have with their students. What is done in class, how it is taught is not determined by scientific knowledge in the books. Teachers' actions in the class are determined by the context they teach, by the unique relationship they have with their students. Every student is unique and therefore each relationship teachers hold with each student is also unique. Therefore, teachers' actions can partially be derived from scientific, objective principles. Teaching English is based on the needs of the learners as future users of language. English as a subject is not something formulated; it is a kind of preparation to meet the requirements of new social situations.

Widdowson (1990) argues that language education is not the transmission of a set of closed truths. It is a way of enabling learners to learn by their own efforts. Communication can not be taught by transmission. Learners must be allowed to use initiative.

Tudor (1993) also argues that under the concept of learner-centeredness, learners should be seen as complex beings not simply as language learners any more. Traditional classroom based approach which denies learner autonomy is not feasible

in a language learning situation. The new modern approach allows students to attain their goals with less direct teacher support.

Considering all the arguments mentioned, Gebhard (1996) gives a long list of roles for English teachers to dwell on and to choose from: Drama coach, puppet maker, creative-writing specialist, folksinger, mime, photographer, cross-cultural trainer, public speaker, counsellor, film critic, poet, storyteller, discussion leader, team builder, grammarian, jazz chanter, reading specialist, error analyst, gaming specialist, values clarifier, computer program specialist, materials developer, curriculum planner, curriculum evaluator, interviewer, friend, language authority, interaction manager, cultural informant, needs assessor, language model, joke teller, disciplinarian, language tester, text adapter, parent, strategy trainer and artist (pp. 55).

2.3.   Good teachers

Whatever roles they assume, whatever they teach, as Stronge (2003) states teachers have a powerful, long-lasting influence on their students. They directly affect how students learn, what they learn, how much they learn, and the ways they interact with one another and the world around them. Considering the degree of the teachers influence, it is important to understand what teachers should do to promote positive results in the lives of students related to school and other aspects. At this point, the concept of "good teachers" emerges.

Leamson (1999) talks about two schools of thought about how anyone comes to be a good teacher. First school of thought is based on the idea that good teaching is a

matter of genes. Good teachers are born, predisposed with the ability. The other school of thought holds that good teaching is a matter of doing the right things under appropriate circumstances and doing the right thing is something that can be learned. Leamson (1999) supports the second school of thought and believes good teaching can be learned. Becoming disposed to teach well should be of greater concern to teachers than worrying about their being predisposed to it.

Whether predisposed or disposed, the researchers have been looking for a universal definition for good teachers and teacher effectiveness. Effectiveness is an elusive concept when the complex task of teaching is considered. This is why there are many researchers who believe that it is impossible to give a universal description of an effective, good teacher.

Perrot (1982) believes that good teaching can not be defined due to the differing criteria for every institutional situation and every teacher. Good teaching is a task that is so creative and complex that it can not be analyzed.

Burns and Anderson (1989) also claim that there is no universal definition of an excellent, good or effective teacher. They believe that the single, easily measured criterion of teacher effectiveness should be replaced by a more complicated, multi-faceted view of teacher effectiveness. The tasks that teachers have been expected to perform are numerous and it is quite likely that some teachers will be successful in some tasks while others may be more successful on others.

Calderhead and Shorrock (1997) suggest a holistic approach towards teacher education where they combine the behavioristic view of observable competencies

and the humanistic view of teacher as a person. Calderhead and Shorrock go on to list some orientations towards teaching that have shaped the definitions of teacher effectiveness. The academic orientation emphasizes the teacher's subject expertise and sees the quality of teacher's own education as his/her professional strength. The practical orientation emphasizes the artistry and classroom technique of the teacher viewing the teacher as a craftsperson. For this orientation, classroom experience of the teacher is very important. The technical orientation derives from behaviorism and emphasizes the knowledge and behavioral skills that the teacher requires. This orientation is associated with microteaching and the competency-based approaches to teaching. The personal orientation emphasizes the importance of interpersonal relationships in the classroom. It is based on humanistic psychology and sees teaching as a process of personal development. According to Calderhead and Shorrock, all these orientations should be thought of as complementary, mutually relevant and informative and teacher effectiveness should be evaluated based on a holistic view.

Korthagen (2003) also states that it is difficult to give a definite universal answer to the question "who is a good teacher". Korthagen's first argument is that a good teacher can not only be described with a recipe of invalid, unreliable list of competencies as suggested by the competency-based model in teacher education around the middle of the twentieth century. Secondly, Korthagen argues that a good teacher can not only be described with the humanistic based model in teacher education which stresses only the personality of a teacher as opposed to the competency-based model.

Korthagen (2003), as Calderhead and Shorrock (1997) does, proposes an integrative perspective to evaluate teachers. Korthagen believes a good teacher must be characterized by a state of harmony between many variables. To evaluate teacher effectiveness, the context the teacher is teaching, his/her behaviours, competencies, beliefs about him/herself as a person, about his/her professional identity and beliefs about teaching should be considered. To describe who a good teacher is, the mutual relationship between aspects of one's personal virtues and one's professional life, between personhood and teacher hood must be identified (Tickle, 1999 cited in Korthagen, 2003).

Although many researchers rejected making the universal definition of good teachers, there are many other researchers who made studies to describe a good, effective teacher.

The studies defining good teachers are of three kinds. Some researchers studied student achievements to give the definition of a good teacher, some wanted supervisors and administrators to rate teachers and lastly some others relied on comments from students. Before 1960, studies only aimed to identify traits to select good teachers but after 1960 these studies have given way to studies whose intent is to promote the education and growth of teachers.

2.3.1. Good teachers defined by studies based on student achievements and teacher ratings

As Stronge (2003) states there is no single method for developing an effective teacher. If such a method existed, such a teacher would be in every class. But the

recent research concerned with teacher effectiveness has reinforced the notion that specific characteristics and behaviours matter in teaching in terms of student achievement as well as other desirable outcomes. Nonetheless, there are common attributes that characterize good teachers. Careful exploration of research helps to confirm which practices are important and which require further investigation.

As a result of studies, there are many definitions of good teachers. The definitions are different and various because as Schwartz (1972) states the definition of a good teacher depends on the community, on what goals are set by the community, and the school system. A good teacher is the one who brings about the outcome, process and quality that seems desirable within a context.

Cattell (1931 cited in Kyriacou, 1997) made a study in which he asked 254 people including directors of education, teacher trainers and school teachers to write down most important qualities of a teacher. The five mostly reported qualities were personality and will, intelligence, sympathy and tact, open-mindedness and a sense of humour.

Ryan (1960 cited in Perrot, 1982) and his colleagues conducted an observational study to identify factors associated with good teaching. Three main factors emerged. Positive and negative poles of those factors are also defined: warm and understanding versus cold and distant, organized and businesslike versus unplanned and careless, stimulating and imaginative versus dull and monotonous. Teachers rated nearer the positive poles of each factor are considered to be more effective than teachers rated nearer the negative poles.

According to Smith (1969 cited in Perrot, 1982), a good teacher is the one who has a command of theoretical knowledge about learning and human behaviour, who displays attitudes that foster learning and genuine human relationships, who has command of knowledge in the subject matter to be taught and who controls technical skills of teaching that facilitate pupils' learning.

Another set of research on teacher effectiveness was carried out by Flanders (1970 cited in Perrot, 1982 and Fontana, 1995) and his associates. Flanders' studies observe two contrasting styles of teaching: direct and indirect. Direct teaching is characterized by teacher reliance on lecture, criticism, justification of authority, and the giving of directions. Indirect teaching is characterized by teacher reliance on asking questions, accepting people's feelings, acknowledging people's ideas and giving praise and encouragement. A substantial number of studies have found out that pupils of indirect teachers learn more and have better attitudes toward learning than pupils of direct teachers. However, Flanders suggests that both direct and indirect behaviours are necessary in good teaching.

Rosenshine and Furst (1970 cited in Perrot, 1982) have written a useful review of various studies and have identified five teacher characteristics associated with gains in pupil's achievement: being enthusiastic, being businesslike, being clear when presenting instructional content, using a variety of instructional materials and procedures, and providing opportunities for students to learn the instructional content.

Schwartz (1972) defines a good teacher as someone who produces inspired, creative students, who are good citizens, who can read, do arithmetic problems and write

grammatical essays. Among other qualities that define good teaching are critical thinking, subject matter mastery, ideals, love of freedom, respect for law and order, a love of learning and devotion to arts.

Anderson (1990 cited in Kyriacou, 1997) and Cruickshank (1990 cited in Kyriacou, 1997) have identified ten characteristics of effective teaching in their studies. These characteristics are clarity of the teacher's explanations and directions, establishing a task oriented classroom climate, making use of a variety of learning activities and examples, establishing and maintaining momentum and pace for the lesson, encouraging student participation and getting all students involved, monitoring students' progress and attending quickly to students' needs, delivering a well-organized and well-structured lesson, providing students with positive and constructive feedback ensuring coverage of the learning objectives and making good use of questioning techniques.

Gremmo and Abe (1993) give examples from research to some attitudes that appear effective in promoting learning. These are a transparent realness in the facilitator and a willingness to be a person. When this realness involves prizing, caring, trust and respect for the learner, the climate for the learning is enhanced. Good teachers are the ones who revolutionize classroom methods. It is no longer accurate to call them teachers. They are catalysers, facilitators giving freedom and life and the opportunity to learn to students.

Cohen, Manion and Morrison (1996) relate two studies. The first example is data coming from school inspections made in Scotland in 1990. Scottish Council for Research in Education gave suggestions on how to develop good lesson organization

and discipline. The report lists some teacher qualities to promote good discipline in school: The teacher should mark classwork regularly and thoroughly, should make materials and equipment ready and available, anticipate difficulties and react positively to them, be fair, show an interest in the students and work, arrive at class on time, make the objectives of the lesson clear and state them in the early part, make lessons interesting, speak clearly and audibly, use simple, clear and unambiguous language, ask brief, snappy questions to check students' comprehension, avoid slowing down the pace of the lesson and be aware of what students are doing.

The second example is data coming from the Department of Education and Science in England. The department gave a list of recommendations for good teaching behaviours in 1995. According to the list, teachers should be hard-working, help individual students without losing sight of the reactions of the whole group, encourage students to contribute ideas, show careful attention to student contributions, encourage student ideas, be flexible in adapting a lesson plan taking account of students' contributions and of the mood of the group, vary the pace of a lesson to keep interest and momentum, be witty and humourous, and show enthusiasm for the subject and for students.

Armstrong, Hansine and Savage (1997 cited in Eggen and Kauchak, 2002) briefly summarized qualities of good teachers: They play a central dominant role in the classroom but involve students in planning and organization. They set high goals and communicate these to students. They work mostly with the entire class and less often with small groups, sometimes providing independent work. They maintain a brisk lesson pace, requiring student participation. They use little criticism, shape students' responses so that they are correct, hold students responsible for their work, and treat

students fairly. They set and maintain clear rules for students' academic and social behaviour.

Şişman (1999) also describes a good teacher. A good teacher uses his/her native language effectively, loves people and his/her job, is optimistic, tolerant and loving, friendly, cheerful, reliable and honest towards students. He/she is fair and objective, patient and controls his/her feelings. He/she appreciates, encourages and prizes, is intellectual, cultured and creative, innovative and aware of all the changes going on.

Leamson (1999) states that motivating and bringing students to the point of readiness are a significant part of good teaching. Besides, a good teacher should be very careful about what he/she says and does, how he/she says it and does it, what he/she requests of students, how he/she reacts to their successes and failures and finally about his/her "persona" that is the teacher image he/she presents, the entity students perceive and interact with. A good teacher should make the students believe that schooling is not a make-believe world. A good teacher should break down the walls between school and reality.

Özdemir and Yalın (2000) list being enthusiastic, friendly, humorous, trustworthy, serious, organized and flexible as good teacher traits.

Gates (2000 cited in Eggen and Kauchak, 2002) gives some qualities that describe a good teacher. Good teachers truly love their job and believe that they can make a difference in the lives of students. They enjoy and care about students, and enjoy developing special relationships. They know what they are teaching, how to teach it, and how to meet the needs of all students. They are lifelong learners. They can

handle conflict situations. They improve and they are reflective. They are good leaders and managers. They have initiative. They are honest, enthusiastic, dependable, sensitive and patient. They have a sense of humour.

Cruickshank and Haefele (2001 cited in Stronge, 2003) noted that good teachers at times have been called ideal, analytical, dutiful, competent, expert, reflective, satisfying, diversity-responsive and respected.

Darling and Hammond (2001 cited in Stronge, 2003) gives the prerequisites of good teaching as the teacher's verbal ability, subject matter expertise, subject matter knowledge, certification within the field and experience.

Burke (2002) describe good teachers as teachers who believe that their students will and can be successful, who make an effort to improve by reviewing and reflecting on research findings, who have a deep knowledge of the subjects they teach, who use a variety of teaching methods, who encourage students, who monitor students' progress, whose discipline strategies are firm and clear and who create a climate of fairness in class.

Karaçam (2003) gives some qualities good teachers should have: Good teachers should love their jobs, be moral, patient, self-sacrificing, be good models, understand student psychology, be competent in their field, well-educated, innovative and cultured, intelligent, read books, have speaking skills, be sociable and sportive.

Sönmez (2003) describes good teachers focusing on the teachers' classroom management skills: As effective classroom managers, teachers encourage students to participate, use eye contact and gestures efficiently, have audible voice, move in class, are competent in their native language, democratic, fair, well-prepared for the lesson, give back homework regularly and give regular feedback and make regular revisions.

Collinson, Killeavy & Stephenson (1999, cited in Stronge 2003) list some qualities good teachers have as a person. The good teacher cares for the students, listens to them, understands them, knows them personally, is fair, honest and respectful towards them, is friendly, cheerful and self-confident, promotes enthusiasm and motivation, has positive attitudes about life and teaching, maintains professional role while being friendly, responds to misbehaviour on an individual level, takes pleasure in teaching, treats students equally, knows students' interests both in and out of school.

Shellard & Protheroe (2000, cited in Stronge 2003) list some skills for good teachers. Good teachers maintain discipline in class, strike a balance between variety and challenge in student activities, anticipate potential problems, interpret and respond to inappropriate behaviours promptly, and maintain clear rules and procedures.

According to Cotton (2000, cited in Stronge, 2003), in terms of being an organizer of instruction, good teachers are organized and consistent because they allow the central focus of classroom time to be on teaching and learning. They maximize instructional time. They prepare for the lesson in advance. They have high expectations of students which is a key component for student success. They identify clear lesson

and learning objectives. They recognize the importance of linking instruction to real life. They give clear examples and explanations, use wait-time during questioning, relate homework to student capacity, give clear and timely feedback.

2.3.2. Good teachers defined by studies exploring student views

With the effect of the learner-centered approach to teaching, gradually students' opinions, needs, expectations have come into the scene. Many researchers agree that teacher-student relationship is the foundation of teaching (Papa, 1990). It is accepted that students' success depends on their motivation and this motivation depends on the behaviours of the teachers and the relationship they establish with the students.

As Gremmo and Abe (1993) state the real goal of education is the facilitation of change and learning. Both teachers and students should be part of the process of change. Rudduck, Day and Wallace (1997, cited in Day, 1999) believe that it would be a good idea if teachers start the change by inviting students to talk about what makes learning a positive or negative experience for them, what makes them motivated or demotivated. Taking account of the student perspective in planning for change really makes a difference. Johnston (2003) also believes that teachers should learn how to consider student beliefs not as invalid but as starting points for their teaching.

The perspective mentioned above set the background for all the studies which explored student views on good teaching. There are various definitions made by students determined by the different contexts they study, different backgrounds, personalities, interests, motivations and needs they have.

Taylor (1962 cited in Kyriacou, 1997) asked students what a good teacher is and concluded that the good teacher is firm, keeps order in class, explains the work students have to do and helps students with it and is friendly with students in and outside school.

Gannaway and Nash (1976 cited in Day, 1999) concluded that teachers who were firm but fair, who had a sound knowledge of their subject, were able to explain difficult points and who were helpful and encouraging were favored by the students.

Davies (1978 cited in Day, 1999) found that the teachers who did not shout, let students talk to them, explained things clearly, were interested and enthusiastic were preferred.

Nash (1985, cited in Cohen and Morrison, 1996) made a study with twelve year old students in a secondary school and found out that they favored teachers who kept order, strict and punished, kept them busy with work, gave explanations, helpful, clear to understand, interesting, unusual, different, fair, consistent, friendly, kind, gently talking and joking.

Saunders (1990 cited in Cohen, Manion and Morrison, 1996) constructed a composite picture of all studies made with students since 1960 which suggests that good teachers are purposeful and in control of themselves, know what they want to teach, and check if the students are learning, take positive action when they discover that students are not making adequate progress, are sensitive to the reactions of the students, and respond by changing role smoothly and appropriately, try to understand

the point of view of the learner, show respect for others, are concerned for all the students.

A different view of how students see effective teachers is to be found in Gannaway's (1990 cited in Cohen, Manion and Morrison, 1996) study. On the basis of interviews and observations, Gannaway constructed a dynamic model by proposing that teachers are progressively characterized by students in a given sequence. Gannaway asked the students three questions about the teachers: "Can he keep order?, Can he have a laugh?, Can he understand students?". If the answer to all these three is "yes", Gannaway suggests that the teacher is good and successful.

Brown and Mcintyre (1993 cited in Kyriacou, 1997) asked students to identify their best teachers. The ten qualities found out as result were creating a relaxed atmosphere at school, retaining control in the classroom, presenting work in a motivating, interesting way, making clear learners' aims, providing conditions so learners understand the work, judging what can be expected of people, helping students with difficulties, encouraging learners to raise expectations of themselves, developing mature, personal relationships with people, and teacher's personal talents.

In Rudduck's study (1997 cited in Day, 1999), students were asked to identify teachers who increased their commitment. The identified teachers were the ones who enjoy teaching the subject, enjoy teaching students, make the lessons interesting and link them to life outside schools, have a laugh but know how to keep order, fair, easy to talk to and who do not shout.

Wragg, Wragg, Haynes and Chamberlin (2000) made a study with 519 secondary school students aged between 7-10 and 10-16. The researchers analyzed the two age groups' results separately to compare them. With the seven year olds the good teacher was found to be someone who did lots of mathematics, let students do whatever they want, who was nice, kind, fair, good humoured, and not excessively bossy and who did not shout. The bad teacher was someone who was unnecessarily strict and who punished them harshly.

The older pupils aged between 10-16 favored teachers who helped when they were stuck, explained clearly, controlled the class, had a sense of humour, listened to them and conducted interesting lessons. For them the bad teacher was someone who did not treat fairly, who made unclear explanations, gave too much homework, who did not cover the curriculum, who did not control the class, who did not have any subject knowledge, who shouted, who made boring lessons, who gave poor exam results, who were not punctual, who did not mark work regularly and who gave too little homework.

Another study was made by the School Standards Ministry in England which prepared a report in 2000 (see BBC homepage). The report is 234 pages. It is the result of a 10-month detailed study in which 1200 students were surveyed and 172 teachers were observed. Although this extensive study was criticised to be in vain, the government is very serious about the results as they believe that this study will lead to new teaching standards. As a result, the most striking teacher characteristics were found to be being kind, generous, listening to the students, encouraging them, having faith in them, enjoying teaching and enjoying the subject, taking time to explain things, helping students when they are struck, giving feedback, allowing

students to state their opinions, making students feel clever, treating students equally, telling the truth and being forgiving.

Okçabol, Akpınar, Caner, Erktin, Gök and Ünlühisarcıklı (2003) made a study in 15 cities in Turkey with 5800 students. They asked students to write three important qualities that a good teacher should have. The results showed that 40% of the students want teachers to hold a positive attitude to them. 37% want teachers to be successful in their fields. 12% want teachers to have positive personality traits. 7% of the students want teachers to love and respect their jobs.

Harmer (2003) gives the results of his study in which he interviewed secondary school students and asked what good teachers must do. According to the results, good teachers must make their lessons interesting, love their job, have their own personality without hiding, have lots of knowledge not only of his/her subject, be innovative, be an entertainer, approachable, have an affinity with the students, try and draw out the quiet students controlling the more talkative ones, correct students without offending them, help rather than shout and know students' names.

2.3.3 Good "foreign language (English) teaching" defined by studies exploring student views

Most of the studies look for answers to the question "who is a good teacher". Foreign language teachers are not considered to be different. However as Widdowson (1990) and other researchers believe foreign language (English) teaching is different from other kinds of teaching in some aspects. Therefore, examining the qualities of a good foreign language (English) teacher, as some researchers have done, is vital.

The first study is of Bertrand (1969, cited in Girard, 1977) who interviewed 300 high school last year students in France on how they perceived the ideal foreign language (English) teacher. They said a good foreign language (English) teacher was someone who had a youthful character whatever was his/her age, who was highly cultured and who wanted to improve his/her students' culture, who helped students to succeed in life, who made them understand and have sympathy for foreigners, and who dealt with present day problems and made them forget the restricted world of the school.

Another study was made by Girard (1977) who asked 1000 French students to make a list of qualities that they felt a good foreign language (English) teacher should have. The good foreign language (English) teacher was found to be someone who made the course interesting, who taught good pronunciation, who had subject knowledge, who explained clearly, who spoke good English, who was cultured and innovative, who showed the same interest in all the students, who made them participate, who showed great patience, who made students work and who used an audio-visual method.

Moreover, Altman (1981, cited in Peck, 1988) identified twelve qualities for a good foreign language (English) teacher after a study he made with students. According to the study, a good foreign language (English) teacher is someone who is on the students side, who lets students to be what they are, who accepts students whether he/she likes them or not, who is more interested in how students learn rather than what they learn, who does not make students feel anxious and afraid, who provides many choices, who lets students teach themselves although it takes longer, who talks and explains clearly by giving examples, admits it when he/she has made a mistake, who shows feelings and who lets students show theirs, and who wants students to

evalute their own work. All these results of Altman stress the need for good social relationships between students and teachers.

Finally, Hsin (1999) made a study with 111 Chinese university students. The students were asked one open-ended question which required them to write three important qualities of an ideal foreign language (English) teacher. Hsin evaluated the results as a whole and in different categories.

The qualities which rated high before being categorized were arousing student interest, teaching real life practical English, possessing a good sense of humour, speaking correct clear pronunciation, intonation and fluency, giving little or no pressure, being democratic, being friendly, being a good communicator, making learning English very enjoyable, demonstrating patience and endurance, being objective, showing great enthusiasm and being diligent in instruction.

When Hsin divided all the qualities stated into three categories as psychological traits, professional abilities and instructional skills, he found out that the instructional skills rated higher. This showed that the way the teacher instructed was much more important than the teacher's personality, the interaction between students and the teacher or the teacher's language use.

The present study was designed on the basis of all the aforementioned literature presented. The data collection instrument, which is a very detailed questionnaire on good teaching, was prepared after a careful, thorough exploration of all the studies mentioned above. This study aims to serve foreign language (English) teachers in their lifelong journey of improvement by investigating students' beliefs on good

teaching and consequently their expectations. As Day (1999), Gremmo and Abe (1993) and Johnston (2003) suggest, exploring students' beliefs will help teachers in developing a sound philosophy of teaching which results in effective practices. In this respect, the study will hopefully be beneficial for teachers in their future instruction and it will lead to future investigation of students' beliefs and expectations in different contexts in different fields of teaching.

3. METHODOLOGY

This chapter describes the overall design of the study, research questions, population and sample selection, development of data collection instrument, data collection and data analysis procedures.

3.1. Overall design of the study

The purpose of this study is initially to investigate "the ideal foreign language (English) teacher profile" in the mind of the students and accordingly to find out students' expectations from a foreign language (English) teacher. Secondly, the study aims to discover what the students do not expect to see in a foreign language (English) teacher by revealing the inappropriate qualities assigned by the students.

This study is a "descriptive" study in which a survey technique was used. The study is limited to students in İstanbul who study at Marmara University at three different departments (the English Language Teaching Department, the Primary School Education Department and the Preparatory School of Foreign Languages), students who study at a foreign language (English) course run by Marmara University and students who study at a state high school. The subjects of the study were selected from these institutions by using convenience sampling method.

The subjects were administered a questionnaire in English designed by the researcher. The questionnaire consists of two parts. In the first part, there is a detailed student background profile designed to provide data about the subjects. In the second part, there are teacher qualities which are classified under different dimensions

related to teaching. Subjects were asked to grade these qualities as "good", "bad" or "not important".

3.2.   Research questions

The specific research questions of the study are:

1. What is the ideal foreign language (English) teacher profile that the students put forward?

2. Which qualities do the students find inappropriate for an ideal foreign language (English) teacher?

3. Do the students at different institutions put forward different ideal foreign language (English) teacher profiles?

4. How do students place the three aspects of a teacher, namely, the "individual identity", "professional identity" and "classroom behaviours", into order of priority?

5. Does the order of priority for the three aspects of a teacher change within different groups?

3.3.   Population and sample collection

The population of the study consisted of five groups of students who had at least five months experience of English study and who studied at different educational contexts, namely, the English Language Teaching Department (ELT) at Marmara University, the Primary School Education Department at Marmara University, the Preparatory School of Foreign Languages at Marmara University, a foreign language (English) course and a state high school. The study was conducted at different educational settings so that the results could be compared.

Initially the questionnaire was given to a total number of 500 students being distributed to 100 students in each of the five groups. However, many questionnaires had to be eliminated as they were not filled in completely. Consequently, a number of 261 subjects were included in the study. 80 subjects were from the English Language Teaching Department (ELT), 55 subjects were from the Primary School Education Department, 61 subjects were from the Preparatory School of Foreign Languages, 32 subjects were from the foreign language (English) course and 33 subjects were from the state high school.

Looking at the information the subjects gave when they filled in the first part of the questionnaire, the student background profile, it can be concluded that the subjects of the study form a homogeneous group. Except the 33 high school students, the subjects are mostly students between the ages of 20 and 23. Most of them were born outside İstanbul and attended schools outside İstanbul. Most of them either study or graduated from conventional state high schools or Anatolian high schools. Finally, they mostly have families with low level of education and low incomes.

3.4.   Development of data collection instrument

The data collection instrument used in the study was a questionnaire consisting of two sections. The first section contained a background profile to be filled in and the second section contained teacher qualities listed as items which students had to grade.

Before the preparation of the questionnaire, firstly, a sample of 40 students were selected randomly from the ELT Department and they were given a questionnaire in which they were asked to answer two open ended questions: 1) What are the qualities of a good foreign language (English) teacher?; 2) What are the qualities of a bad foreign language (English) teacher? (see Appendix A for students' answers). Secondly, a detailed literature review on good teaching was made (see Appendix B for sources of items included in the questionnaire). As a last step, informal interviews were made with the lecturers in the English Language Teaching Department to ask for their opinions and suggestions on the items collected.

Consequently, the student answers to the open ended questions and the items found as a result of the literature review were combined and a pool of teacher qualities were elicited and classified under the following three main headings based on three different dimensions: the qualities related to a teacher's individual identity, the qualities related to a teacher's professional identity and the qualities related to the classroom behaviours of a teacher. The first and the last dimensions were also classified into parts among themselves. Under the teacher's individual identity dimension, there are two parts: the teacher's physical appearance and the teacher's personality. Under the teacher's classroom behaviours dimension, there are two

parts: the teacher's language use in the class and the teacher's interactional skills & techniques (see Appendix C and Appendix D for the Turkish and English version of the questionnaire).

Through the questionnaire, the students were firstly asked to grade the qualities as "good", "bad" or "not important". A three point Likert-scale ranging from number one to three was used (one for bad, two for not important and three for good). Secondly, in the last item of the questionnaire, the students were asked to put the three main sections of the questionnaire based on the three dimensions (the qualities related to a teacher's individual identity, the qualities related to a teacher's professional identity and the qualities related to the classroom behaviours of a teacher) into an order of priority.

3.5.   Pilot testing of the instrument

A pilot study was conducted with a group of 40 students from the ELT department. The students were asked to fill out the questionnaire and make comments. On the basis of their replies and comments, the items which appeared unclear, inapplicable, misunderstood and which were mostly left unanswered were eliminated. As a result a pool of 175 items were chosen to be used in the questionnaire.

As a second step, the reliability of the items was assessed by an internal consistency measure. The scores for all the items in the instrument were added up to form summed scale scores and these scores were examined for consistency. After the responses of the pilot group were coded, coefficient alpha score was calculated. An

alpha score of "0.93 (93%)" was calculated indicating that the items had high
internal consistency.

After measuring internal consistency, the split half reliability of the questionnaire
was assessed. A Guttmann split half score of "0.79 (79%)" was calculated which
indicated that the questionnaire had split half reliability as well.

3.6.   Data collection procedures

The data needed for the study were gathered through the administration of the
questionnaire to five different groups of students. The questionnaires were given in
the first week of the second semester of the academic school year 2004-2005. The
questionnaires were given by the researcher herself (with the permission of the class
instructor) in classrooms in one class hour, 45-50 minutes.

In the ELT department, the questionnaire was administered in 2 different classes (1
first year class and 1 fourth year class). Each class consisted of 50 students.

In the department of Primary School Education, the questionnaire was administered
in 2 different classes (1 first year class and 1 fourth year class). Each class consisted
of 50 students.

In the Preparatory School of Foreign Languages, the questionnaire was administered
in 4 different classes. Each class consisted of 25 students.

In the foreign language (English) course, the questionnaire was administered in 4 different classes. Each class consisted of 25 students.

In the state high school, the questionnaire was administered in 2 different Lycee 3 classes. Each class consisted of 50 students.

The administration of the questionnaire took five days. One day was allocated for each student group. After the study was conducted with 500 students, the questionnaires were examined thoroughly, and the ones which were incomplete were eliminated. Eventually, a total number of 261 questionnaires were chosen to be evaluated.

3.7.   Data analysis procedures

The data collected through questionnaires were analyzed using descriptive statistics. All responses to items in the student background profile and to items in the questionnaire were entered for computer analysis. The data were analyzed with SPSS (Statistical Package for the Social Sciences).

The data were analyzed in three phases. In the first phase of the analysis, the 175 items graded by the students as good, bad or not important were evaluated. For each item, the student responses (good, bad and not important) were calculated in percentages (see Appendix E). Accordingly, items were put into a descending order of percentages (see Appendix F).

In the second phase of the data analysis, the results for the last item of the questionnaire were evaluated. The order of priority of the three main sections in the questionnaire was determined firstly on the whole group basis and then for each different student group. Each of the three positions in the order of priority, which will hold the three main sections in the questionnaire, was given a weight coefficient. A coefficient of "3" was given to the first position, a coefficient of "2" was given to the second position, a coefficient of "1" was given to the third position. As a result the total point of each section in the questionnaire was calculated according to the position it was located in the order of priority. Hence, the way students put the three main sections into order of priority was revealed.

In the third phase of the data analysis procedure, the analysis of variance (ANOVA) measure was used to see whether there were any differences between the questionnaire results of different student groupings.

4. FINDINGS

The findings of the study will be presented in two parts. In the first part, the results of the questionnaire will be displayed on the whole-group basis. Firstly, the three main sections of the questionnaire (individual identity, professional identity and classroom behaviour) will be examined separately. For each section, the student responses to items (good – rating 3, bad – rating 1, not important – rating 2) will be presented with tables that display a descending order of percentages. Secondly, the order of priority the sections in the questionnaire were put into by the whole group of students will be examined. In the second part, the questionnaire results of different student groups will be evaluated. Firstly, the result of the ANOVA measure,which will show whether there is a meaningful difference between different student groups in terms of the ideal foreign language teacher (English) profile, will be given. Secondly, the orders of priority for the sections of the questionnaire by different student groups will be presented.

4.1.   Questionnaire results of the whole group

In this part, firstly, the three main sections of the questionnaire (individual identity, professional identity and classroom behaviour) will be examined separately. Secondly, the result for the last item (item 176) of the questionnaire which reveals the order of priority the sections in the questionnaire were put into will be displayed.

These results will give the answers to the first, the second and the fourth research questions. The items which the majority of the students rated as good are assumed to show the ideal foreign language (English) teacher profile (answer for research

question 1). The items which the majority of the students rated as bad will show

which qualities are found inappropriate for an ideal foreign language (English)

teacher (answer for research question 2). The result for item 176 will show how the

three foreign language (English) teacher aspects (individual identity, professional

identity, classroom behaviours) are prioritized by the students (answer for research

question 4).

4.1.1. Questionnaire section 1: Individual identity

This section consists of responses to items belonging to two categories: physical

appearance and personality. The results will be displayed in Table 4.1 (physical

appearance) and Table 4.2 (personality).

Table 4.1

Descending order of percentages: Physical appearance

Item	% of 1	Item	% of 2	Item	% of 3
6	9.20%	6	81.99%	2	85.82%
3	5.75%	5	74.71%	1	80.84%
1	0.00%	3	63.60%	4	45.98%
2	0.00%	4	54.02%	3	30.65%
4	0.00%	1	19.16%	5	25.29%
5	0.00%	2	14.18%	6	8.81%

Looking at the descending order of percentages for the "rating 3" in Table 4.1, most

of the students idealize a foreign language (English) teacher who is good looking

(item 2, 85.82 %) and elegant (item 1, 80.84 %). The descending order of

percentages for the "rating 2" shows that the students do not give importance to the

teacher's gender (items 5,6), his/her being young (item 4) and attractive (item 3) because more than half of them rated these qualities as not important in the scale.

Table 4.2

Descending order of percentages: Personality

Item	% of 1	Item	% of 2	Item	% of 3
32	26.82%	44	62.84%	30	97.32%
45	24.08%	27	55.17%	10	96.55%
17	21.07%	17	43.30%	13	96.55%
44	16.48%	18	33.72%	7	95.77%
18	9.20%	39	24.90%	25	95.77%
22	4.60%	45	24.80%	12	95.40%
9	4.21%	22	18.39%	23	95.40%
21	2.75%	15	16.48%	26	95.40%
16	2.68%	32	16.48%	34	95.40%
27	2.68%	11	14.94%	38	95.40%
7	0.00%	36	14.94%	33	94.64%
8	0.00%	41	12.64%	21	94.25%
10	0.00%	31	12.26%	8	94.23%
11	0.00%	28	11.88%	20	93.87%
12	0.00%	35	11.54%	40	93.49%
13	0.00%	16	11.11%	42	93.10%
14	0.00%	43	10.34%	29	92.34%
15	0.00%	19	9.20%	14	91.57%
19	0.00%	14	8.43%	24	91.57%
20	0.00%	24	8.43%	37	91.57%
23	0.00%	37	8.43%	19	90.80%
24	0.00%	9	8.05%	43	89.66%
25	0.00%	29	7.66%	35	88.46%
26	0.00%	42	6.90%	28	88.12%
28	0.00%	40	6.51%	9	87.74%
29	0.00%	20	6.13%	31	87.74%
30	0.00%	8	5.77%	41	87.36%
31	0.00%	33	5.36%	16	86.21%
33	0.00%	12	4.60%	11	85.06%
34	0.00%	23	4.60%	36	85.06%
35	0.00%	26	4.60%	15	83.52%
36	0.00%	34	4.60%	22	77.01%
37	0.00%	38	4.60%	39	75.10%
38	0.00%	7	4.23%	18	57.09%
39	0.00%	25	4.23%	32	56.70%
40	0.00%	10	3.45%	45	51.12%
41	0.00%	13	3.45%	27	42.15%
42	0.00%	21	3.00%	17	35.63%
43	0.00%	30	2.68%	44	20.69%

The descending order of percentages for the "rating 3" in Table 4.2 reveals the fact that almost all students expect the foreign language (English) teacher to be cheerful (item 30, 97.32%). Other qualities the majority of the students (95% - 96%) want the teacher to be, are consecutively being unbiased (item 10), responsible (item 13), honest (item 7), innovative (item 25), self-confident (item 12), intelligent (item 23), creative (item 26), trustworthy (item 34) and logical (item 38). Most of the students (90% - 94%) consider being respectful (item 33), sincere (item 21), optimistic (item 8), determined (item 20), objective (item 40), democratic (item 42), witty (item 29), helpful (item 14), self-aware (item 24), realistic (item 37) and not having any complexes (item 19) very essential for a teacher. For a considerable number of students (83% - 89%) the ideal foreign language (English) teacher is someone who is moral (item 43), friendly (item 35), organized (item 28), calm (item 9), talkative (item 31), sociable (item 41), forgiving (item 16), self-sacrificing (item 11), humble (item 15) and someone who can control feelings (item 36). Many students give importance to being punctual (item 22, 77.01%) and being practical (item 39, 75.10%). Some students render teacher's being serious (item 18, 57.09 %), being authoritarian (item 32, 56.70%) and being disorganized (item 45, 51.12%) as good. Looking at the descending order of percentages for the "rating 2" it can be assumed that being charismatic (item 27), emotional (item 17) and pious (item 44) are not considered as important by students.

4.1.2. Questionnaire section 2: Professional identity

This section consists of responses to items belonging to the section "teacher's

professional identity". The results will be displayed in Table 4.3.

Table 4.3

Descending order of percentages: Professional identity

Item	% of 1	Item	% of 2	Item	% of 3
46	0.00%	49	55.38%	47	100.00%
47	0.00%	52	20.31%	48	100.00%
48	0.00%	46	6.13%	51	97.32%
49	0.00%	50	5.77%	53	96.93%
50	0.00%	53	3.07%	50	94.23%
51	0.00%	51	2.68%	46	93.87%
52	0.00%	47	0.00%	52	79.69%
53	0.00%	48	0.00%	49	44.62%

Looking at the descending order of percentages for the "rating 3" in Table 4.3, it can

be concluded that all students with no exception (100%) demand a foreign language

(English) teacher who is knowledgeable (item 47) and competent in his/ her field

(item 48). A great majority of the students (93% - 97%) expect the teacher to give

importance to self-progress (item 51), to be cultured (item 53), to be competent in

his/her native language (item 50) and to be experienced in his/her field (item 46). A

number of students (79.69%) want the teacher to have various interests other than

his/her field (item 52). The descending order of percentage for the "rating 2" shows

that the teacher's having lived abroad in an English speaking country (item 49) is not

the students' concern.

4.1.3. Questionnaire section 3: Classroom behaviour

This section consists of responses to items belonging to two categories: language use and interactional skills and techniques. The results for these items will be displayed in Table 4.4 (language use) and Table 4.5 (interactional skills and techniques).

Table 4.4

Descending order of percentages: Language use

Item	% of 1	Item	% of 2	Item	% of 3
58	33.33%	57	21.84%	54	100.00%
59	26.44%	58	12.64%	55	100.00%
57	13.41%	59	9.58%	56	91.19%
54	0.00%	56	8.81%	57	64.75%
55	0.00%	54	0.00%	59	63.98%
56	0.00%	55	0.00%	58	54.02%

The descending order of percentages for the "rating 3" in Table 4.4 reveals that all students (100%) expect the foreign language teacher to have a clear intelligible command of English (item 54) and correct pronunciation (item 55). Most of the students (91.19%) are also concerned about the teacher's having correct intonation (item 56). Many students (64.75%) believe that it is good for a teacher to explain basic important topics in English (item 57). Several students (63.98%) want the teacher to speak English all the time (item 59). On the other hand, more than half of the students (54.02%) idealize a teacher who reverts into Turkish whenever students have difficulty in understanding (item 58).

Table 4.5

Descending order of percentages: Interactional skills and techniques

Item	% of 1	Item	% of 2	Item	% of 3
60	94.25%	157	44.06%	155	100.00%
71	84.67%	79	35.25%	115	98.08%
61	83.46%	144	33.59%	63	97.32%
62	80.77%	162	31.80%	172	97.32%
70	76.25%	148	29.89%	112	96.93%
170	71.26%	149	26.82%	117	96.93%
109	70.50%	97	26.05%	146	96.93%
103	57.85%	108	24.70%	90	96.55%
174	56.32%	167	24.62%	113	96.55%
147	50.96%	145	24.60%	125	96.55%
94	49.43%	175	24.50%	131	96.55%
104	42.91%	138	23.75%	154	96.55%
67	42.53%	74	23.37%	165	96.54%
130	38.70%	106	21.46%	123	95.79%
97	36.02%	130	21.46%	139	95.79%
167	32.69%	121	20.31%	152	95.79%
148	28.74%	103	19.92%	122	95.77%
106	27.97%	126	17.69%	127	95.40%
108	24.07%	104	16.86%	136	95.02%
145	24.06%	168	16.86%	160	95.02%
175	24.05%	94	16.48%	161	95.02%
121	19.16%	147	16.09%	92	94.64%
74	18.39%	174	16.09%	105	94.64%
88	17.24%	93	15.71%	132	94.25%
69	16.09%	134	15.33%	118	93.87%
98	13.85%	156	15.33%	119	93.87%
126	13.46%	69	14.94%	124	93.87%
68	10.34%	163	14.94%	166	93.87%
91	8.05%	67	14.56%	173	93.87%
168	8.05%	88	14.18%	87	93.85%
107	7.66%	95	14.18%	83	93.49%
138	7.66%	99	14.18%	85	93.49%
110	7.28%	98	13.85%	135	93.49%
72	6.92%	170	13.03%	81	93.46%
66	6.90%	70	12.26%	128	92.72%
79	6.51%	109	12.26%	137	92.72%
99	6.51%	169	12.26%	141	92.72%
111	6.51%	142	11.88%	80	92.34%
144	6.18%	129	11.49%	64	92.34%

Table 4.5

<u>Descending order of percentages: Interactional skills and techniques</u> (continued)

Item	% of 1	Item	% of 2	Item	% of 3
171	6.13%	96	11.11%	86	92.34%
100	5.75%	171	11.11%	101	92.34%
76	5.36%	65	10.73%	120	92.34%
140	4.21%	164	10.34%	153	92.34%
169	4.21%	76	9.96%	75	91.95%
73	3.83%	150	9.96%	77	91.95%
82	3.83%	133	9.62%	102	91.95%
159	3.83%	71	9.58%	158	91.95%
80	3.66%	78	9.58%	73	91.57%
162	3.45%	151	9.58%	114	91.19%
157	3.07%	62	9.23%	116	90.80%
84	2.68%	82	9.20%	143	90.80%
137	2.68%	143	9.20%	78	90.42%
153	2.68%	72	8.85%	151	90.42%
164	2.68%	107	8.81%	89	90.38%
89	2.31%	114	8.81%	133	90.38%
105	2.30%	159	8.81%	84	90.04%
116	2.30%	68	8.05%	150	90.04%
135	2.30%	77	8.05%	65	89.27%
64	1.92%	100	8.05%	96	88.89%
75	1.92%	158	8.05%	140	88.89%
93	1.92%	61	7.69%	129	88.51%
101	1.92%	86	7.66%	111	87.74%
102	1.92%	89	7.31%	66	87.36%
120	1.92%	84	7.28%	159	87.36%
134	1.92%	128	7.28%	82	86.97%
141	1.92%	110	6.90%	164	86.97%
142	1.92%	116	6.90%	91	86.59%
163	1.92%	140	6.90%	100	86.21%
156	1.15%	81	6.54%	142	86.21%
63	0.00%	83	6.51%	95	85.82%
65	0.00%	85	6.51%	110	85.82%
77	0.00%	87	6.15%	76	84.67%
78	0.00%	75	6.13%	72	84.23%
81	0.00%	102	6.13%	107	83.52%
83	0.00%	118	6.13%	156	83.52%
85	0.00%	119	6.13%	169	83.52%
86	0.00%	124	6.13%	163	83.14%
87	0.00%	166	6.13%	134	82.76%
90	0.00%	173	6.13%	171	82.76%

Table 4.5

Descending order of percentages: Interactional skills and techniques (continued)

Item	% of 1	Item	% of 2	Item	% of 3
92	0.00%	64	5.75%	93	82.38%
95	0.00%	66	5.75%	68	81.61%
96	0.00%	101	5.75%	99	79.31%
112	0.00%	111	5.75%	168	75.10%
113	0.00%	120	5.75%	149	73.18%
114	0.00%	132	5.75%	98	72.31%
115	0.00%	91	5.36%	69	68.97%
117	0.00%	92	5.36%	126	68.85%
118	0.00%	141	5.36%	88	68.58%
119	0.00%	136	4.98%	138	68.58%
122	0.00%	153	4.98%	162	64.75%
123	0.00%	160	4.98%	121	60.54%
124	0.00%	161	4.98%	144	60.23%
125	0.00%	73	4.60%	74	58.24%
127	0.00%	127	4.60%	79	58.24%
128	0.00%	137	4.60%	157	52.87%
129	0.00%	122	4.23%	175	51.45%
131	0.00%	123	4.21%	145	51.34%
132	0.00%	135	4.21%	108	51.23%
133	0.00%	139	4.21%	106	50.57%
136	0.00%	152	4.21%	67	42.91%
139	0.00%	80	4.00%	167	42.69%
143	0.00%	165	3.46%	148	41.38%
146	0.00%	90	3.45%	104	40.23%
149	0.00%	113	3.45%	130	39.85%
150	0.00%	125	3.45%	97	37.93%
151	0.00%	131	3.45%	94	34.10%
152	0.00%	154	3.45%	147	32.95%
154	0.00%	105	3.07%	174	27.59%
155	0.00%	112	3.07%	103	22.22%
158	0.00%	117	3.07%	109	17.24%
160	0.00%	146	3.07%	170	15.71%
161	0.00%	60	2.68%	70	11.49%
165	0.00%	63	2.68%	62	10.00%
166	0.00%	172	2.68%	61	8.85%
172	0.00%	115	1.92%	71	5.75%
173	0.00%	155	0.00%	60	3.07%

Looking at the descending order of percentages for the "rating 3" in Table 4.5 it can be assumed that the teacher's being able to make clear explanations (item 155) is all students' (100%) priority with no exception. Besides, almost all students (97% - 98%) expect the teacher to use examples when teaching (item 63) and they want the teacher to establish rapport with them (item 115) and to be understanding towards them (item 172).

A great majority of students (96%) see a teacher who shows empathy towards them (item 112), who understands their psychology (item 113) and who makes them feel comfortable in class (item 117) as their ideal. They want the teacher to give them self-confidence (item 131). They expect the teacher to give importance to their opinions (item 125) and to use them (item 123). Students also idealize a highly motivated (item 165) teacher who is always prepared for the lesson (item 146) and who is good at making analysis (item 154).

Most of the students (95%) demand the teacher to respect their rights (item 93), not to humiliate them (item 94) and to be a guide for them (item 127) and to encourage them (item 139). The ideal teacher is also someone who is active when teaching (item 160) and is someone who uses his/her time efficiently (item 152).

A considerable number of students (93% - 94%) believe that the ideal teacher should maintain complete control over class (item 105) and they want the teacher to always preserve his/her professional identity while being friendly (item 119). The ideal teacher is expected to be patient towards students (item 166) and to be open to cooperation with them (item 118). The students also idealize a teacher who specifies the aims of the lesson (item 81), who teaches learning strategies (item 85) who

prevents memorization (item 87) and who makes students correct their errors themselves (item 92). The ideal teacher should be someone, who appreciates good work (item 124), who does not cause exam stress (item 83) and who makes constructive criticisms (item 135).

Most of the students (91% - 92%) idealize a teacher who is willing to solve their problems (item 114), who facilitates and encourages their learning and participation (items 141, 137, 101). They want the teacher to follow their progress (item 128), use time for their advantage (item 153), to be flexible in pace and style (item 73) and to make regular revisions (item 75). They believe that the teacher should bring various materials to class (item 80), encourage association (item 64), talk about current issues when teaching (item 77) and make them aware of their learning styles (item 86). The ideal teacher is also someone who is open to criticism (item 158) and who is able to laugh with the students (item 120).

90% of the students want the teacher to use eye contact (item 151) and gestures (item 150) efficiently. They want the teacher to ask them open ended questions (item 89) to activate their schemata (item 78) and to encourage them to make research (item 84). They expect a teacher who addresses them by their names (item 133) and who helps them outside class when necessary (item 143).

Many students (85% - 89%) believe that the teacher should use current modern methods (item 65), devote the lesson to practice rather than lecturing (item 66) and use activities that are appropriate for students' level (item 95). According to students, the ideal teacher should also force students to think and to solve (item 91), give them regular feedback (item 96), show interest to students individually (item 142) and

encourage unwilling students to participate (item 100). The ideal teacher is someone who does not pressurize students (item 110), who is not grade oriented (item 82), who is tolerant towards students (item 164) and warns them individually and constructively when necessary (item 111).

A great number of students (81% - 84 %) expect the teacher to conduct student-centered lessons (item 76), to encourage pair work and group work (item 93), to devote the lesson to listening and speaking (item 68) and to use discovery techniques (item 72). They want a stable teacher (item 171) who maintains discipline in class (item 107) but who is also humorous (item 169) and entertaining (item 163) and who does not shout at students (item 134).

Several students (72% - 79%) idealize a teacher who gives homework that does not interfere with the students' lives (item 98), who gives back homework regularly (item 99), who is flexible towards students (item 168) and who uses the board efficiently (item 149).

Some students (60% - 68%) want the teacher to devote the lesson to reading and writing (item 69) and to draw attention when teaching (item 162). They expect the errors to be corrected immediately (item 88). They want the teacher to praise them (item 138), to encourage autonomy (item 126) and to show interest to their lives outside class as well (item 144). They demand the teacher to have high expectations from them (item 121).

A number of students (50% - 58%) expect the teacher to teach in an organized systematic fashion (item 74), to give examples from his/her life (item 79), to be a

good imitator (item 157), to be impatient (item 175), to make destructive criticism (item 145), to pressurize students (item 108) and to maintain total silence in class (item 106).

Only a very few students (32% - 42%) expect the teacher to devote the lesson to grammar (item 67), to be insistent (item 167) and distant towards students (item 130), to give importance to students' attendance to lesson (item 148), to approve students' talking among themselves (item 104), to give homework constantly and regularly (item 97) and make students do challenging activities (item 94).

Looking at the descending order of percentage for the "rating 1" in Table 4.5 it can be assumed that a great majority of the students (94.25%) do not want the teacher to use traditional methods based on memorization (item 60). Most of the students (80% - 84%) find the teacher's spoon feeding the students (item 62), conducting teacher-centered lessons (item 61) and sticking to the book (item 71) inappropriate. Many students (70% - 76%) believe that the teacher should not react to student misbehaviours inside class (item 109), be strict towards students (item 170) and devote the lesson to lecturing (item 70). Half of the students (50.96%) believe it is bad for a teacher to set firm rules (item 147). 56.32% of the students do not want the teacher to be dominating towards students (item 174). On the other hand, some students (57.85%) find the teachers' approval of student talk without permission (item 104) inappropriate.

4.1.4. The order of priority for the questionnaire sections

In this section, the result for item 176 will be presented. The way the students put the three main sections, "teacher's individual identity", "teacher's professional identity" and "teacher's classroom behaviours" into order of priority will be revealed (see Table 4.6).

Table 4.6

Questionnaire results of the whole group: The order of priority for the questionnaire sections

Order	Section	Section title
1	3	Classroom behaviours
2	2	Professional identity
3	1	Individual identity

Table 4.6 reveals the fact that for students the most important aspect of the foreign language (English) teacher is his/her classroom behaviours. Secondly, the students give importance to the professional identity of the foreign language (English) teacher. The personality of the foreign language (English) teacher is less important than classroom behaviours and professional identity.

4.2.   The questionnaire results of different student groups

In this section, firstly, the result of the analysis of variance (ANOVA) measure which compares the questionnaire results of different student groups will be presented and secondly, the result for item 176 which shows the order of priority for the questionnaire sections by different student groups will be displayed.

These results will give the answers to the third, and the fifth research questions. The result of the ANOVA measure will show whether there is a difference between the ideal foreign language (English) teacher profiles of different student groups (answer for research question three). The result for item 176 will show the order of priority for the questionnaire sections by different student groups (answer for research question five).

4.2.1. ANOVA measure

ANOVA was conducted to see whether there is a meaningful difference between the ideal foreign language (English) teacher profiles of students who are from different educational settings. When the answers of the groups were added up and compared, no meaningful difference was found ($F=0.4$, $p>0.05$) (see Table 4.7).

As a result, it can be concluded that the ideal foreign language (English) teacher profile does not show a meaningful, considerable difference within groups.

Table 4.7

<u>Oneway ANOVA</u>

ANOVA TOTAL	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2535.490	4	633.872	0.400	0.809
Within Groups	406144.495	256	1586.502		
Total	408679.985	260			

<u>4.2.2. The ELT Department: The order of priority for the questionnaire</u>

<u>sections</u>

In this section, the way ELT Department students put the questionnaire's three main

sections into order of priority will be displayed (see Table 4.8).

Table 4.8

<u>Questionnaire results of ELT Department students: The order of priority for the</u>

<u>questionnaire sections</u>

Order	Section	Section title
1	2	Professional identity
2	3	Classroom behaviours
3	1	Individual identity

As seen in Table 4.8, ELT Department students prioritize a foreign language

(English) teacher's professional identity. After professional identity, they give

importance to the classroom behaviours. The teacher's individual identity is the last

aspect they consider when they evaluate a foreign language (English) teacher.

4.2.3. The Primary School Education Department: The order of priority for the questionnaire sections

In this section, the way Primary School Education Department students put the questionnaire's three main sections into order of priority will be displayed (see Table 4.9).

Table 4.9

Questionnaire results of Primary School Education Department students: The order of priority for the questionnaire sections

Order	Section	Section title
1	3	Classroom behaviours
2	2	Professional identity
3	1	Individual identity

As seen in Table 4.9, students prioritize a foreign language (English) teacher's classroom behaviours. After classroom behaviours, they give importance to the teacher's professional identity. The teacher's individual identity is the last aspect they consider when they evaluate a foreign language (English) teacher.

4.2.4. The foreign language course: The order of priority for the questionnaire sections

In this section, the way the foreign language course students put the questionnaire's three main sections into order of priority will be displayed (see Table 4.10).

Table 4.10

Questionnaire results of foreign language course students: The order of priority for

the questionnaire sections

Order	Section	Section title
1	2	Professional identity
2	3	Classroom behaviours
3	1	Individual identity

As seen in Table 4.10, the foreign language course students prioritize a foreign

language (English) teacher's professional identity. After professional identity, they

give importance to the classroom behaviours. The teacher's individual identity is the

last aspect they consider when they evaluate a foreign language (English) teacher.

4.2.5. The Preparatory School: The order of priority for the questionnaire

sections

In this section, the way the preparatory school students put the questionnaire's three

main sections into order of priority will be displayed (see Table 4.11).

Table 4.11

Questionnaire results of preparatory school students: The order of priority for the

questionnaire sections

Order	Section	Section title
1	3	Classroom behaviours
2	2	Professional identity
3	1	Individual identity

As seen in Table 4.11, the preparatory school students prioritize a foreign language (English) teacher's classroom behaviours. After classroom behaviours, they give importance to the teacher's professional identity. The teacher's individual identity is the last aspect they consider when they evaluate a foreign language (English) teacher.

4.2.6. The high school: The order of priority for the questionnaire sections

In this section, the way high school students put the questionnaire's three main sections into order of priority will be displayed (see Table 4.12).

Table 4.12

Questionnaire results of high school students: The order of priority for the questionnaire sections

Order	Section	Section title
1	3	Classroom behaviours
2	2	Professional identity
3	1	Individual identity

As seen in Table 4.12, students prioritize a foreign language (English) teacher's classroom behaviours. After classroom behaviours, they give importance to the teacher's professional identity. The teacher's individual identity is the last aspect they consider when they evaluate a foreign language (English) teacher.

5. DISCUSSION OF FINDINGS AND IMPLICATIONS

In this section initially the results of the study will be discussed with considerable reference to current literature in the field of English Language Teaching. Secondly, possible educational implications will be presented.

5.1.   Discussion of the results of the research question 1

Research Question 1 investigates the ideal foreign language English teacher profile of the whole group of students without taking the different educational settings into account. At the same time this question aims to find out students' expectations from a foreign language (English) teacher taking the profile they put forward as a basis.

When the responses given to the items are considered, it may be appropriate to conclude that most of the items included in the questionnaire were rated as good, that is in the positive direction, by the students. As a result of this, it is certain that all the qualities that were rated good are included in the ideal foreign language teacher profile. At this point, it would be a good idea to go over the ideal foreign language teacher profile in its general sense emphasizing the most outstanding features to absorb the ideal foreign language teacher portrait depicted by the students. Although the profile seems to consist of a long list of teacher qualities, it is clear to see that all these qualities come together and complement each other to form one, single, composite ideal foreign language teacher.

The results show that the most profound features of the ideal foreign language (English) teacher profile are about the teacher's professional identity and target

language use. In terms of professional identity, the first thing all students expect from a foreign language (English) teacher is a sound subject matter expertise. All students idealize a foreign language (English) teacher who is knowledgeable and competent in the field. This expectation is commonly seen in most of the research going on for more than 30 years. Smith (1969, cited in Perrot, 1982), Schwartz (1972), Girard (1977), Darling & Hammond (2001, cited in Stronge, 2003) and Stronge (2003) all concluded in their research that subject matter expertise which means being knowledgeable and competent in the subject area is essential to be an effective teacher. Besides, the students' ideal foreign language (English) teacher is someone who is cultured and innovative as Girard (1977), Şişman (1999), Karaçam (2003) and Harmer (2003) also mentioned in their research.

In terms of target language use, all the students find having good command of English and correct pronunciation vital for an ideal foreign language (English) teacher. Many students also expect the teacher to speak English all the time. This is quite in line with the related literature. Girard (1977) and Hsin (1999) found that the students see constant target language use, having good command of target language and correct pronunciation as prerequisites for effective teaching.

Apart from professional identity and target language use, the students also show great concern for the foreign language (English) teacher's interactional skills. The students expect to see a foreign language (English) teacher who makes them feel psychologically good as their ideal. They want empathy, understanding and psychological comfort. They do not want to be humiliated. They want the foreign language (English) teacher to respect them, to make them feel confident and to establish rapport with them. They want to be guided and encouraged. The foreign

language (English) teacher described here is quite in line with the effective teacher presented in related literature. Tudor (1993) and Gremmo & Abe (1993) depict exactly the same teacher as suitable for a learner-centered class. Rudduck, Day & Wallace (1997, cited in Day, 1999), Gates (2000, cited in Eggen and Kauchak, 2002) and Altman (1981, cited in Peck, 1988) have all found that teachers' positive attitudes towards students were of great importance to students. Moreover, this foreign language (English) teacher model which makes students feel psychologically good is presented in all kinds of books which give teachers tips to be effective. Mager (1997), Stephens & Crawley (1994), Hancock & Settle (1990), Robertson (1996), Hayes & Nikolic & Cabaj (2001) and Packard & Race (2000) have all suggested teachers to make students psychologically feel good in class by establishing rapport, sympathizing, comforting and encouraging.

Students also give importance to the teaching skills of the foreign language (English) teacher. The foreign language (English) teacher is expected to be good at making explanations and giving examples. This is supported by Anderson & Cruickshank (1990, cited in Kyriacou, 1997), Altman (1981, cited in Peck, 1988) and Stronge (2003). Besides these teaching skills, the teacher has to be highly motivated, prepared for the lesson and has to use his time efficiently. Stronge (2003), Mager (1997), Stephens & Crawley (1994), Hancock & Settle (1990), Robertson (1996), Hayes & Nikolic & Cabaj (2001) and Packard & Race(2000) have all given being prepared for the lesson, being motivated and using time efficiently as effective teaching tips.

In the ideal foreign language teacher profile that the participants put forward, finally, though not as many as the other aspect qualities, there are personal qualities of an

ideal foreign language (English) teacher as well. In terms of personality, the ideal foreign language (English) teacher has to be honest, fair, intelligent, trustworthy, responsible, confident, creative and cheerful. This description is quite in line with Şişman's (1999) and Stronge's (2003) descriptions. Besides, the ideal foreign language (English) teacher is also someone who is realistic, logical and who does not have any complexes. These three qualities are definitely worth mentioning as they do not exist in the related literature. The reason why the students valued those qualities might be due to contextual and cultural reasons. Firstly, being realistic and logical might have been ranked high as a reaction towards traditional teachers who continously treat them emotionally shouting and threatening. Secondly, the students favor foreign language (English) teachers who do not have any complexes. The term "complex" is most commonly used by Turkish students when they describe a teacher they do not like. When the students see teachers demonstrating negative attitudes towards themselves, they immediately label this attitude as complex. Whether this attitude is a complex or not is the concern of the field of psychology. However, what is certain is that the students want foreign language (English) teachers who are self-confident and self-satisfied and who reflect this confidence and satisfaction towards students.

Finally in terms of physical appearance, the students give importance to the teacher's outlook as they expect him/her to be good looking and elegant as we see in literature by Hancock & Settle (1990), Robertson (1996) and Packard & Race (2000).

All in all, as far as the whole ideal foreign language (English) teacher profile proposed by the students in the present study is concerned, it is obvious that students initially and primarily give importance to the teacher's subject matter expertise and

language use. After these, they want the teacher to make them feel psychologically good in class. Along with psychological comfort, students want the teacher to be good at teaching skills and to have a good personality by being honest, fair and so on. However, it is apparent that teacher's subject expertise, language use, teaching skills and interactional skills are of higher priority than the personality traits.

Looking at the ideal foreign language (English) teacher profile, it would be quite appropriate to say that the students were quite objective and conscious when they formulated their ideal foreign language (English) teacher profile with their ratings. The ideal foreign language (English) teacher profile was depicted with quite an integrated approach as that of Calderhead's (1997) and Korthagen's (2003). The students' ideal foreign language (English) teacher profile includes qualities on all aspects of a teacher, personality, professional identity and classroom behaviours. Students neither ignore one aspect completely nor worship another. The ideal foreign language (English) teacher profile consists of a balanced combination of all aspects.

5.2. Discussion of the results of the research question 2

This research question aimed to find out what the students do not want the ideal foreign language teacher to be.

Looking at the answers, first of all, it can be concluded that the students in the present study do not approve of a traditional teacher who conducts teacher-centered lessons, who sticks to the book, who makes them memorize, who spoon feeds them, and who devotes the lesson to lecturing and grammar. This portrait is quite familiar with traditional teacher portrait depicted as a bad example in modern books of

effective teaching such as Stronge (2003), Mager (1997), Stephens & Crawley (1998), Hancock & Settle (1990), Robertson (1989), Hayes & Nikolic & Cabaj (2001), Packard & Race (2000) and more.

Secondly, in terms of interactional behaviours, students believe that the ideal foreign language (English) teacher should not be strict and dominating. He should not react to student behaviour in class. This result is supported by research such as Wragg & Wragg & Haynes & Chamberlin (2000), Altman (1981, cited in Peck, 1988), Harmer (2003) and Stronge (2003) who all state that teachers who are not authoritarian and who do not make students feel frightened are favored more. On the other hand, the students expect the ideal foreign language (English) teacher to have some control in class as to prevent talking without permission. This expectation is also supported in research by Brown & Mcintyre (1993, cited in Kyricaou, 1997) who state that although teacher is not strict, he/she should be able to retain control, by Rudduck, Day & Wallace (1997, cited in Day, 1999) who state that teachers should know how to keep order, by Stronge (2003) who argues that teachers should maintain control while being friendly towards students.

Lastly, it is interesting to note that the students do not want to be challenged and they do not want to be given homework regularly and constantly. This result is unique as it does not exist in any effective teacher research. This might be because the traditional education system based on giving too much homework, and challenging students with difficult lessons and examinations might have made the students tired.

All in all, looking at the qualities that are found inappropriate by students, it can be concluded that students do not favor traditional authoritarian education based on

memorization, books and spoon feeding. They dislike dominating and strict teachers.
However it is interesting to see that at the same time they expect the teacher to use
his/her authority to some extent. This foreign language (English) teacher image
exactly fits the new teacher image of the learner-centered approach: a teacher who
gives autonomy but retains authority. This is exactly what Widdowson (1990) states:
Learner autonomy presupposes authority. Learner-centered approach never means
teachers lose authority and it is so good to see that students are quite aware of this.

5.3.   Discussion of the research question 3

This research question aims to find out whether there are any considerable
differences between groups in terms of the ideal foreign language (English) teacher
profile. Looking at the answers and ANOVA measure results, it can be concluded
that the ideal foreign language (English) teacher profiles of the students are more or
less the same. There is certainly not a meaningful difference worth mentioning. This
shows that although they are at different educational settings, the students'
perspectives on good teaching are the nearly same. This might be so because they are
quite a homogeneous group almost within the same age, and with more or less the
same background. All in all, they are all from the same culture. As culture shapes our
beliefs and expectations, it is quite possible that there is a standard ideal foreign
language teacher definition in Turkey.

5.4.   Discussion of the results of the research question 4 and research question 5

These research questions aimed to find out how students place the three aspects of a teacher, namely, the individual traits, professional identity and classroom behaviours, into order of priority and whether this order of priority changes within different groups.

Looking at the whole group results, it can be concluded that the first thing students give importance to when they evaluate a foreign language (English) teacher is his/her classroom behaviours. This is result is in line with the result in Hsin's (1999) study. Hsin also concluded that a teacher's instructional skills which are an important part of classroom behaviours rated higher than psychological traits and professional identity. This is quite natural when we think that teaching occurs in class and what makes a teacher a good teacher for the students is initially his successful performance in class. The second important aspect students situated in the order of importance is the foreign language (English) teacher's professional identity. The students want to feel themselves safe knowing that the foreign language (English) teacher is well-educated, competent and knowledgeable with solid subject matter expertise. Personality is the last aspect students consider when they evaluate a foreign language (English) teacher. Firstly the students want to see a foreign language (English) teacher's successful performance that is appropriate classroom behaviours including proper language use, teaching and interactional skills, then his/her certification, that is subject matter knowledge and competency and lastly his/her personality traits. Students firstly give importance to tangible aspects of the foreign language (English) teacher which directly affect them. They know that a foreign language (English) teacher's personality does not change and that they can not do anything about it.

They expect the foreign language (English) teacher as he or she is. They render personality of the foreign language (English) teacher as distinct from his/her professional identity and his/her in-class behaviours. This is confirmed looking at the results of different groups. We see that students all put personality into the last order.

Looking at the results of different student groups, it is concluded that except for the English Language Teaching Department students and the language course students, all the other groups made the same order of priority: classroom behaviours, professional identity and lastly personality. The ELT Department students and students at the language school made a difference and they put professional identity to the first order. It shows that for these students, the subject matter expertise is more important than the teacher's classroom behaviours. These students might want to feel secure first by seeing the education of the teacher. They might believe that if the foreign language (English) teacher is an expert in the subject, knowledgeable and competent, he will be more effective. ELT Department students might think this way as they are taking the education of being a foreign language (English) teacher. They are going to be experts with solid subject matter knowledge themselves so it is quite normal that they expect all foreign language (English) teachers to be like themselves. The reason why language school students think this way might be because of financial reasons. Since they pay to learn English, they expect a foreign language (English) teacher of very high quality. According to them, high quality goes through certification and expertise.

5.5. Implications for practice

With the impact of globalization, the changing status of English and the learner-centered approach, foreign language (English) teachers' roles in education have become more important than ever. Foreign language (English) teachers have more active roles and complex responsibilities to fulfill now as opposed to their former, one-faceted authoritarian role in the traditional teacher-centered education system. Since foreign language (English) teachers have become such a vital part of education, becoming a "good" foreign language teacher in real sense has become really important. How can foreign language (English) teachers become good foreign language (English) teachers? To become good, a teacher should get training, examine his/her values and beliefs and make a synthesis of the training he/she receives and his values. But all this is not enough to become a good foreign language (English) teacher unless the teacher explores his/her students' beliefs as well. The ultimate goal of a teacher is to make his/her students improve and change. This becomes impossible if teachers ignore their students. The students' beliefs, needs and expectations should be of vital importance for teachers. To be able to facilitate student learning and change, that is to be of help for students, the teachers should certainly make use of student beliefs as a guide to show the way. The present study which investigates the ideal foreign language (English) teacher profile in the minds of the students aims to find out students' beliefs on good foreign language teaching and their expectations from a foreign language (English) teacher. The results will hopefully act as guides and be very beneficial for teachers and teacher trainers when they plan for and prepare their curricula.

After evaluating the questionnaire results, it can happily and confidently be claimed that foreign language (English) teachers, are faced with students who know the meaning of "effectiveness" quite well. The students draw the portrait of the ideal foreign language (English) teacher quite objectively, being quite aware and informed about the latest reforms in the field of language education. The ideal foreign language (English) teacher model depicted is the modern teacher of our era progressing in a lifelong journey hand in hand with the students. The ideal foreign language (English) teacher acts according to the current standards of teaching leaving the traditional authoritarian roles and practices behind. He/she follows the latest methods and techniques. He/she respects, encourages, and guides the students giving them autonomy. At the same time, he/she retains his/her authority in a constructive way and leads the students towards progress. This beautiful picture students draw shows that student views are invaluable and it is high time that teachers started lending one ear to them and making use of their beliefs to improve.

All in all, it should be born in mind that the days when the teacher was the only authority are over. Today the students have become the center of education so it is every foreign language (English) teacher's responsibility to take students' views and expectations into account. So why not ask for the students' beliefs and expectations in the classes before assuming roles as teachers and planning for instruction? Why not design the teacher training courses using student views as one of the sources? The results of the present study undoubtfully guarantee that there will have much to gain out of students.

5.6.   Implications for research

The present study is limited to students in İstanbul who study at state institutions. It would be a good idea to replicate this study in different contexts in Turkey with different student profiles to see if a different ideal foreign language (English) teacher profile and expectations come up.

Besides, other than replication, this study might be improved adding a qualitative aspect to it. Interviews may be made with students to explore more of their beliefs.

Finally, it will be very beneficial for the field of language education if comparative studies are made. Questionnaires of this kind investigating beliefs and expectations on good foreign language (English) teaching could be given to teachers as well so that teachers' and students' views might be compared and integrated on a sound basis.

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APPENDICES

APPENDIX A

THE RESULTS OF THE OPEN-ENDED PRE-RESEARCH

QUESTIONNAIRE

Students' answers to the two open ended questions:

1) What are the qualities of a good foreign language (English) teacher? (state at least 3 qualities)

2) What are the qualities of a bad foreign language (English) teacher? (state at least 3 qualities)

Student 1

1) A good foreign language teacher is close to his/her students.
2) A good foreign language teacher makes the lesson entertaining.
3) A good foreign language teacher makes use of students' opinions about the way the lesson is conducted.
4) A bad foreign language teacher threatens the students with grades.
5) A bad foreign language teacher sticks to the traditional methods.
6) A bad foreign language teacher tries to control class by authority instead of love and respect.

Student 2

1) A good foreign language teacher is competent in his field.

2) A good foreign language teacher is fair.

3) A good foreign language teacher is patient.

4) A good foreign language teacher uses Turkish when necessary.

Student 3

1) A good foreign language teacher is interesting.

2) A good foreign language teacher is motivating.

3) A good foreign language teacher loves his/her job.

Student 4

1) A good foreign language teacher knows and tries to understand students' profiles.

2) A bad foreign language teacher is harsh to students who make mistakes.

3) A bad foreign language teacher encourages students who interfere with the lesson.

Student 5

1) A good foreign language teacher respects students' opinions.

2) A good foreign language teacher is fair giving all students a chance to participate in the lesson.

3) A good foreign language teacher is knowledgeable about his field.

4) A good foreign language teacher is not authoritarian.

5) A bad foreign language teacher has complexes.

6) A bad foreign language teacher's way of teaching is monotonous.

Student 6

1) A good foreign language teacher is patient.

2) A good foreign language teacher is creative.

3) A good foreign language teacher shows empathy towards the students.

4) A bad foreign language teacher is not active when teaching.

5) A bad foreign language teacher is grade-oriented.

6) A bad foreign language teacher is not cultured.

Student 7

1) A good foreign language teacher is good looking, smart and attractive.

2) A good foreign language teacher is fair.

3) A good foreign language teacher is not strict.

4) A good foreign language teacher is friendly and modest.

5) A good foreign language teacher encourages students to speak.

6) A bad foreign language teacher sticks to the book.

Student 8

1) A good foreign language teacher is entertaining.

2) A good foreign language teacher uses gestures efficiently.

3) A good foreign language teacher is knowledgeable about his field.

4) A bad foreign language teacher is authoritarian.

5) A bad foreign language teacher gives too much homework.

Student 9

1) A good foreign language teacher makes the lesson interesting.

2) A good foreign language teacher is practical and logical.

3) A good foreign language teacher does not take attendance.

4) A bad foreign language teacher threatens the students with marks.

Student 10

1) A good foreign language teacher is understanding.

2) A good foreign language teacher is fair.

3) A bad foreign language teacher threatens the students with grades.

Student 11

1) A good foreign language teacher is cheerful and young.

2) A good foreign language teacher is understanding.

3) A good foreign language teacher spends time with the students outside class.

4) A bad foreign language teacher only lectures, does not give students a chance to talk.

Student 12

1) A good foreign language teacher loves his/her job.

2) A good foreign language teacher is patient and optimistic.

3) A bad foreign language teacher is nervous.

Student 13

1) A good foreign language teacher is helpful.

2) A good foreign language teacher loves his/her job.

3) A good foreign language teacher is knowledgeable in his field.

Student 14

1) A good foreign language teacher loves his/her job.

2) A good foreign language teacher is helpful.

3) A good foreign language teacher is knowledgeable about his/her field.

Student 15

1) A good foreign language teacher loves his/her job.

2) A good foreign language teacher is knowledgeable in his field.

3) A good foreign language teacher always speaks English.

4) A bad foreign language teacher is authoritarian.

Student 16

1) A good foreign language teacher likes his/her job.

2) A good foreign language teacher is understanding.

3) A good foreign language teacher is authoritarian.

4) A good foreign language teacher shouts at the students sometimes , otherwise the students might become spoilt.

Student 17

1) A good foreign language teacher is open to criticism.

2) A good foreign language teacher is fair.

3) A good foreign language teacher competent in his/her field.

4) A bad foreign language teacher does not make the students feel comfortable in class.

5) A bad foreign language teacher uses traditional methods.

Student 18

1) A good foreign language teacher is talkative.

2) A good foreign language teacher plans and prepares for the lesson in advance.

3) A good foreign language teacher is serious.

Student 19

1) A good foreign language teacher should be competent in his field.

2) A good foreign language teacher has a good, clear accent.

3) A good foreign language teacher is young.

Student 20

1) A good foreign language teacher loves his/her job.

2) A good foreign language teacher establishes rapport with students.

3) A bad foreign language teacher is strict.

4) A bad foreign language teacher is boring.

5) A bad foreign language teacher conducts foreign language teacher-centered lessons.

Student 21

1) A good teacher is cheerful and talkative.

2) A good foreign language teacher is fair.

3) A bad foreign language teacher humiliates students.

4) A bad foreign language teacher talks about his/her private life.

5) A bad foreign language teacher sticks to the book.

Student 22

1) A good foreign language teacher is entertaining.

2) A good foreign language teacher is respected.

3) A good foreign language teacher maintains discipline in class.

4) A good foreign language teacher controls his/her feelings.

Student 23

1) A good foreign language teacher improves himself/herself.

2) A good foreign language teacher is self-confident and determined.

3) A good foreign language teacher is witty.

4) A bad foreign language teacher is nervous.

5) A bad foreign language teacher is passive.

Student 24

1) A good foreign language teacher talks about current issues to attract students.

2) A good foreign language teacher loves his /he job.

3) A bad foreign language teacher reflects his/ her personal problems in class.

4) A bad foreign language teacher criticizes students harshly.

Student 25

    1) A good foreign language teacher loves his/her job.

    2) A good foreign language teacher has a good personality and is emotional.

    3) A bad foreign language teacher is not innovative.

    4) A bad foreign language teacher is too strict.

    5) A bad foreign language teacher is offending.

Student 26

    1) A good foreign language teacher shows empathy.

    2) A good foreign language teacher is cultured, moral and pious.

    3) A bad foreign language teacher is not serious.

    4) A bad foreign language teacher is boring.

    5) A bad foreign language teacher reacts to misbehaviours by insulting in class.

Student 27

    1) A good foreign language teacher is tolerant.

    2) A good foreign language teacher is well-educated and serious.

Student 28

    1) A good foreign language teacher is entertaining.

    2) A good foreign language teacher maintains discipline in class.

    3) A good foreign language teacher is a good researcher.

    4) A good foreign language teacher is a good imitator.

    5) A bad foreign language teacher has complexes.

Student 29

1) A good foreign language teacher is understanding.

2) A good foreign language teacher loves his/her job.

3) A good foreign language teacher is innovative.

4) A good foreign language teacher talks about current issues and uses current methods.

5) A bad foreign language teacher threatens students with marks.

Student 30

1) A good foreign language teacher is entertaining and talkative.

2) A good foreign language teacher uses the board efficiently.

3) A good foreign language teacher loves his/her job.

4) A bad foreign language teacher always lectures.

Student 31

1) A good foreign language teacher is flexible.

2) A good foreign language teacher preserves his/her authority while being friendly.

3) A good foreign language teacher makes us discover things, she does not spoon feed us.

4) A good foreign language teacher prevents memorization.

5) A good foreign language teacher is innovative.

Student 32

1) A good foreign language teacher is patient.

2) A good foreign language teacher loves his/her job.

3) A good foreign language teacher has a good personality.

4) A good foreign language teacher is open to criticism.

5) A bad foreign language teacher humiliates students.

Student 33

1) A good foreign language teacher is objective.

2) A good foreign language teacher is fair.

3) A bad foreign language teacher reflects his/her personal problems in class.

4) A bad foreign language teacher threatens the students with marks.

Student 34

1) A good foreign language teacher is knowledgeable not only in his /her field but also in other fields.

2) A good foreign language teacher has a strong personality.

3) A bad foreign language teacher has complexes.

Student 35

1) A good foreign language teacher is open to criticisms .

2) A good foreign language teacher is flexible.

3) A good foreign language teacher does not only lecture but also communicates with students.

4) A good foreign language teacher does reading&writing and listening&speaking practice in class.

Student 36

1) A good foreign language teacher does not pressurize students.

2) A good foreign language teacher is cultured and has lived abroad.

3) A good foreign language teacher shows empathy.

Student 37

1) A good foreign language teacher improves himself/ herself.

2) A good foreign language teacher is objective.

3) A bad foreign language teacher is strict.

4) A bad foreign language teacher always does grammar in the lesson.

Student 38

1) A good foreign language teacher should be cheerful so that students will also feel cheerful.

2) A good foreign language teacher should talk about issues which are not about the lesson. This will comfort and entertain students.

3) A good teacher should not bore students because if students are bored the lesson will turn into a torture for them.

Student 39

1) A good foreign language teacher makes the students feel comfortable in class.

2) A good foreign language teacher addresses the students by names.

3) A good foreign language teacher shows interest to students' lives outside

   class and tries to solve their problems.

Student 40

1) A good foreign language teacher is aware of the students' learning styles.

2) A good foreign language teacher is empathic.

3) A good foreign language teacher doesn't only teach but also a friend to

   students.

4) A bad foreign language teacher forces students to learn.

5) A bad foreign language teacher insults the students.

6) A bad foreign language teacher is dominating.

7) A bad foreign language teacher pressurizes students.

APPENDIX B

SOURCES OF ITEMS IN THE QUESTIONNAIRE

Source 1:   Students' answers to the pre-research open-ended questionnaire

Items: 1, 2, 3, 4, 8, 9, 10, 11, 14, 15, 17, 18, 19, 20, 31, 32, 33, 36, 37, 38, 39, 44, 49, 50, 51, 52, 53, 57, 58, 59, 60, 62, 67, 68, 69, 71, 77, 87, 108, 130, 148, 154, 157, 158, 159, 173.

Source 2:   Anderson, L. W. (1991)

Items: 63, 72, 73, 75, 117, 155.

Source 3:   Brandes, D. & Ginnis, P. (1992)

Items: 27, 93, 105, 106, 107.

Source 4:   Brown, H. D. (2000)

Items: 64, 85, 86.

Source 5:   Burke, L. M. (2002)

Items: 110, 112, 113, 126, 152, 153.

Source 6:   Cohen, L. & Manion, L. & Morrison, K. (1996)

Item: 16.

Source 7:   Coleman, P. (1998)

Items: 134, 136.

Source 8:   Doyle, K. O. (1983)

Items: 81, 82, 83, 96, 127, 162.

Source 9:   Fontana, D. (1995)

Item: 172.

Source 10:   Gill, V. (2001)

Items: 74, 121.

Source 11:   Glasser, W. (1998)

Items: 79, 122, 123, 124, 125, 132, 135, 142, 145.

Source 12:   Gunter, A. M. & Estes, H. T. & Schwab, J. (2003)

Items: 81, 82, 83, 96, 127, 162.

Source 13:   Harmer, J. (2003)

Item: 42.

Source 14:   Hayes, L. & Nikolic, V. & Cabaj, H. (2001)

Items: 61, 76, 144, 166, 167, 168, 175.

Source 15:   Humphreys, T. (1996)

Items: 24, 170, 171, 174.

Source 16:   Karaçam, A. (2003)

Items: 23, 41.

Source 17:   Mager, R. F. (1997)

Items: 66, 70.

Source 18:   Marland, M. (1993)

Items: 133, 137, 138, 139.

Source 19:   McKeachie, W. J. (2004)

Items: 65, 128, 129.

Source 20:   Perrot, E. (1982)

Item: 26.

Source 21:   Poster, C. & Poster, D. (1993)

Items: 90, 100, 101, 102, 143.

Source 22:   Robertson, J. (1996)

Items: 109, 111, 116, 149, 150, 151, 156, 160.

Source 23:   Rogers, A. W. (2002)

Items: 120, 147, 161, 163, 164.

Source 24:   Shinkfield, A. J.& Stufflebeam, D. L. (1995)

Items: 43, 46, 47, 48.

Source 25:   Stephens, P. & Crawley, T. (1994)

Items: 29, 114, 115, 169.

Source 26:   Stronge J. H. (2003)

Items: 7, 12, 13, 12, 22, 28, 30, 35, 45, 54, 55, 56, 119, 131, 141.

Source 27:   Şişman, M. (1999)

Items: 25, 34, 40.

Source 28:   Tileston, D. W. (2000)

Items: 88, 89, 91, 92, 94.

Source 29:   Weber, S. & Mitchell, C. (1995)

Items: 5, 6.

Source 30:   Weimer, M. (1996)

Items: 103, 104, 146, 165.

Source 31:   Wragg, E. C. (1986)

Items: 80, 97, 98, 99.

APPENDIX C

İDEAL YABANCI DİL (İNGİLİZCE) ÖĞRETMENİ İMGESİ ANKETİ

Değerli öğrenciler,

Bu anket ideal İngilizce öğretmeni imgesini ortaya çıkarmayı hedefleyen bir araştırmaya veri toplamak amacıyla hazırlanmıştır. Anketi yanıtlarken şu anki ya da geçmişteki öğretmenlerinizin nasıl olduklarını değil <u>sizce ideal İngilizce öğretmeninin</u> nasıl olması gerektiğini göz önünde bulundurunuz. Elde edilen veriler topluca değerlendirilecek, <u>kişisel değerlendirme yapılmayacaktır</u>. Bu nedenle anketi yanıtlarken lütfen çekingen davranmayınız. Anketi yanıtlarken göstereceğiniz duyarlılık mevcut durumun tespitini ve ileriye yönelik düzenlemelerin daha etkili ve doğru yapılabilmesini sağlayacaktır.

Ayırdığınız zaman için teşekkür ederim.

Zeynep Gönenç AFYON

Araştırma Görevlisi

Marmara Üniversitesi, Atatürk Eğitim Fakültesi

BÖLÜM 1

1. Doğum yılınız _____

2. Cinsiyetiniz   Bay   Bayan

                          ☐   ☐

3. Doğum yeriniz _____

4. Meslek durumunuz nedir? (Çalışıyorsanız mesleğinizi belirtiniz.)

Öğrenci   Çalışıyorum

☐   ☐

                            _____

5. Öğrenciyseniz nerede okuyorsunuz? (Sınıf ve bölümünüzü belirtiniz.)

☐   ☐   ☐   ☐

Lise   Üniversite   Yüksek lisans   Doktora

_____   _____   _____   _____

6. Öğrenim görmüş ya da görmekte olduğunuz okulların çeşitlerini işaretleyiniz.

Devlet lisesi / üniversitesi / enstitüsü   ☐

Anadolu lisesi   ☐

Meslek okulu   ☐

Fen lisesi   ☐

Özel lise / üniversite / enstitü   ☐

7. İstanbul dışında öğrenim gördünüz mü? (İstanbul dışında öğrenim gördüğünüz şehri belirtiniz.)

☐   ☐
Evet   Hayır

_____

8. Babanızın öğrenim durumu nedir? (En son mezun olduğu seviyeyi yazınız.)

☐ İlkokul ☐ Ortaokul ☐ Lise ☐ Üniversite

☐ Yüksek lisans ☐ Doktora

9. Babanız çalışıyor mu? (Çalışıyorsa mesleğini belirtiniz?)

☐ Çalışmıyor ☐ Çalışıyor

_____

10. Babanızın aylık geliri nedir?

☐ Yok ☐ 500 milyon TL'den az ☐ 500 milyon – 1 milyar

☐ 1 - 1,5 milyar ☐ 1.5 – 2,5 milyar ☐ 2,5 milyardan fazla

11. Babanızın bildiği yabancı dil var mı? (Varsa hangileri olduğunu belirtiniz.)

☐ Hayır ☐ Evet

_____, _____, _____.

12. Annenizin öğrenim durumu nedir? (En son mezun olduğu seviyeyi yazınız.)

☐ İlkokul ☐ Ortaokul ☐ Lise ☐ Üniversite

☐ Yüksek lisans ☐ Doktora

13. Anneniz çalışıyor mu? (Çalışıyorsa mesleğini belirtiniz?)

☐ ☐

Çalışmıyor Çalışıyor

_____

14. Annenizin aylık geliri nedir?

☐ ☐ ☐
Yok 500 milyon TL'den az 500 milyon – 1 milyar

☐ ☐ ☐
1 - 1,5 milyar 1.5 – 2,5 milyar 2,5 milyardan fazla

15. Annenizin bildiği yabancı dil var mı? (Varsa hangileri olduğunu belirtiniz.)

☐ ☐

Hayır Evet

_____, _____, _____.

BÖLÜM 2					
İDEAL YABANCI DİL (İNGİLİZCE) ÖĞRETMENİ İMGESİ ANKETİ					
I	**İdeal İngilizce öğretmeninin <u>bireysel kimlik</u> niteliklerini "dış görünüş" ve "kişilik özellikleri" kategorilerinde değerlendiriniz.**				
A	**İdeal** İngilizce öğretmeninin dış görünüşü ile ilgili niteliklerini notlayarak değerlendiriniz.		Kötü	Farketmez	İyi
			1	2	3
1	Şık olması		○	○	○
2	Bakımlı olması		○	○	○
3	Çekici olması		○	○	○
4	Genç olması		○	○	○
5	Bayan olması		○	○	○
6	Bay olması		○	○	○
B	**İdeal** İngilizce öğretmeninin kişisel özellik ile ilgili niteliklerini notlayarak değerlendiriniz.		Kötü	Farketmez	İyi
			1	2	3
7	Dürüst olması		○	○	○
8	İyimser olması		○	○	○
9	Sakin olması		○	○	○
10	Adil olması		○	○	○
11	Fedakar olması		○	○	○
12	Kendine güvenli olması		○	○	○
13	Sorumluluk sahibi olması		○	○	○
14	Yardımsever olması		○	○	○
15	Alçakgönüllü olması		○	○	○
16	Bağışlayıcı olması		○	○	○
17	Duygusal olması		○	○	○
18	Ağırbaşlı olması		○	○	○
19	Komplekssiz olması		○	○	○
20	Azimli olması		○	○	○
21	İçten olması		○	○	○

		Kötü	Farketmez	İyi
		1	2	3
22	Dakik olması	○	○	○
23	Zeki olması	○	○	○
24	Kendisini tanıması	○	○	○
25	Yenilikçi olması	○	○	○
26	Yaratıcı olması	○	○	○
27	Karizmatik olması	○	○	○
28	Düzenli olması	○	○	○
29	Espirili olması	○	○	○
30	Neşeli olması	○	○	○
31	Konuşkan olması	○	○	○
32	Otoriter olması	○	○	○
33	Saygılı olması	○	○	○
34	Güvenilir olması	○	○	○
35	Arkadaş canlısı olması	○	○	○
36	Hislerine hakim olabilmesi	○	○	○
37	Gerçekçi olması	○	○	○
38	Mantıklı olması	○	○	○
39	Eliçabuk olması	○	○	○
40	Objektif olması	○	○	○
41	Sosyal olması	○	○	○
42	Demokratik olması	○	○	○
43	Ahlaklı olması	○	○	○
44	Dindar olması	○	○	○
45	Dağınık olması	○	○	○

II	İdeal İngilizce öğretmeninin profesyonel kimlik niteliklerini notlayarak değerlendiriniz.			

		Kötü	Farketmez	İyi
		1	2	3
46	Alanında deneyimli olması	○	○	○
47	Alanında bilgili olması	○	○	○
48	Konusuna hakim olması	○	○	○
49	Yabancı ülkede yaşamış olması	○	○	○
50	Anadiline hakim olması	○	○	○
51	Kendini sürekli geliştirmesi	○	○	○
52	İlgilerinin çeşitli olması	○	○	○
53	Genel kültürünün olması	○	○	○

III	İdeal İngilizce öğretmeninin <u>sınıfiçi etkinliğinde</u> "dil kullanımını" ve "etkileşim becerileri & tekniklerini" değerlendiriniz.			
A	<u>İdeal</u> İngilizce öğretmeninin sınıf içi etkinliğinde dil kullanımı ile ilgili niteliklerini notlayarak değerlendiriniz.	Kötü	Farketmez	İyi
		1	2	3
54	İngilizce anlatımının açık ve net olması	○	○	○
55	İngilizce aksanının düzgün olması	○	○	○
56	Ses tonunun düzgün olması	○	○	○
57	Temel, önemli konuları Türkçe anlatması	○	○	○
58	Anlaşılmayan her konuyu Türkçe'ye çevirmesi	○	○	○
59	Sürekli İngilizce konuşması	○	○	○
B	<u>İdeal</u> İngilizce öğretmeninin sınıf içi etkinliğinde etkileşim becerileri & teknikleri ile ilgili niteliklerini notlayarak değerlendiriniz.	Kötü	Farketmez	İyi
		1	2	3
60	Ezberci klasik metodları uygulaması	○	○	○
61	Öğretmen merkezli ders işlemesi	○	○	○
62	Konuyu öğrencinin düşünme ve araştırmasına gerek kalmadan hazır sunması	○	○	○
63	Konuları öğrencinin anlayabileceği örneklerle anlatması	○	○	○
64	Çağrışım yaptıran öğretim yöntemleri uygulaması	○	○	○
65	Güncel metodları uygulaması	○	○	○
66	Konu anlatımı yerine uygulamaya ağırlık vermesi	○	○	○
67	Derste ağırlıklı olarak dilbilgisi (grammar) alıştırması yaptırması	○	○	○
68	Derste ağırlıklı olarak dinleme ve konuşma (conversation) alıştırması yaptırması	○	○	○
69	Derste ağırlıklı olarak okuma ve yazma (reading&writing) alıştırması yaptırması	○	○	○
70	Uygulama yerine konu anlatımına ağırlık vermesi	○	○	○
71	Kitaba bağlı kalması	○	○	○
72	Konuyu hazır vermek yerine, öğrencinin keşfederek anlamasını sağlaması	○	○	○
73	İşleyiş tarzını dersin akışına ve öğrencinin durumuna göre değiştirmesi	○	○	○
74	Sistematik ders anlatması	○	○	○
75	Konuları düzenli aralıklarla tekrar etmesi	○	○	○
76	Öğrenci merkezli ders işlemesi	○	○	○
77	Güncel konulardan konuşması	○	○	○
78	Konu anlatımında öğrencinin geçmiş birikimini harekete geçirtmesi	○	○	○
79	Kendi yaşantısından örnekler vermesi	○	○	○
80	Sınıfa değişik materyeller getirmesi	○	○	○

		Kötü	Farketmez	İyi
		1	2	3
81	Ders hedeflerini belirlemesi ve öğrencilere aktarması	○	○	○
82	Dersinin gayesinin not olmaması	○	○	○
83	Sınav gerginliği yaratmaması	○	○	○
84	Öğrencileri araştırma yapmaya yöneltmesi	○	○	○
85	Öğrencilere, öğrenme stratejileri öğretmesi	○	○	○
86	Öğrencileri, öğrenme stillerinden haberdar etmesi	○	○	○
87	Ezberciliği engellemesi	○	○	○
88	Öğrencinin yaptığı İngilizce hatalarını anında düzeltmesi	○	○	○
89	Öğrencilere açık uçlu sorular yönelterek düşünmeye sevketmesi	○	○	○
90	Öğrenciyi konuşmaya yöneltmesi	○	○	○
91	Öğrenciyi düşünmeye, çözmeye zorlaması	○	○	○
92	Öğrencinin yaptığı İngilizce hatalarını ipucu vererek öğrenciye düzelttirmesi	○	○	○
93	Öğrencilere grup ya da ikili çalışma yaptırması	○	○	○
94	Derste zorlayıcı aktiviteler yaptırması	○	○	○
95	Öğrencinin düzeyine uygun aktiviteler yaptırması	○	○	○
96	Öğrenciye düzenli olarak geri-bildirim (feedback) vermesi	○	○	○
97	Düzenli ve sürekli ev ödevi vermesi	○	○	○
98	Öğrencinin okuldışı yaşamını etkilemeyecek ev ödevleri vermesi	○	○	○
99	Ödev geri tesliminde düzenli olması	○	○	○
100	Derse katılmayanı, ona söz hakkı vererek teşvik etmesi	○	○	○
101	Derste söyleyecek sözü olan herkese söz hakkı vermesi	○	○	○
102	Öğrenciyi derse dahil etmek için çaba göstermesi	○	○	○
103	İzin almadan konuşulmasını onaylaması	○	○	○
104	Öğrencilerin sınıfiçinde birbirleriyle konuşmalarına hoşgörülü olması	○	○	○
105	Sınıfa hakim olması	○	○	○
106	Sınıfiçinde kesin sessizliği sağlaması	○	○	○
107	Sınıfta disiplini sağlaması	○	○	○
108	Öğrenci üzerinde baskı kurması	○	○	○

		Kötü	Farketmez	İyi
		1	2	3
109	Öğrencinin olumsuz davranışlarına karşı tepkisini sınıf içinde göstermesi	○	○	○
110	Öğrenciye baskı yapmaması	○	○	○
111	Uyarılarının bireysel ve yapıcı olması	○	○	○
112	Olaylara öğrencinin gözünden bakabilmesi, empatik olması	○	○	○
113	Öğrencinin içinde bulunduğu psikolojik durumu kavraması	○	○	○
114	Öğrenci sorunlarını dinlemeye istekli olması	○	○	○
115	Öğrenciyle diyalog kurması	○	○	○
116	Öğrencinin olumsuz davranışlarına karşı tepkisini bireysel ortamda çözmesi	○	○	○
117	Sınıf içinde öğrenciyi rahat hissettirmesi	○	○	○
118	Öğrenci ile işbirliğine yatkın olması	○	○	○
119	Öğrenciye arkadaşça davranırken profesyonel yaklaşımını sürdürmesi	○	○	○
120	Öğrenciler ile gülmesi	○	○	○
121	Öğrencilerden beklentisinin yüksek olması	○	○	○
122	Öğrencilerin haklarına saygılı olması	○	○	○
123	Öğrencinin fikirlerinden yararlanması	○	○	○
124	İyi çalışmayı takdir etmesi	○	○	○
125	Öğrencinin fikirlerine önem vermesi	○	○	○
126	Öğrenciyi özgür bırakması	○	○	○
127	Yolgösterici olması	○	○	○
128	Öğrencinin gelişimini takip etmesi	○	○	○
129	Öğrencileri gelişimlerinden haberdar etmesi	○	○	○
130	Öğrenciye karşı mesafeli davranması	○	○	○
131	Öğrenciye özgüven aşılaması	○	○	○
132	Öğrenciye saygılı olması	○	○	○
133	Öğrencilere isimleriyle hitap etmesi	○	○	○
134	Öğrenciye sesini yükseltmemesi	○	○	○
135	Öğrenciye yapıcı eleştirilerde bulunması	○	○	○
136	Öğrenciyi aşağılamaması	○	○	○
137	Öğrenciyi cesaretlendirmesi	○	○	○
138	Öğrenciyi övmesi	○	○	○
139	Öğrenciyi öğrenmeye teşvik etmesi	○	○	○
140	Yanlışları hoşgörüyle karşılaması	○	○	○
141	Yönlendirici olması	○	○	○
142	Öğrenci ile bireysel olarak ilgilenmesi	○	○	○
143	Gerektiğinde öğrenciye sınıf dışında da yardımcı olması	○	○	○
144	Öğrencinin okul dışındaki yaşamına da ilgi göstermesi	○	○	○
145	Öğrenciye yıkıcı eleştirilerde bulunması	○	○	○

		Kötü	Farketmez	İyi
		1	2	3
146	Derse hazırlıklı gelmesi	○	○	○
147	Kesin kurallar koyması	○	○	○
148	Yoklamaya önem vermesi	○	○	○
149	Tahtayı verimli kullanması	○	○	○
150	Mimik, yüz ifadelerini etkili kullanması	○	○	○
151	Göz kontağını etkili kullanması	○	○	○
152	Zamanı etkin kullanması	○	○	○
153	Zamanı öğrencinin lehine kullanması	○	○	○
154	İyi analiz yapabilmesi	○	○	○
155	İyi açıklama yapabilmesi	○	○	○
156	Sınıfiçinde hareketli olması	○	○	○
157	Taklit yeteneği olması	○	○	○
158	Eleştiri kabul edebilmesi	○	○	○
159	Ders dışı sorunlarını derse taşımaması	○	○	○
160	Aktif olması	○	○	○
161	Hevesli olması	○	○	○
162	Dikkat çekici olması	○	○	○
163	Eğlendirici olması	○	○	○
164	Toleranslı olması	○	○	○
165	Motivasyonunun yüksek olması	○	○	○
166	Sabırlı olması	○	○	○
167	Israrcı olması	○	○	○
168	Esnek olması	○	○	○
169	Şakacı olması	○	○	○
170	Sert olması	○	○	○
171	Tutarlı olması	○	○	○
172	Anlayışlı olması	○	○	○
173	Kararlı olması	○	○	○
174	Hükmedici olması	○	○	○
175	Sabırsız olması	○	○	○
176	Tüm anketteki üç bölümü önem sırasına sokun. Sizce en önemli bölüm için "1" yazılı yere bölümün numarasını yazın ve bu şekilde devam edin. Bölüm 1: Bireysel kimlik; Bölüm 2: Profesyonel kimlik; Bölüm 3: Sınıfiçi etkinliği 1 _____ 2 _____ 3 _____			

Anket bitti, katılımınız için teşekkür ederim!

APPENDIX D

IDEAL FOREIGN LANGUAGE (ENGLISH) TEACHER PROFILE

QUESTIONNAIRE

Dear Students,

This questionnaire has been prepared to obtain data for a study which aims to identify "the ideal English foreign language teacher" profile. As you fill in the questionnaire remember that you are not expected to evaluate your foreign language teachers in the past or now. What you have to do is to consider how an ideal English foreign language teacher should be. Your responses will be examined as a whole, not individually. Therefore, there is no need for hesitation in stating your real opinions. Your sensitivity in responding is hoped to contribute to future improvements in the field or English Language Teaching.

Thank you for your cooperation.

Zeynep Gönenç AFYON

Research Assistant

Marmara University, Atatürk Faculty of Education

PART 1

1. Date of birth _____

2. Gender   Male   Female

                     ☐   ☐

3. Place of birth _____

4. Occupation (If working, comment your work)

Student   Working

☐   ☐

                     _____

5. If you are a student, where do you study? (Write your department and class)

☐   ☐   ☐   ☐

High school   University   Master class   Ph.D.

_____   _____   _____   _____

6. Type / types of school you studied / study

Conventional state high school / university / institute   ☐

Anatolian High School   ☐

Vocational School   ☐

School of Science   ☐

Private High School / University   ☐

7. Have you ever attended school outside Istanbul? (If yes, state the place of study).

☐   ☐

Yes   No

8. What is your father's level of education?

☐   ☐   ☐   ☐

Primary school   Secondary school   High school   University

☐   ☐

M.A.   Ph.D.

9. What is your father's occupation? (State his occupation)

☐ ☐

Not working   Working

_____

10. What is your father's monthly income?

☐ ☐ ☐

no income   less than 500 million TL   500 million – 1 billion

☐ ☐ ☐

1 - 1.5 billion   1.5 – 2.5 billion   more than 2.5 billion

11. Does your father speak any foreign languages? (State the languages.)

☐ ☐

No   Yes

_____, _____, _____.

12. What is your mother's level of education?

☐ ☐ ☐ ☐

Primary school   Secondary school   High school   University

☐ ☐

M.A.   Ph.D.

13. What is your mother's occupation? (State her occupation.)

☐ ☐

Not working   Working

_____

14. What is your mother's monthly income?

☐ no income   ☐ less than 500 million TL   ☐ 500 million – 1 billion

☐ 1 - 1.5 billion   ☐ 1.5 – 2.5 billion   ☐ more than 2.5 billion

15. Does your mother speak any foreign languages? (State the language.)

☐ No   ☐ Yes

_____, _____, _____.

PART 2				
IDEAL FOREIGN LANGUAGE (ENGLISH) TEACHER PROFILE QUESTIONNAIRE				
I	**Evaluate the ideal English foreign language teacher's "<u>individual identity</u>" qualities in the categories of "physical appearance" and "personality " by grading them as either good or bad or "not important"**			

	A	**Evaluate the ideal foreign language teacher's "physical appearance" qualities" by grading them as either "good" or bad or "not important".**	Bad	Not imp.	Good
			1	2	3
	1	being elegant	○	○	○
	2	being good looking	○	○	○
	3	being attractive	○	○	○
	4	being young	○	○	○
	5	being a female	○	○	○
	6	being a male	○	○	○
	B	**Evaluate the ideal foreign language teacher's "personality" qualities by grading them as either "good" or bad or "not important".**	Bad	Not imp.	Good
			1	2	3
	7	being honest	○	○	○
	8	being optimistic	○	○	○
	9	being calm	○	○	○
	10	being unbiased	○	○	○
	11	being self-sacrificing	○	○	○
	12	being self-confident	○	○	○
	13	being responsible	○	○	○
	14	being helpful	○	○	○
	15	being humble	○	○	○
	16	being forgiving	○	○	○
	17	being emotional	○	○	○
	18	being serious	○	○	○
	19	not having any complexes	○	○	○
	20	being determined	○	○	○
	21	being sincere	○	○	○

		Bad	Not imp.	Good
		1	2	3
22	being punctual	○	○	○
23	being intelligent	○	○	○
24	being self - aware	○	○	○
25	being innovative	○	○	○
26	being creative	○	○	○
27	being charismatic	○	○	○
28	being organized	○	○	○
29	being witty	○	○	○
30	being cheerful	○	○	○
31	being talkative	○	○	○
32	being authoritarian	○	○	○
33	being respectful	○	○	○
34	being trustworthy	○	○	○
35	being friendly	○	○	○
36	being able to control feelings	○	○	○
37	being realistic	○	○	○
38	being logical	○	○	○
39	being practical	○	○	○
40	being objective	○	○	○
41	being sociable	○	○	○
42	being democratic	○	○	○
43	being moral	○	○	○
44	being pious	○	○	○
45	being disorganized	○	○	○
II	**Evaluate the ideal English foreign language teacher's "professional identity" qualities by grading them as either good or bad or not important.**			

		Bad	Not imp.	Good
		1	2	3
46	being experienced in the field	○	○	○
47	being knowledgeable in the field	○	○	○
48	being competent in the field	○	○	○
49	having lived abroad in an English speaking country	○	○	○
50	being competent in the native language	○	○	○
51	giving importance to self-progress	○	○	○
52	having various interests other than the field	○	○	○
53	being cultured	○	○	○

III	**Evaluate the ideal English foreign language teacher's "<u>classroom behaviour</u>" qualities in the categories of "language use" and "interactional skills & techniques"**			
A	**Evaluate the ideal English foreign language teacher's "language use" qualities by grading them as either good or bad or not important**	Bad	Not imp.	Good
		1	2	3
54	having a clear intelligible command of English	○	○	○
55	having correct pronunciation	○	○	○
56	having correct intonation	○	○	○
57	explaining basic, important topics in English	○	○	○
58	reverting into Turkish whenever students have difficulty in understanding	○	○	○
59	using English all the time	○	○	○
B	**Evaluate the ideal English foreign language teacher's " interactional skills & techniques" qualities by grading them as either good or bad or not important**	Bad	Not imp.	Good
		1	2	3
60	using traditional methods based on memorization	○	○	○
61	conducting teacher-centered lessons	○	○	○
62	spoon feeding the students	○	○	○
63	using examples when teaching	○	○	○
64	encouraging association	○	○	○
65	using current, modern methods	○	○	○
66	devoting the lesson to practice rather than lecturing	○	○	○
67	devoting the lesson to grammar	○	○	○
68	devoting the lesson to listening and speaking	○	○	○
69	devoting the lesson to reading and writing	○	○	○
70	devoting the lesson to lecturing rather than practice	○	○	○
71	sticking to the book	○	○	○
72	using discovery techniques	○	○	○
73	being flexible in pace and style	○	○	○
74	teaching in an organized, systematic fashion	○	○	○
75	making regular revisions	○	○	○
76	conducting student - centered lessons	○	○	○
77	talking about current issues when teaching	○	○	○
78	activating students' schemata	○	○	○
79	giving examples from his / her own life	○	○	○
80	bringing various materials to class	○	○	○

		Bad	Not imp.	Good
		1	2	3
81	specifying the aims of the lesson and informing the students.	○	○	○
82	not being grade oriented	○	○	○
83	not causing exam stress	○	○	○
84	encouraging students to make research	○	○	○
85	teaching students learning strategies	○	○	○
86	making students aware of their learning styles	○	○	○
87	preventing memorization	○	○	○
88	correcting student errors immediately	○	○	○
89	asking open ended questions to make students think	○	○	○
90	encouraging students to talk	○	○	○
91	forcing students to think and solve	○	○	○
92	making students correct errors themselves by giving them clues	○	○	○
93	encouraging pair work and group work	○	○	○
94	making students do challenging activities	○	○	○
95	making students do activities that are appropriate for their level	○	○	○
96	giving regular feedback to students	○	○	○
97	giving homework regularly and constantly	○	○	○
98	giving homework that doesn't interfere with the students' lives outside class	○	○	○
99	giving back homework regularly	○	○	○
100	encouraging students who are unwilling to participate	○	○	○
101	giving a chance to everyone who wants to participate	○	○	○
102	showing an effort to make students participate	○	○	○
103	approving of student talk without permission	○	○	○
104	approving students' talking among themselves in class	○	○	○
105	maintaining complete control over class	○	○	○
106	maintaining total silence in class	○	○	○
107	maintaining discipline in class	○	○	○
108	pressurizing students	○	○	○

		Bad	Not imp.	Good
		1	2	3
109	reacting to student misbehaviours inside class	○	○	○
110	not pressurizing students	○	○	○
111	warning students individually and constructively	○	○	○
112	showing empathy towards students	○	○	○
113	understanding students' psychology	○	○	○
114	being willing to solve students' problems	○	○	○
115	establishing rapport with students	○	○	○
116	reacting to student misbehaviours individually outside class	○	○	○
117	making students feel comfortable in class	○	○	○
118	being open to cooperation with students.	○	○	○
119	preserving professional identity while being friendly	○	○	○
120	laughing with students.	○	○	○
121	having high expectations from students	○	○	○
122	respecting students' rights	○	○	○
123	making use of students' opinions	○	○	○
124	appreciating good work	○	○	○
125	giving importance to students' opinions	○	○	○
126	encouraging student autonomy	○	○	○
127	being a guide for students	○	○	○
128	following students' progress	○	○	○
129	informing students of their progress	○	○	○
130	being distant towards students	○	○	○
131	giving students self-confidence	○	○	○
132	respecting students	○	○	○
133	addressing students by their names	○	○	○
134	not shouting at students	○	○	○
135	making constructive criticisms about students	○	○	○
136	not humiliating students	○	○	○
137	encouraging students	○	○	○
138	praising students	○	○	○
139	encouraging students to learn	○	○	○
140	tolerating student errors	○	○	○
141	being a facilitator	○	○	○
142	showing interest to students individually	○	○	○
143	helping students outside class when necessary	○	○	○
144	showing interest for students' lives outside class	○	○	○
145	making destructive criticism	○	○	○

		Bad 1	Not imp. 2	Good 3
146	being prepared for the lesson	○	○	○
147	setting firm rules	○	○	○
148	giving importance to attendance to lesson	○	○	○
149	using the board efficiently	○	○	○
150	using gestures efficiently	○	○	○
151	using eye contact efficiently	○	○	○
152	using time efficiently	○	○	○
153	using time for students' advantage	○	○	○
154	being good at making analysis	○	○	○
155	being able to make clear explanations	○	○	○
156	moving in class when teaching	○	○	○
157	being a good imitator	○	○	○
158	being open to criticism	○	○	○
159	not reflecting personal problems in class	○	○	○
160	being active when teaching	○	○	○
161	being enthusiastic when teaching	○	○	○
162	drawing attention when teaching	○	○	○
163	being entertaining when teaching	○	○	○
164	being tolerant towards students	○	○	○
165	being highly-motivated when teaching	○	○	○
166	being patient towards students	○	○	○
167	being insistent towards students	○	○	○
168	being flexible towards students	○	○	○
169	being humorous when teaching	○	○	○
170	being strict towards students	○	○	○
171	being stable	○	○	○
172	being understanding towards students	○	○	○
173	being determined	○	○	○
174	being dominating towards students	○	○	○
175	being impatient	○	○	○
176	Put the 3 main sections in the questionnaire into order of importance. Part 1: Individual identity; Part 2: Professional identity; Part 3: Classroom behaviours 1 _____ 2 _____ 3 _____			

The questionnaire is over. Thank you for your contribution.

APPENDIX E

PERCENTAGES FOR THE QUESTIONNAIRE ITEMS

		Item	% of 1	% of 2	% of 3
I	A	1	0.00%	19.16%	80.84%
		2	0.00%	14.18%	85.82%
		3	5.75%	63.60%	30.65%
		4	0.00%	54.02%	45.98%
		5	0.00%	74.71%	25.29%
		6	9.20%	81.99%	8.81%
	B	7	0.00%	4.23%	95.77%
		8	0.00%	5.77%	94.23%
		9	4.21%	8.05%	87.74%
		10	0.00%	3.45%	96.55%
		11	0.00%	14.94%	85.06%
		12	0.00%	4.60%	95.40%
		13	0.00%	3.45%	96.55%
		14	0.00%	8.43%	91.57%
		15	0.00%	16.48%	83.52%
		16	2.68%	11.11%	86.21%
		17	21.07%	43.30%	35.63%
		18	9.20%	33.72%	57.09%
		19	0.00%	9.20%	90.80%
		20	0.00%	6.13%	93.87%
		21	2.75%	3.00%	94.25%
		22	4.60%	18.39%	77.01%
		23	0.00%	4.60%	95.40%
		24	0.00%	8.43%	91.57%
		25	0.00%	4.23%	95.77%
		26	0.00%	4.60%	95.40%
		27	2.68%	55.17%	42.15%
		28	0.00%	11.88%	88.12%
		29	0.00%	7.66%	92.34%
		30	0.00%	2.68%	97.32%
		31	0.00%	12.26%	87.74%
		32	26.82%	16.48%	56.70%
		33	0.00%	5.36%	94.64%
		34	0.00%	4.60%	95.40%
		35	0.00%	11.54%	88.46%

PERCENTAGES FOR THE QUESTIONNAIRE ITEMS (continued)

		Item	% of 1	% of 2	% of 3
I	**B**	36	0.00%	14.94%	85.06%
		37	0.00%	8.43%	91.57%
		38	0.00%	4.60%	95.40%
		39	0.00%	24.90%	75.10%
		40	0.00%	6.51%	93.49%
		41	0.00%	12.64%	87.36%
		42	0.00%	6.90%	93.10%
		43	0.00%	10.34%	89.66%
		44	16.48%	62.84%	20.69%
		45	24.08%	24.80%	51.12%

	Item	% of 1	% of 2	% of 3
II	46	0.00%	6.13%	93.87%
	47	0.00%	0.00%	100.00%
	48	0.00%	0.00%	100.00%
	49	0.00%	55.38%	44.62%
	50	0.00%	5.77%	94.23%
	51	0.00%	2.68%	97.32%
	52	0.00%	20.31%	79.69%
	53	0.00%	3.07%	96.93%

		Item	% of 1	% of 2	% of 3
III	**A**	54	0.00%	0.00%	100.00%
		55	0.00%	0.00%	100.00%
		56	0.00%	8.81%	91.19%
		57	13.41%	21.84%	64.75%
		58	33.33%	12.64%	54.02%
		59	26.44%	9.58%	63.98%
	B	60	94.25%	2.68%	3.07%
		61	83.46%	7.69%	8.85%
		62	80.77%	9.23%	10.00%
		63	0.00%	2.68%	97.32%
		64	1.92%	5.75%	92.34%
		65	0.00%	10.73%	89.27%
		66	6.90%	5.75%	87.36%
		67	42.53%	14.56%	42.91%
		68	10.34%	8.05%	81.61%
		69	16.09%	14.94%	68.97%
		70	76.25%	12.26%	11.49%
		71	84.67%	9.58%	5.75%
		72	6.92%	8.85%	84.23%
		73	3.83%	4.60%	91.57%

PERCENTAGES FOR THE QUESTIONNAIRE ITEMS (continued)

		Item	% of 1	% of 2	% of 3
		74	18.39%	23.37%	58.24%
		75	1.92%	6.13%	91.95%
		76	5.36%	9.96%	84.67%
		77	0.00%	8.05%	91.95%
		78	0.00%	9.58%	90.42%
		79	6.51%	35.25%	58.24%
		80	3.66%	4.00%	92.34%
		81	0.00%	6.54%	93.46%
		82	3.83%	9.20%	86.97%
		83	0.00%	6.51%	93.49%
		84	2.68%	7.28%	90.04%
		85	0.00%	6.51%	93.49%
		86	0.00%	7.66%	92.34%
		87	0.00%	6.15%	93.85%
		88	17.24%	14.18%	68.58%
		89	2.31%	7.31%	90.38%
		90	0.00%	3.45%	96.55%
		91	8.05%	5.36%	86.59%
		92	0.00%	5.36%	94.64%
		93	1.92%	15.71%	82.38%
III	B	94	49.43%	16.48%	34.10%
		95	0.00%	14.18%	85.82%
		96	0.00%	11.11%	88.89%
		97	36.02%	26.05%	37.93%
		98	13.85%	13.85%	72.31%
		99	6.51%	14.18%	79.31%
		100	5.75%	8.05%	86.21%
		101	1.92%	5.75%	92.34%
		102	1.92%	6.13%	91.95%
		103	57.85%	19.92%	22.22%
		104	42.91%	16.86%	40.23%
		105	2.30%	3.07%	94.64%
		106	27.97%	21.46%	50.57%
		107	7.66%	8.81%	83.52%
		108	24.07%	24.70%	51.23%
		109	70.50%	12.26%	17.24%
		110	7.28%	6.90%	85.82%
		111	6.51%	5.75%	87.74%
		112	0.00%	3.07%	96.93%
		113	0.00%	3.45%	96.55%
		114	0.00%	8.81%	91.19%

PERCENTAGES FOR THE QUESTIONNAIRE ITEMS (continued)

		Item	% of 1	% of 2	% of 3
		115	0.00%	1.92%	98.08%
		116	2.30%	6.90%	90.80%
		117	0.00%	3.07%	96.93%
		118	0.00%	6.13%	93.87%
		119	0.00%	6.13%	93.87%
		120	1.92%	5.75%	92.34%
		121	19.16%	20.31%	60.54%
		122	0.00%	4.23%	95.77%
		123	0.00%	4.21%	95.79%
		124	0.00%	6.13%	93.87%
		125	0.00%	3.45%	96.55%
		126	13.46%	17.69%	68.85%
		127	0.00%	4.60%	95.40%
		128	0.00%	7.28%	92.72%
		129	0.00%	11.49%	88.51%
		130	38.70%	21.46%	39.85%
		131	0.00%	3.45%	96.55%
		132	0.00%	5.75%	94.25%
		133	0.00%	9.62%	90.38%
		134	1.92%	15.33%	82.76%
III	B	135	2.30%	4.21%	93.49%
		136	0.00%	4.98%	95.02%
		137	2.68%	4.60%	92.72%
		138	7.66%	23.75%	68.58%
		139	0.00%	4.21%	95.79%
		140	4.21%	6.90%	88.89%
		141	1.92%	5.36%	92.72%
		142	1.92%	11.88%	86.21%
		143	0.00%	9.20%	90.80%
		144	6.18%	33.59%	60.23%
		145	24.06%	24.60%	51.34%
		146	0.00%	3.07%	96.93%
		147	50.96%	16.09%	32.95%
		148	28.74%	29.89%	41.38%
		149	0.00%	26.82%	73.18%
		150	0.00%	9.96%	90.04%
		151	0.00%	9.58%	90.42%
		152	0.00%	4.21%	95.79%
		153	2.68%	4.98%	92.34%
		154	0.00%	3.45%	96.55%
		155	0.00%	0.00%	100.00%

PERCENTAGES FOR THE QUESTIONNAIRE ITEMS (continued)

		Item	% of 1	% of 2	% of 3
III	**B**	156	1.15%	15.33%	83.52%
		157	3.07%	44.06%	52.87%
		158	0.00%	8.05%	91.95%
		159	3.83%	8.81%	87.36%
		160	0.00%	4.98%	95.02%
		161	0.00%	4.98%	95.02%
		162	3.45%	31.80%	64.75%
		163	1.92%	14.94%	83.14%
		164	2.68%	10.34%	86.97%
		165	0.00%	3.46%	96.54%
		166	0.00%	6.13%	93.87%
		167	32.69%	24.62%	42.69%
		168	8.05%	16.86%	75.10%
		169	4.21%	12.26%	83.52%
		170	71.26%	13.03%	15.71%
		171	6.13%	11.11%	82.76%
		172	0.00%	2.68%	97.32%
		173	0.00%	6.13%	93.87%
		174	56.32%	16.09%	27.59%
		175	24.05%	24.50%	51.45%

APPENDIX F

DESCENDING ORDER OF PERCENTAGES FOR THE QUESTIONNAIRE

ITEMS

Descending order of percentages for "1" in the rating scale

		Item	% of 1	
I	**A**	6	9.20%	being a male
		3	5.75%	being attractive
		1	0.00%	being elegant
		2	0.00%	being good looking
		4	0.00%	being young
		5	0.00%	being a female
	B	32	26.82%	being authoritarian
		45	24.08%	being disorganized
		17	21.07%	being emotional
		44	16.48%	being pious
		18	9.20%	being serious
		22	4.60%	being punctual
		9	4.21%	being calm
		21	2.75%	being sincere
		16	2.68%	being forgiving
		27	2.68%	being charismatic
		7	0.00%	being honest
		8	0.00%	being optimistic
		10	0.00%	being unbiased
		11	0.00%	being self-sacrificing
		12	0.00%	being self-confident
		13	0.00%	being responsible
		14	0.00%	being helpful
		15	0.00%	being humble
		19	0.00%	not having any complexes
		20	0.00%	being determined
		23	0.00%	being intelligent
		24	0.00%	being self - aware
		25	0.00%	being innovative
		26	0.00%	being creative
		28	0.00%	being organized

Descending order of percentages for "1" in the rating scale (continued)

		Item	% of 1	
I	**B**	29	0.00%	being witty
		30	0.00%	being cheerful
		31	0.00%	being talkative
		33	0.00%	being respectful
		34	0.00%	being trustworthy
		35	0.00%	being friendly
		36	0.00%	being able to control feelings
		37	0.00%	being realistic
		38	0.00%	being logical
		39	0.00%	being practical
		40	0.00%	being objective
		41	0.00%	being sociable
		42	0.00%	being democratic
		43	0.00%	being moral

	Item	% of 1	
II	46	0.00%	being experienced in the field
	47	0.00%	being knowledgeable in the field
	48	0.00%	being competent in the field
	49	0.00%	having lived abroad in an English speaking country
	50	0.00%	being competent in the native language
	51	0.00%	giving importance to self-progress
	52	0.00%	having various interests other than the field
	53	0.00%	being cultured

		Item	% of 1	
III	**A**	58	33.33%	reverting into Turkish whenever students have difficulty in understanding
		59	26.44%	using English all the time
		57	13.41%	explaining basic, important topics in English
		54	0.00%	having a clear intelligible command of English
		55	0.00%	having correct pronunciation
		56	0.00%	having correct intonation
	B	60	94.25%	using traditional methods based on memorization
		71	84.67%	sticking to the book
		61	83.46%	conducting teacher-centered lessons
		62	80.77%	spoon feeding the students
		70	76.25%	devoting the lesson to lecturing rather than practice
		170	71.26%	being strict towards students
		109	70.50%	reacting to student misbehaviours inside class
		103	57.85%	approving of student talk without permission
		174	56.32%	being dominating towards students

Descending order of percentages for "1" in the rating scale (continued)

		Item	% of 1	
		147	50.96%	setting firm rules
		94	49.43%	making students do challenging activities
		104	42.91%	approving students' talking among themselves in class
		67	42.53%	devoting the lesson to grammar
		130	38.70%	being distant towards students
		97	36.02%	giving homework regularly and constantly
		167	32.69%	being insistent towards students
		148	28.74%	giving importance to attendance to lesson
		106	27.97%	maintaining total silence in class
		108	24.07%	pressurizing students
		145	24.06%	making destructive criticism
		175	24.05%	being impatient
		121	19.16%	having high expectations from students
		74	18.39%	teaching in an organized, systematic fashion
		88	17.24%	correcting student errors immediately
		69	16.09%	devoting the lesson to reading and writing
		98	13.85%	giving homework that doesn't interfere with the students' lives outside class
		126	13.46%	encouraging student autonomy
		68	10.34%	devoting the lesson to listening and speaking
III	B	91	8.05%	forcing students to think and solve
		168	8.05%	being flexible towards students
		107	7.66%	maintaining discipline in class
		138	7.66%	praising students
		110	7.28%	not pressurizing students
		72	6.92%	using discovery techniques
		66	6.90%	devoting the lesson to practice rather than lecturing
		79	6.51%	giving examples from his / her own life
		99	6.51%	giving back homework regularly
		111	6.51%	warning students individually and constructively
		144	6.18%	showing interest for students' lives outside class
		171	6.13%	being stable
		100	5.75%	encouraging students who are unwilling to participate
		76	5.36%	conducting student - centered lessons
		140	4.21%	tolerating student errors
		169	4.21%	being humorous when teaching
		73	3.83%	being flexible in pace and style
		82	3.83%	not being grade oriented
		159	3.83%	not reflecting personal problems in class
		80	3.66%	bringing various materials to class
		162	3.45%	drawing attention when teaching

Descending order of percentages for "1" in the rating scale (continued)

		Item	% of 1	
		157	3.07%	being a good imitator
		84	2.68%	encouraging students to make research
		137	2.68%	encouraging students
		153	2.68%	using time for students' advantage
		164	2.68%	being tolerant towards students
		89	2.31%	asking open ended questions to make students think
		105	2.30%	maintaining complete control over class
		116	2.30%	reacting to student misbehaviours individually outside class
		135	2.30%	making constructive criticisms about students
		64	1.92%	encouraging association
		75	1.92%	making regular revisions
		93	1.92%	encouraging pair work and group work
		101	1.92%	giving a chance to everyone who wants to participate
		102	1.92%	showing an effort to make students participate
		120	1.92%	laughing with students.
		134	1.92%	not shouting at students
		141	1.92%	being a facilitator
		142	1.92%	showing interest to students individually
		163	1.92%	being entertaining when teaching
III	B	156	1.15%	moving in class when teaching
		63	0.00%	using examples when teaching
		65	0.00%	using current, modern methods
		77	0.00%	talking about current issues when teaching
		78	0.00%	activating students' schemata
		81	0.00%	specifying the aims of the lesson and informing the students.
		83	0.00%	not causing exam stress
		85	0.00%	teaching students learning strategies
		86	0.00%	making students aware of their learning styles
		87	0.00%	preventing memorization
		90	0.00%	encouraging students to talk
		92	0.00%	making students correct errors themselves by giving them clues
		95	0.00%	making students do activities that are appropriate for their level
		96	0.00%	giving regular feedback to students
		112	0.00%	showing empathy towards students
		113	0.00%	understanding students' psychology
		114	0.00%	being willing to solve students' problems
		115	0.00%	establishing rapport with students

Descending order of percentages for "1" in the rating scale (continued)

		Item	% of 1	
III	B	117	0.00%	making students feel comfortable in class
		118	0.00%	being open to cooperation with students.
		119	0.00%	preserving professional identity while being friendly
		122	0.00%	respecting students' rights
		123	0.00%	making use of students' opinions
		124	0.00%	appreciating good work
		125	0.00%	giving importance to students' opinions
		127	0.00%	being a guide for students
		128	0.00%	following students' progress
		129	0.00%	informing students of their progress
		131	0.00%	giving students self-confidence
		132	0.00%	respecting students
		133	0.00%	addressing students by their names
		136	0.00%	not humiliating students
		139	0.00%	encouraging students to learn
		143	0.00%	helping students outside class when necessarry
		146	0.00%	being prepared for the lesson
		149	0.00%	using the board efficiently
		150	0.00%	using gestures efficiently
		151	0.00%	using eye contact efficiently
		152	0.00%	using time efficiently
		154	0.00%	being good at making analysis
		155	0.00%	being able to make clear explanations
		158	0.00%	being open to criticism
		160	0.00%	being active when teaching
		161	0.00%	being enthusiastic when teaching
		165	0.00%	being highly-motivated when teaching
		166	0.00%	being patient towards students
		172	0.00%	being understanding towards students
		173	0.00%	being determined

Descending order of percentages for "2" in the rating scale

		Item	% of 2	
		6	81.99%	being a male
		5	74.71%	being a female
		3	63.60%	being attractive
	A	4	54.02%	being young
		1	19.16%	being elegant
		2	14.18%	being good looking
		44	62.84%	being pious
		27	55.17%	being charismatic
		17	43.30%	being emotional
		18	33.72%	being serious
		39	24.90%	being practical
		45	24.80%	being disorganized
		22	18.39%	being punctual
		15	16.48%	being humble
		32	16.48%	being authoritarian
		11	14.94%	being self-sacrificing
		36	14.94%	being able to control feelings
		41	12.64%	being sociable
		31	12.26%	being talkative
I		28	11.88%	being organized
		35	11.54%	being friendly
		16	11.11%	being forgiving
		43	10.34%	being moral
	B	19	9.20%	not having any complexes
		14	8.43%	being helpful
		24	8.43%	being self - aware
		37	8.43%	being realistic
		9	8.05%	being calm
		29	7.66%	being witty
		42	6.90%	being democratic
		40	6.51%	being objective
		20	6.13%	being determined
		8	5.77%	being optimistic
		33	5.36%	being respectful
		12	4.60%	being self-confident
		23	4.60%	being intelligent
		26	4.60%	being creative
		34	4.60%	being trustworthy
		38	4.60%	being logical
		7	4.23%	being honest

Descending order of percentages for "2" in the rating scale (continued)

		Item	% of 2	
I	**B**	25	4.23%	being innovative
		10	3.45%	being unbiased
		13	3.45%	being responsible
		21	3.00%	being sincere
		30	2.68%	being cheerful
II		49	55.38%	having lived abroad in an English speaking country
		52	20.31%	having various interests other than the field
		46	6.13%	being experienced in the field
		50	5.77%	being competent in the native language
		53	3.07%	being cultured
		51	2.68%	giving importance to self-progress
		47	0.00%	being knowledgeable in the field
		48	0.00%	being competent in the field
III	**A**	57	21.84%	explaining basic, important topics in English
		58	12.64%	reverting into Turkish whenever students have difficulty in understanding
		59	9.58%	using English all the time
		56	8.81%	having correct intonation
		54	0.00%	having a clear intelligible command of English
		55	0.00%	having correct pronunciation
	B	157	44.06%	being a good imitator
		79	35.25%	giving examples from his / her own life
		144	33.59%	showing interest for students' lives outside class
		162	31.80%	drawing attention when teaching
		148	29.89%	giving importance to attendance to lesson
		149	26.82%	using the board efficiently
		97	26.05%	giving homework regularly and constantly
		108	24.70%	pressurizing students
		167	24.62%	being insistent towards students
		145	24.60%	making destructive criticism
		175	24.50%	being impatient
		138	23.75%	praising students
		74	23.37%	teaching in an organized, systematic fashion
		106	21.46%	maintaining total silence in class
		130	21.46%	being distant towards students
		121	20.31%	having high expectations from students
		103	19.92%	approving of student talk without permission
		126	17.69%	encouraging student autonomy

Descending order of percentages for "2" in the rating scale (continued)

		Item	% of 2	
		104	16.86%	approving students' talking among themselves in class
		168	16.86%	being flexible towards students
		94	16.48%	making students do challenging activities
		147	16.09%	setting firm rules
		174	16.09%	being dominating towards students
		93	15.71%	encouraging pair work and group work
		134	15.33%	not shouting at students
		156	15.33%	moving in class when teaching
		69	14.94%	devoting the lesson to reading and writing
		163	14.94%	being entertaining when teaching
		67	14.56%	devoting the lesson to grammar
		88	14.18%	correcting student errors immediately
		95	14.18%	making students do activities that are appropriate for their level
		99	14.18%	giving back homework regularly
		98	13.85%	giving homework that doesn't interfere with the students' lives outside class
		170	13.03%	being strict towards students
		70	12.26%	devoting the lesson to lecturing rather than practice
		109	12.26%	reacting to student misbehaviours inside class
		169	12.26%	being humorous when teaching
III	B	142	11.88%	showing interest to students individually
		129	11.49%	informing students of their progress
		96	11.11%	giving regular feedback to students
		171	11.11%	being stable
		65	10.73%	using current, modern methods
		164	10.34%	being tolerant towards students
		76	9.96%	conducting student - centered lessons
		150	9.96%	using gestures efficiently
		133	9.62%	addressing students by their names
		71	9.58%	sticking to the book
		78	9.58%	activating students' schemata
		151	9.58%	using eye contact efficiently
		62	9.23%	spoon feeding the students
		82	9.20%	not being grade oriented
		143	9.20%	helping students outside class when necessary
		72	8.85%	using discovery techniques
		107	8.81%	maintaining discipline in class
		114	8.81%	being willing to solve students' problems
		159	8.81%	not reflecting personal problems in class
		68	8.05%	devoting the lesson to listening and speaking
		77	8.05%	talking about current issues when teaching

Descending order of percentages for "2" in the rating scale (continued)

		Item	% of 2	
		100	8.05%	encouraging students who are unwilling to participate
		158	8.05%	being open to criticism
		61	7.69%	conducting teacher-centered lessons
		86	7.66%	making students aware of their learning styles
		89	7.31%	asking open ended questions to make students think
		84	7.28%	encouraging students to make research
		128	7.28%	following students' progress
		110	6.90%	not pressurizing students
		116	6.90%	reacting to student misbehaviours individually outside class
		140	6.90%	tolerating student errors
		81	6.54%	specifying the aims of the lesson and informing the students.
		83	6.51%	not causing exam stress
		85	6.51%	teaching students learning strategies
		87	6.15%	preventing memorization
		75	6.13%	making regular revisions
		102	6.13%	showing an effort to make students participate
		118	6.13%	being open to cooperation with students.
		119	6.13%	preserving professional identity while being friendly
		124	6.13%	appreciating good work
		166	6.13%	being patient towards students
III	B	173	6.13%	being determined
		64	5.75%	encouraging association
		66	5.75%	devoting the lesson to practice rather than lecturing
		101	5.75%	giving a chance to everyone who wants to participate
		111	5.75%	warning students individually and constructively
		120	5.75%	laughing with students.
		132	5.75%	respecting students
		91	5.36%	forcing students to think and solve
		92	5.36%	making students correct errors themselves by giving them clues
		141	5.36%	being a facilitator
		136	4.98%	not humiliating students
		153	4.98%	using time for students' advantage
		160	4.98%	being active when teaching
		161	4.98%	being enthusiastic when teaching
		73	4.60%	being flexible in pace and style
		127	4.60%	being a guide for students
		137	4.60%	encouraging students
		122	4.23%	respecting students' rights
		123	4.21%	making use of students' opinions
		135	4.21%	making constructive criticisms about students
		139	4.21%	encouraging students to learn

Descending order of percentages for "2" in the rating scale (continued)

		Item	% of 2	
		152	4.21%	using time efficiently
		80	4.00%	bringing various materials to class
		165	3.46%	being highly-motivated when teaching
		90	3.45%	encouraging students to talk
		113	3.45%	understanding students' psychology
		125	3.45%	giving importance to students' opinions
		131	3.45%	giving students self-confidence
		154	3.45%	being good at making analysis
III	B	105	3.07%	maintaining complete control over class
		112	3.07%	showing empathy towards students
		117	3.07%	making students feel comfortable in class
		146	3.07%	being prepared for the lesson
		60	2.68%	using traditional methods based on memorization
		63	2.68%	using examples when teaching
		172	2.68%	being understanding towards students
		115	1.92%	establishing rapport with students
		155	0.00%	being able to make clear explanations

Descending order of percentages for "3" in the rating scale

		Item	% of 3	
		2	85.82%	being good looking
		1	80.84%	being elegant
	A	4	45.98%	being young
		3	30.65%	being attractive
		5	25.29%	being a female
		6	8.81%	being a male
		30	97.32%	being cheerful
		10	96.55%	being unbiased
		13	96.55%	being responsible
		7	95.77%	being honest
		25	95.77%	being innovative
		12	95.40%	being self-confident
		23	95.40%	being intelligent
		26	95.40%	being creative
		34	95.40%	being trustworthy
		38	95.40%	being logical
		33	94.64%	being respectful
		21	94.25%	being sincere
		8	94.23%	being optimistic
I		20	93.87%	being determined
		40	93.49%	being objective
		42	93.10%	being democratic
		29	92.34%	being witty
	B	14	91.57%	being helpful
		24	91.57%	being self - aware
		37	91.57%	being realistic
		19	90.80%	not having any complexes
		43	89.66%	being moral
		35	88.46%	being friendly
		28	88.12%	being organized
		9	87.74%	being calm
		31	87.74%	being talkative
		41	87.36%	being sociable
		16	86.21%	being forgiving
		11	85.06%	being self-sacrificing
		36	85.06%	being able to control feelings
		15	83.52%	being humble
		22	77.01%	being punctual
		39	75.10%	being practical
		18	57.09%	being serious

Descending order of percentages for "3" in the rating scale

		Item	% of 3	
I	**B**	32	56.70%	being authoritarian
		45	51.12%	being disorganized
		27	42.15%	being charismatic
		17	35.63%	being emotional
		44	20.69%	being pious
II		47	100.00%	being knowledgeable in the field
		48	100.00%	being competent in the field
		51	97.32%	giving importance to self-progress
		53	96.93%	being cultured
		50	94.23%	being competent in the native language
		46	93.87%	being experienced in the field
		52	79.69%	having various interests other than the field
		49	44.62%	having lived abroad in an English speaking country
III	**A**	54	100.00%	having a clear intelligible command of English
		55	100.00%	having correct pronunciation
		56	91.19%	having correct intonation
		57	64.75%	explaining basic, important topics in English
		59	63.98%	using English all the time
		58	54.02%	reverting into Turkish whenever students have difficulty in understanding
	B	155	100.00%	being able to make clear explanations
		115	98.08%	establishing rapport with students
		63	97.32%	using examples when teaching
		172	97.32%	being understanding towards students
		112	96.93%	showing empathy towards students
		117	96.93%	making students feel comfortable in class
		146	96.93%	being prepared for the lesson
		90	96.55%	encouraging students to talk
		113	96.55%	understanding students' psychology
		125	96.55%	giving importance to students' opinions
		131	96.55%	giving students self-confidence
		154	96.55%	being good at making analysis
		165	96.54%	being highly-motivated when teaching
		123	95.79%	making use of students' opinions
		139	95.79%	encouraging students to learn
		152	95.79%	using time efficiently
		122	95.77%	respecting students' rights
		127	95.40%	being a guide for students

Descending order of percentages for "3" in the rating scale

		Item	% of 3	
		136	95.02%	not humiliating students
		160	95.02%	being active when teaching
		161	95.02%	being enthusiastic when teaching
		92	94.64%	making students correct errors themselves by giving them clues
		105	94.64%	maintaining complete control over class
		132	94.25%	respecting students
		118	93.87%	being open to cooperation with students.
		119	93.87%	preserving professional identity while being friendly
		124	93.87%	appreciating good work
		166	93.87%	being patient towards students
		173	93.87%	being determined
		87	93.85%	preventing memorization
		83	93.49%	not causing exam stress
		85	93.49%	teaching students learning strategies
		135	93.49%	making constructive criticisms about students
		81	93.46%	specifying the aims of the lesson and informing the students.
		128	92.72%	following students' progress
		137	92.72%	encouraging students
		141	92.72%	being a facilitator
		80	92.34%	bringing various materials to class
III	B	64	92.34%	encouraging association
		86	92.34%	making students aware of their learning styles
		101	92.34%	giving a chance to everyone who wants to participate
		120	92.34%	laughing with students.
		153	92.34%	using time for students' advantage
		75	91.95%	making regular revisions
		77	91.95%	talking about current issues when teaching
		102	91.95%	showing an effort to make students participate
		158	91.95%	being open to criticism
		73	91.57%	being flexible in pace and style
		114	91.19%	being willing to solve students' problems
		116	90.80%	reacting to student misbehaviours individually outside class
		143	90.80%	helping students outside class when necessary
		78	90.42%	activating students' schemata
		151	90.42%	using eye contact efficiently
		89	90.38%	asking open ended questions to make students think
		133	90.38%	addressing students by their names
		84	90.04%	encouraging students to make research
		150	90.04%	using gestures efficiently
		65	89.27%	using current, modern methods
		96	88.89%	giving regular feedback to students

Descending order of percentages for "3" in the rating scale

		Item	% of 3	
		140	88.89%	tolerating student errors
		129	88.51%	informing students of their progress
		111	87.74%	warning students individually and constructively
		66	87.36%	devoting the lesson to practice rather than lecturing
		159	87.36%	not reflecting personal problems in class
		82	86.97%	not being grade oriented
		164	86.97%	being tolerant towards students
		91	86.59%	forcing students to think and solve
		100	86.21%	encouraging students who are unwilling to participate
		142	86.21%	showing interest to students individually
		95	85.82%	making students do activities that are appropriate for their level
		110	85.82%	not pressurizing students
		76	84.67%	conducting student - centered lessons
		72	84.23%	using discovery techniques
		107	83.52%	maintaining discipline in class
		156	83.52%	moving in class when teaching
		169	83.52%	being humorous when teaching
		163	83.14%	being entertaining when teaching
		134	82.76%	not shouting at students
		171	82.76%	being stable
III	B	93	82.38%	encouraging pair work and group work
		68	81.61%	devoting the lesson to listening and speaking
		99	79.31%	giving back homework regularly
		168	75.10%	being flexible towards students
		149	73.18%	using the board efficiently
		98	72.31%	giving homework that doesn't interfere with the students' lives outside class
		69	68.97%	devoting the lesson to reading and writing
		126	68.85%	encouraging student autonomy
		88	68.58%	correcting student errors immediately
		138	68.58%	praising students
		162	64.75%	drawing attention when teaching
		121	60.54%	having high expectations from students
		144	60.23%	showing interest for students' lives outside class
		74	58.24%	teaching in an organized, systematic fashion
		79	58.24%	giving examples from his / her own life
		157	52.87%	being a good imitator
		175	51.45%	being impatient
		145	51.34%	making destructive criticism
		108	51.23%	pressurizing students
		106	50.57%	maintaining total silence in class

Descending order of percentages for "3" in the rating scale

		Item	% of 3	
III	**B**	67	42.91%	devoting the lesson to grammar
		167	42.69%	being insistent towards students
		148	41.38%	giving importance to attendance to lesson
		104	40.23%	approving students' talking among themselves in class
		130	39.85%	being distant towards students
		97	37.93%	giving homework regularly and constantly
		94	34.10%	making students do challenging activities
		147	32.95%	setting firm rules
		174	27.59%	being dominating towards students
		103	22.22%	approving of student talk without permission
		109	17.24%	reacting to student misbehaviours inside class
		170	15.71%	being strict towards students
		70	11.49%	devoting the lesson to lecturing rather than practice
		62	10.00%	spoon feeding the students
		61	8.85%	conducting teacher-centered lessons
		71	5.75%	sticking to the book
		60	3.07%	using traditional methods based on memorization