

QUALITIES OF EFFECTIVE EFL TEACHERS AT HIGHER EDUCATION  
LEVEL: STUDENT AND TEACHER PERSPECTIVES

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Approval of the Graduate School of Social Sciences

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## ABSTRACT

### QUALITIES OF EFFECTIVE EFL TEACHERS AT HIGHER EDUCATION LEVEL: STUDENT AND TEACHER PERSPECTIVES

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The aim of this study was to describe the qualities of effective English language teachers from the perspectives of 227 preparatory year students at a state university and 36 English language instructors who work in the same English medium university. The study further investigates the personal and contextual factors that might have an influence on the effectiveness of English language teachers from the viewpoints of the students and teachers. In order for the purposes of this study, mixed method case study design was chosen. Questionnaires consisting of both ranking and open-ended questions were conducted. The findings of the study revealed that although students and teachers agree on some effective English language teacher characteristics, such as “increasing student motivation” and “being highly knowledgeable in English language”, there are differences in certain areas such as “being friendly towards students” and “having general knowledge”. Moreover, the analysis of the influencing factors indicated that “enjoying teaching”, “availability of materials”, and “classroom conditions” are the most agreed upon factors on the effectiveness of English language teachers.

**Keywords:** Effective English Language Teacher, EFL, Teacher Qualities

## ÖZ

### YÜKSEKÖĞRETİMDE ETKİLİ İNGİLİZCE ÖĞRETMENİNİN ÖZELLİKLERİ: ÖĞRETMEN VE ÖĞRENCİLERİN BAKIŞ AÇILARINDAN

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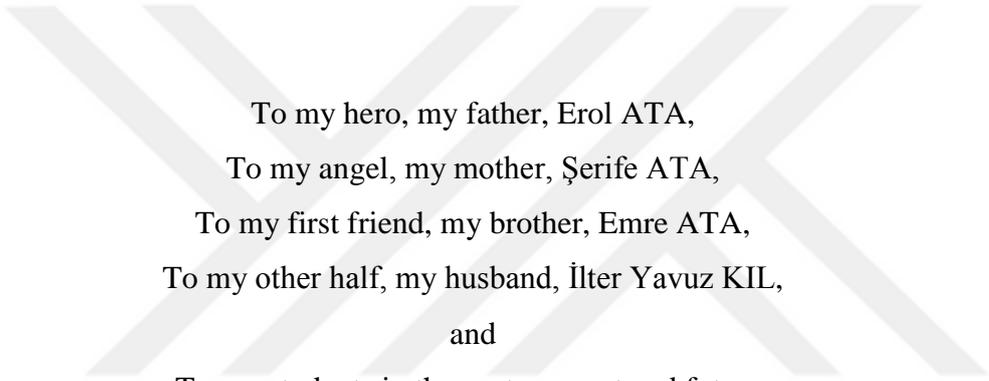
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Bu çalışmanın amacı devlet okulu hazırlık sınıfında İngilizce eğitimi görmekte olan 227 öğrenci ve öğretim dili İngilizce olan aynı üniversitenin hazırlık biriminde İngilizce dersleri vermekte olan 36 İngilizce öğretmenin etkili İngilizce öğretmenin özellikleri üzerine görüşlerini tanımlamaktır. Bu çalışma, ayrıca, öğrenci ve öğretmenlere göre İngilizce öğretmenlerinin etkinliğini etkileyen kişisel ve çevresel faktörleri de araştırmaktadır. Araştırma yöntemi olarak karma araştırma yöntemi tercih edilmiş ve vaka incelemesi yapılmıştır. Araştırma sonuçları “öğrencinin motivasyonunu arttırmak” ve “İngilizce’ye hakim olmak” özelliklerinin hem öğrenciler hem de öğretmenler tarafından önemli bulunduğunu göstermiştir. Ancak, bunun yanında “öğrencilere arkadaşça davranmak” ve “genel kültür bilgisine sahip olmak” gibi konularda öğretmen ve öğrenciler farklı görüşler belirtmişlerdir. Diğer yandan, araştırma “öğretmenliği sevme”, “kullanılabilir materyaller” ve “sınıf koşulları” gibi faktörlerin hem öğrenciler hem de öğretmenler tarafından önemli görüldüğünü açığa çıkarmıştır.

**Anahtar Kelimeler:** Etkili İngilizce Öğretmeni, İngilizce’nin Yabancı Dil Olarak Öğrenimi, Öğretmen Yeterlikleri



To my hero, my father, Erol ATA,  
To my angel, my mother, Şerife ATA,  
To my first friend, my brother, Emre ATA,  
To my other half, my husband, İlter Yavuz KIL,  
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## **CHAPTER 1**

### **1. INTRODUCTION**

#### **1.0. Introduction**

In this chapter, the background to the study, statement of the problem, research questions, significance of the study and key terms used in this study are presented.

#### **1.1. Background to the Study**

Increasing the effectiveness in higher education has been a hot debate for the past few years. It is asserted in Organisation for Economic Co-operation and Development (OECD)'s State of Higher Education 2014 report that "HEIs are under pressure to become more effective and efficient across all of their missions – teaching, research and innovation and local economic development." In addition, Programme on Institutional Management in Higher Education (IMHE) (2012) states that teaching quality can be improved in higher education institutions by setting a teaching and learning framework and making it clear to the whole community, as well as relying on innovation. If there is innovation, teachers tend to explore alternative ways to transfer and produce knowledge. This means that as innovation should be based on the needs, it is necessary to set clear teaching and learning frameworks in order to increase the effectiveness in higher education.

In line with the efforts to increase the effectiveness in higher education, effective teaching has been an important topic of discussion for many years. Effective English language teaching is also extremely significant for two main reasons. Firstly, in our modern globalized world, English language is considered as the lingua franca. The language of a significant number of academic studies is English. Although the exact number is unknown, English is still estimated to consist of the majority of the Internet as the medium of communication. In Education First English Proficiency Index (EF EPI, hereafter) 2015 report, the significance of English is described as

follows: “In 2015, English is widely accepted as the primary international language, and it is increasingly defined as a basic skill required of every student in every education system.” (p. 3)

Similarly, in a TEPAV (The Economic Policy Research Foundation of Turkey) report, Koru and Akesson (2011) claim that English is the only global language of the era and until it changes, English proficiency is not a luxury, but a need.

The second reason why English language teaching should be effective is the nature of the study itself. Unlike in other fields such as Mathematics and Science, in the process of learning English, the content being taught and the medium of language used to communicate that content are the same. Therefore, unless it is effective, it cannot be helpful to the learners. This is substantially important when the medium of teaching is English.

Each language learning and teaching context is unique in itself. There might be different dynamics in English language teaching policies of different countries as well. In the Turkish context, even though teaching of English as a foreign language takes place for many years until the students are admitted to university, the presence of beginner level students at the university context implies that there need to be continuous enhancements in the language teaching systems. Any innovation or change in the system without the involvement of the teachers is more likely to fail as teachers play a crucial role in language learning and teaching environment. The qualities and the perceived factors playing a role in the formation of such qualities of English teachers have a bigger impact especially for English as a Foreign Language (EFL) settings such as Turkey because language teachers are the main sources of the target language input for learners. Therefore, knowing students’ and teachers’ expectations regarding the effectiveness of English language teachers, understanding the conflicts, and identifying the problematic areas is highly crucial.

Beishuizen et al (2001) stated that the data regarding the effective English language teachers qualities were collected mostly from teachers. As an indispensable part of the teaching-learning context, teachers’ opinions are extremely important. Also,

according to Kumaravadivelu (2012) “over time, teachers accumulate an unexplained and sometimes unexplainable awareness of what constitutes good teaching.” (p. 32), which indicates that expert teachers’ opinions on effective teaching may lead to successful identification of characteristics of effective English language teaching. However, as Tılfaroğlu & Akıl (2012) stated, students “are at the core point of the teaching/learning process”, and teachers’ characteristics might have an influence on their students’ interest and motivation towards language learning. (Chen, 2012). If teachers change their teaching style when they form different opinions on foreign language teaching (Lin, 2011), it is also important to know the perceptions of effective English language teachers.

The role of teachers in the educational system of Turkey is regarded as the main factor behind student success. There is a focus on teacher-centered approach. Students tend to view the teachers as the main source of information, as well as the main authority. That’s why, students in Turkey are dependent on the teacher in the classroom not only in terms of the content being taught, but also as a guide in their learning process. Furthermore, English is a foreign language in Turkey. Therefore, Turkish students are learning English in an English as a foreign language (EFL) context. In an EFL context, language learners are exposed to the target language only in the classroom. In addition, classroom is the only place where they can have the opportunity to use the language. In such a context, the role and the effectiveness of the EFL teachers gain utmost importance since they are the only input sources the students have in addition to being the only person who can create a context for the students to use the target language.

The present study investigates the qualities of effective English language teachers from the perspectives of both university preparatory year students with lower proficiency levels and the teachers who teach in the same institution. The study also focusses on certain personal and contextual factors that might have an influence on the effectiveness of English language teachers.

## **1.2. Statement of the Problem**

According to EF EPI 2015 report, Turkey ranks the 50<sup>th</sup> among 70 countries in English proficiency. This figure corresponds to “Very Low”, the lowest proficiency band of all five categories. The report also indicates a decrease in the English proficiency of Turkey since 2012.

Taking the significance of English language proficiency in the age of information into account, it can be concluded that a more systematic study of English language learning and teaching is needed in the name of investigating and taking action on the strengths and weaknesses identified in the English language teaching field. In Turkey, with the latest changes in the educational policies, English language education has been added to the curriculum starting from second grade in state primary schools. This change has taken place since 2013-2014 academic year. Although it is a good step in terms of English language learning in Turkey, some problems such as lack of materials, classroom management problems, and lack of in-service training provided to the teachers have also been reported in different studies (Küçüktepe, et al., 2014; Yıldırım & Tanrıseven, 2015).

If effective English language teaching is our ultimate goal, firstly it is important to know the necessary qualifications of effective teachers. When there are differences between the expectations of students and teachers, this might affect the language teaching and learning process negatively. Therefore, a study comparing the perceptions of students and teachers is much needed. Furthermore, if there are underlying factors that affect the language education, identifying these is extremely fundamental. The study presented here was designed to take a step in serving such needs and making a contribution to solving such problems.

## **1.3. Research Questions**

The purpose of the current study is to describe the qualities of effective English language instructors from the viewpoints of university preparatory school students and instructors. Furthermore, the current study aims to identify certain perceived

factors that influence the effectiveness of English language instructors. For the purposes of the study, the following research questions were formulated:

1. What are the qualities of an effective English language teacher from the perspectives of students who study English at the preparatory year at an English medium state university in Turkey?
2. What are the qualities of an effective English language teacher from the perspectives of instructors who teach English at the preparatory year at an English medium state university in Turkey?
3. What are the similarities and differences between the perceptions of English language learners and instructors about the qualities of an effective English language teacher?
4. What are the perceived personal and contextual factors that influence the effectiveness of English language teachers according to students?
5. What are the perceived personal and contextual factors that influence the effectiveness of English language teachers according to instructors?

#### **1.4. Significance of the Study**

Although effective English language teacher characteristics have been investigated by many scholars before (Arikan, 2010; Barnes & Lock, 2010, 2013; Eledge, 1995; Erbay, Erdem & Sađlamel, 2014; Ghasemi & Hashemi, 2011), studies which focused more specifically on the similarities and differences between the teachers' and students' opinions have not been many. When it comes to the Turkish context, the number of studies is even fewer. Therefore, this study is necessary to understand the differences in Turkish students's and teachers' perceptions on the qualities of effective EFL teachers, especially in higher education levels.

Furthermore, another strength of the current study comes from its reseach design. This study adds a novelty to the field by using a fully mixed method research design and support quantitative data with qualitative responses gathered from 227 students and 36 teachers. Although some studies have been conducted in the field of English language teacher effectiveness, not many studies used fully mixed methodology. The

studies conducted on this issue were mostly either only qualitative or only quantitative in nature.

Moreover, this study intends to identify the perceived factors that influence the effectiveness of English language teachers.

### **1.5. Key Terms**

**EFL:** English as a Foreign Language (used for English language learners whose native language is not English and who learn English in a non-English speaking country.)

**Effective English language teacher:** EFL teachers who are able to provide positive learning experiences for their students and who lead them to success.

**Personal factors:** Factors that are directly related to the teacher, such as his/her experiences, characteristic features, feelings, etc. as perceived by the students and teachers.

**Contextual factors:** Factors that are not directly related to the teacher himself/herself, but affecting his/her teaching, such as the educational institutions, students, administrators, policy makers, etc. as perceived by the students and teachers.

## CHAPTER 2

### 2. LITERATURE REVIEW

#### 2. 1. Qualities of Effective Teachers

“What is an effective teacher?” has been an extremely complicated topic of discussion for many decades. (Arıkan, Taşer and Saraç, 2008; Bell, 2005; Çelik, Arıkan and Caner, 2013; Schulz, 2000) The qualifications of a good teacher have been listed by many thinkers and researchers, most of the time differently. In this section, different views on the qualities of effective teachers will be documented and reviewed.

In the book “Fifty Modern Thinkers on Education”, edited by Palmer, Husen (2001) quoted Burrhus Frederic Skinner (1904-1990)’s opinions on teaching and learning as “Teaching is the expediting of learning. Students learn without teaching, but the teacher arranges conditions under which they learn more rapidly and effectively.” (p. 58)

It can be concluded from the quotation above that according to Skinner, a teacher’s duty is to facilitate quick and effective learning environment for their students.

In his attempt to define a good teacher, Combs (1965) criticizes the notion of “The teacher as knower”. He claims that “knowing” and “putting it across” are not the same, and *good teaching* should have much more than “knowing”. Combs (1965) also opposes to the “competencies approach” which focuses on the traits of expert teachers because he asserts that no single trait can be exclusively attributed to good teaching. Refuting the previous attempts to define good teaching, Combs (1965) focuses on the unique qualities of teachers as individuals, as well as the methods which according to him cannot be “good” or “bad”. Therefore he concludes with the definition of “effective teacher” as “A unique human being who has learned to use

himself effectively and efficiently to carry out his own and society's purposes in the education of others." (p. 9)

There are many factors that bring about effective teaching. According to Stronge (2002), there are three most important features that characterize an effective teacher: *recognizing complexity*, *communicating clearly*, and *serving conscientiously*. In terms of *recognizing complexity*, Stronge (2002) maintains that an effective teacher must have a clear understanding of content and pedagogy. In addition, as each student is a unique person and each class has its own dynamics, an effective teacher must also be knowledgeable about and skillful to handle the context and the students (Stronge, 2002). *Communicating clearly* is the second most important characteristic of an effective teacher (Stronge, 2002). Stronge (2002) asserts that an effective teacher must be facilitative in students' own search for knowledge, and support and encourage them. Finally, an effective teacher must be willing to devote time and energy to his job in terms of his own continuous learning and prizing his students.

Other scholars examine the issue of teacher effectiveness in terms of *goal attainment*. According to Anderson (2004), effective teachers are those who attain the goals which either they set for themselves or are set for them by others like the ministries of education, school administrators, etc. Anderson (2004) maintains that there are four implicit assumptions in this definition:

1. *Effective teachers tend to be aware of and actively pursue goals.*
2. *Teaching is an intentional and reasoned act.*
3. *The vast majority of teacher's goals are, or should be, concerned either directly or indirectly with their students' learning.*
4. *No teacher is effective in every aspect of their profession.* (p. 23-24)

After stating these assumptions, Anderson (2004) concludes that "being able to adapt their knowledge and skills to the demands that are inherent in various situations in order to best accomplish their goals" is the characteristics of consistently effective teachers. (p. 24)

In their practical guide book for beginning teachers, Wong & Wong (2009) also focuses on *goal achievement*, and they maintain that effective teachers do “produce results” and so “impact lives”. As far as teaching is concerned, “producing results” means “producing learning”. Wong and Wong (2009) maintain that although schools can control a number of factors, student success is mainly dependent on *effective teachers*. Therefore, Wong and Wong (2009) identify three characteristics of an effective teacher. Firstly, an effective teacher expects all his/her students to be successful and believes in the learner and his/her ability to learn. In addition, an effective teacher manages his/her classroom exceptionally well so that instruction and learning can occur. Finally, knowing how to design lessons for student mastery is a significant attribute of effective teachers. To put it in other words, expecting and believing in success, exceptional classroom management, and good lesson planning are the three most important characteristics of effective teachers.

Two years after its establishment in 1987, in 1989 National Board for Professional Teaching Standards (NBPTS) published a document called “What Teachers Should Know and Be Able to Do” which proclaimed five propositions for effective teaching. These propositions are as follows:

- 1. Teachers are committed to students and their learning.*
- 2. Teachers know the subjects they teach and how to teach those subjects to students.*
- 3. Teachers are responsible for managing and monitoring student learning.*
- 4. Teachers think systematically about their practice and learn from experience.*
- 5. Teachers are members of learning communities.*

Similarly, Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards: A Resource for State Dialogue (2011) declared a set of standards for effective teaching in K12 in the USA, to which they also added Learning Progressions for Teachers in 2013. These standards were aimed to portray a new vision of teaching with aspirations towards transforming the education system to meet the requirements of today’s learners. In line with Wong and Wong (2009), this

model also describes effective teaching as the one that brings on improved student achievement. According to this model, there are ten standards that describe effective teaching leading to enhanced student success: The learner and Learning (Learner Development, Learning Differences, and Learning Environments), Content (Content Knowledge, and Application of Content), Instructional Practice (Assessment, Planning for Instruction, and Instructional Strategies), and Professional Responsibility (Professional Learning and Ethical Practice, and Leadership and collaboration).

According to Borich (2014), there are five key behaviors which are fundamental to effective teaching: lesson clarity, instructional variety, teacher task orientation, engagement in the learning process and student success rate. Borich (2014) asserts that to be able to perform these key behaviors in the classroom, effective teachers also need to be knowledgeable of five helping behaviors, which are “using student ideas and contributions”, “structuring lesson content”, “questioning”, “probing”, and “teacher affect” (developing teacher-learner relationship). Furthermore, Borich (2014) also states that rather than effective and ineffective ways to teach, the content and the learners being taught determines the effectiveness of a method. Yet, effective teaching doesn't mean knowing how to be effective, but executing all these behaviors in such a way that they are *meaningful* and *in harmony*.

Apart from the above-mentioned theoretical studies, many empirical studies have also been carried out in order to determine the qualities of an effective teacher. Among these, Watson, Miller, Davis & Carter (2010) investigated middle school teacher perceptions of the effective teacher over a three-year-period. The top four responses (i.e., caring, dedication, interactions and enthusiasm) were in line with Stronge (2002)'s qualities of Teacher as a Person. In addition to these first items, Watson et al. (2010) proposed a fifth quality (i.e., content knowledge) as a prerequisite for effective teaching.

In another questionnaire study, conducted with high school students Lupascu, Panisoara & Panisoara (2014) found that students want their teachers to be “calm, tolerant, with a sense of humour, friendly and well-prepared”, whereas they do not

appreciate them to “have excessive demands and authority, work without passion, provide uncertain explanations, use ironic language and be too tolerant”. In their comparative study, Beishuizen, Hof, Putten, Bouwmeester & Asscher (2001) collected both primary and secondary school teachers’ and students’ perceptions about good teachers. They found significant differences in the cognitions of primary school students and teachers. Although teachers place the highest importance to establishing personal relationships with their students, primary school students would like their teachers to be competent instructors. (Beishuizen et al., 2001) As secondary school students also emphasize relational aspects of good teachers, the gap between teachers’ and secondary school students’ opinions of good teachers was relatively smaller. Telli, Brok & Çakıroğlu (2008) focus more on teacher-student interpersonal relationship, and they maintain that “guiding, motivating and encouraging students, giving them confidence, having a tendency towards building more positive relationship and gaining respect from the students” are the characteristics of an ideal Turkish teacher according to both high school students and teachers.

## **2. 2. Qualities of Effective Language Teachers**

Although many qualities of effective teachers are not discipline specific, “there are some certain behaviors that are specific to foreign language teaching” (Bell, 2005, p. 261). Therefore, identifying “effective foreign language teaching” is highly crucial. Just like the difficulty defining an “effective teacher”, “effective English language teacher” is also an issue that has been investigated by many scholars. Although most of them view the concept with a different perspective, most of them agree on the quality of “producing results” (Cruickshank & Haefele, 2001; Wong & Wong, 2009). That’s why, instead of defining what “effective” means, the characteristics of effective teachers are described by many studies (Dinçer, Göksu, Takkaç & Yazıcı, 2013).

Below Table 1 presents a short summary of the qualities of English language teachers reviewed by Dinçer et al. (2013).

**Table 1** Literature Review on the Qualities of English Language Teachers

No	Reference	Viewpoint	Effective Teacher
1	Brown (1978)	Affective factors	<ul style="list-style-type: none"><li>* empathizes with his students</li><li>* insures the presence of meaningful communicative contexts</li><li>* encourages students' self-esteem</li></ul>
2	Sanderson (1993)	Pedagogic and Field knowledge	<ul style="list-style-type: none"><li>* uses the target language predominantly</li><li>* has clear and good pronunciation, stress and intonation</li><li>* gets students involved in activities</li><li>* is flexible with regard to objectives</li></ul>
3	Brosh (1996)	Communication	<ul style="list-style-type: none"><li>* has clear ideas and concepts about his subject matter knowledge not to block the student-teacher relationship</li></ul>
4	Wei et al. (2009)	Perceived interpersonal teacher behaviors	<ul style="list-style-type: none"><li>* is tolerant-authoritative English language teacher</li><li>* supports student responsibility and freedom</li><li>* uses small group work activities frequently</li><li>* develops closer relationships</li></ul>

\* Adapted from Dinçer et al. (2013)

### 2. 2. 1. Perceptions of Language Teachers on Effective Language Teachers

It has been stated by Berliner (1986) that in order to learn how to teach and to improve the quality of teaching, exemplary teachers should be studied. Therefore, Eledge (1995) gathered written responses from 17 outstanding secondary modern

foreign language teachers on their most effective lesson. As a result, the 19 characteristics of effective language teachers were identified by Eledge (1995) as “preparation, active involvement of students, a non-textbook focus, nontraditional activities, use of the spoken target language in meaningful communication, a variety of teaching materials/aids, review/building on previous learning, group work, immediate establishment of target language atmosphere, a variety of activities, use of objects or pictures, integration of culture, opportunities for student movement, communication of expectations to students, checking for comprehension, integration of topics or activities which relate to students' lives, encouragement of student creativity, opportunities for practice, and a nontraditional arrangement of classroom or students.” (p. 66)

With the aim of identifying effective foreign language teaching attitudes and behaviors reported in literature, and finding out to what extent postsecondary foreign language teachers agree on these qualities, Bell (2005) conducted a questionnaire study with 457 foreign language French, German and Spanish teachers. Although there were agreements on more than 50% of the standards, Bell (2005) reported uncertainty among teachers on error correction, how and when to focus on grammatical form and the effects of different learning styles.

In the Turkish context, Arıkan (2010) investigated the characteristics of effective English language teachers from the perspectives of prospective and in-service English language teachers. In his study, Arıkan (2010) used mixed method design by interviewing four pre-service and three in-service English language teachers, and conducting a survey with 50 additional pre-service teachers. The characteristics he concluded are shown below in Table 2:

**Table 2** Characteristics of Inefficient and Effective Teachers

<b>Inefficient teacher</b>	<b>Effective teacher</b>
Lack of empathizing with the current situation of the student	Effective lesson planning

**Table 2** Characteristics of Inefficient and Effective Teachers (*Continued*)

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Not being able to convey a creative and a discrete case to the class atmosphere	Content delivery by using adequate resources
Inability to motivate the students to use the target language	Providing a positive learning environment for the classroom to be conducive to learning

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\* Arıkan (2010)

In another study, Erbay, Erdem and Sağlamel (2014) conducted in-depth individual interviews with six private language course administrators in a north-eastern province of Turkey to identify the qualities of good English language teachers from the administrators' perspective. Personality traits, such as "teaching energy, tolerance, respect, and a well-balanced stance between love and discipline" (p. 56), were found to be of great importance according to private language institutions. Other than that, pedagogical knowledge, such as "having a strong consensus on the importance of classroom management skills, an ongoing professional development, skill integration, enhancement of learner autonomy, and transfer of input appropriately", is also valued. In addition to personality trait and pedagogical knowledge, administrator also thought highly of subject-knowledge of the teacher, especially "having a sound knowledge of grammar and vocabulary".

### **2. 2. 2. Perceptions of Language Learners on Effective Language Teachers**

Language learners are an indispensable part of a language classroom. Each individual comes to the classroom with different views and expectations. Kumaravadivelu (2012) explains this in the following statement:

Learners are best suited to explain and examine several aspects of classroom life that pertain to them, including the stated or unstated objectives of classroom activities, the clarity of instructional guidance given by the teacher to help them achieve those objectives, the articulated or unarticulated modes of on-going self-evaluation they use to monitor and assess the progress they are making in carrying out the

activity at hand, and their overall attitude toward the nature and scope of classroom events and activities. (pp. 102-103)

Therefore, knowing the perceptions of the students might be of great help to the classroom practices of the language teachers. One of the empirical studies that focused on students' opinions with regards to the attributes of effective English language lecturers was carried out by Barnes and Lock (2010) in the Korean context. They used a free writing instrument and asked university level language learners to write about the qualities of effective EFL lecturers. The qualitative data collected from 38 respondents reveal the following aspects:

- Students expect the atmosphere of respect and understanding in the language classroom.
- Students are aware and affected by the degree of teacher enthusiasm and preparation.
- Teachers should be aware of students' expectations about the type and level of error correction and adjust themselves accordingly.
- Students expect teachers to be sensitive to students' self-esteem.
- Teachers should use a participatory approach with special attention to include all students, not just advanced students. (pp. 148-149)

A few years later, Barnes and Lock (2013) carried out a follow-up study in the same context with different instruments. This time they used a questionnaire with a 1 to 4 Likert-scale part and an attribute ranking part. The results indicated that Korean university students value "Delivery (Communication skill and teaching method)" the most, followed by "Knowledge of English and Credibility".

Another quantitative study was conducted by Ghasemi and Hashemi (2011) at an Iranian university in order to explore the characteristics of effective English language teachers from the perspectives of college students. Although Ghasemi and Hashemi (2011) reported some differences between higher achieving and lower achieving students and male and female students, below the agreed upon characteristics of English language teachers are listed:

- Following syllabus tightly
- Sticking to administrative rules and regulations
- Being well-dressed
- Being knowledgeable
- Being more sociable
- Assigning homework
- Teaching English in English
- Lessen students' anxiety in class (p. 414)

Chen (2012) investigated the favorable and unfavorable characteristics of EFL teachers according to the views of 60 Thai university students. They used open-ended questionnaires and semi-structured interviews to gather the data. They analyzed the data under two categories: personal trait-related characteristics and classroom teaching-related characteristics. In terms of personal trait characteristics, it was reported by Chen (2012) that Thai undergraduate EFL learners are concerned about emotion (having a sense of humor, good temper and patience), kindness (politeness and friendliness toward the students), fairness (equality and impartiality), lenience (not being too strict and serious) and responsibility (willingness to teach and teaching preparation). In terms of the latter category, lesson delivery, language used in teaching, classroom activity organization and classroom atmosphere creation were the reported aspects of favorable teaching.

In another study conducted by Kourieos and Evripidou (2013) with the aim of identifying the effective qualities of EFL teachers, it was documented that Cypriot university students no longer appreciate directive and authoritarian role of teachers. On the contrary, they were found to believe that an effective EFL teacher is someone who takes notice of and design learning environments according to his/her students' individual differences, language anxiety, abilities and interests. In addition, Kourieos and Evripidou (2013) reported that students stress the importance of providing meaningful classroom interaction opportunities and using group work activities to be important factors for effective EFL teaching.

In the Turkish context, a study on the perspectives of 100 Turkish university level English preparatory school students on effective English language teacher was conducted by Arıkan, Taşer & Saraç (2008). According to 100 students who participated in the questionnaire, friendliness, youth, enthusiasm, creativity and sense of humor were the most important personal qualities of effective teachers. In terms of professional qualities, an effective English language teacher is someone who integrates educational games into their teaching and teaches both formal and informal English. Lastly, the pedagogical skills an effective language teacher is expected to have are “teaching grammar effectively, using real life situations to explain language items, having correct pronunciation of English and making the students feel relaxed in the classroom” (p. 46). The answers given in the qualitative part of their study also confirm the survey results. Arıkan et al. (2008) maintain that “good knowledge of English”, “being open to innovations” and “being friendly” are the characteristics that reflect effective English language teachers. The study also indicates that “complete dependence on the lesson plan” is a negative attribute that is considered the least effective by the participants (Arıkan et al., 2008).

Tılfaroğlu and Akıl (2012) investigated the effective ELT teacher behavior from the perspectives of university preparatory school students with different proficiency levels. Contrary to many studies conducted before, Tılfaroğlu and Akıl (2012) reported no significant difference between the students’ proficiency levels and their evaluations of their language teachers. Moreover, they maintain that students’ success is not affected by the effective behaviors of their teachers either.

Another study in the Turkish context was carried out by Çelik, Arıkan & Caner (2013). Çelik et al. (2013) investigated the qualities of effective foreign language teachers from the perspectives of 998 Turkish undergraduate students who have been learning English. Similar to Arıkan et al. (2008), they analyzed the effective language teacher qualities under three categories: pedagogy-specific knowledge, personality traits, and professional skills and classroom behavior. For each category, Çelik et al. (2013) reported the desired qualities of effective language teachers in order of importance emerged from the data. According to the results of this study, effective English language teachers should be fair and just, have good pronunciation

skills, and have sound vocabulary knowledge. Moreover, the results reveal that the gender of the teacher, using literary texts in the classroom, and speaking rather than listening to the students are the least important qualities for university level language learners.

### **2. 2. 3. Perceptions of Language Teachers and Learners on Effective Language Teachers**

As stated in the above sections, teachers' and students' perceptions on the behaviors of effective language teacher are crucial. According to Çelik et al. (2013), "Teachers and students may hold different perceptions and expectations with respect to the characteristics of an effective foreign language teacher." (p. 288). Therefore, this makes comparative studies necessary in order to find those similarities and differences. Brown (2009) maintains that if some students' expectations do not match the actual classroom teaching, the result might be disillusionment on the part of the student. Likewise, Barnes and Lock (2010) assert that "When the beliefs of students and their instructors align, and students agree with the teaching approach, effective learning is enhanced." (p. 150).

In order to find out the similarities and the differences between the beliefs of teachers and students, Brown (2009) conducted a survey study with 49 foreign language teachers who teach 9 different languages and with their students. The results of this study revealed significant differences between teachers' and students' perceptions in certain areas. While students favor formal grammar instruction, teachers' preference was on communicative approach and meaningful information exchange in the classroom. They expected their students to use L2 in the classroom earlier and more frequently. In addition, on the contrary to teachers' beliefs, students appreciated immediate correction of their oral mistakes.

Shishavan and Sadeghi (2009) also investigated the qualities of effective English language teachers as perceived by 59 English teachers and 215 learners in Iran. Although students and teachers agreed on the importance of such characteristics as "being patient and flexible, caring about the students' needs, having positive attitudes

towards the learners, and being smart and creative” (p. 134), the results of their study indicated certain significant differences in some aspects. Below in Table 3 are the qualities of Effective language teachers derived from the Shishavan and Sadeghi (2009)’s study:

**Table 3** Characteristics of Effective English Language Teachers

as perceived by teachers:	as perceived by students
* assigning homework	* teaching English in students’ native
* using group activities in class	language (i.e. Persian)
* lesson preparation	* being to the point
* being up-to-date	* not speaking a lot about one’s personal
* using lesson plans	experiences
* reasonable assessment	
* look neat and tidy	
* Shishavan and Sadeghi (2009, pp. 133-134)	

In another study conducted in the Iranian context to identify the differences in the perceptions of English language teachers and learners, Ganjabi (2011) reached very similar results: Whereas teachers emphasize the importance of communicative activities and are unwilling to provide direct and immediate error correction, students would like to focus on grammatical items and get immediate corrective feedback.

## **CHAPTER 3**

### **3. METHODOLOGY**

#### **3. 0. Introduction**

This study investigates the qualities of effective English language teachers from the viewpoints of students and instructors at a university preparatory year language program. In addition, this study also aims to identify the perceived factors that might affect the effectiveness of English language instructors.

In this methodology chapter, after a description of the design of the study, participant profile and information about the setting will be described. Then, the data collection instruments used for the purposes of this study will be presented, followed by data collection procedures. Finally, data analysis methods will be discussed.

#### **3. 1. Design of the Study**

Fully mixed method research design was chosen as the design of this descriptive single case study. Cresswell and Clark (2007) explain that the focus of mixed method design is to collect, analyze and mix both qualitative and quantitative data in a single study or series of studies. Cresswell and Clark (2007) also claim that using a combination of qualitative and quantitative approaches enable the researcher to understand the research problem better than either approach alone. Central premises of the mixed methods research are:

- providing strengths that cancel out the weaknesses of both qualitative and quantitative designs
- yielding more comprehensive evidence
- making answering certain questions that cannot be answered by qualitative and quantitative designs alone possible

- allowing the researcher to use any method to answer the research problem (Cresswell & Clark, 2007).

In line with the propositions of the mixed research designs stated above, it was determined to be the best approach to answer the research questions of the current study in that in order to identify English language learners' and teachers' priorities in terms of the qualities of Effective EFL teachers, quantitative data were necessary. Therefore, the ranking questions related to the qualities of effective EFL teachers were asked to the participants. On the other hand, qualitative data were needed in order to understand the rationale behind these rankings, to collect more in-depth data and to find out the contexts surrounding these preferences. Therefore, fully mixed method method design was implemented in this study.

### **3. 2. Setting and Participants**

#### **3. 2. 1. Setting**

The setting chosen for the purposes of the current study was an English medium state university in Turkey. At the beginning of each academic year, the students who are newly registered to the university where the current research study is conducted are tested for their English proficiency. Each student is expected to demonstrate a certain level of proficiency enough to follow lectures in English. The university administers its own English Proficiency Test with Selective Listening, Careful Listening, Search Reading, Careful Reading and Writing components. The students are expected to receive a "C" grade which equals to the grade number of 60 out of 100 points. As an alternative to taking this exam, the students can also present a certificate of proficiency from two international standardized English proficiency exams, i.e. TOEFL IBT/PBT or Academic IELTS. The accepted results from these grades are:

- TOEFL PBT 550, Writing 4.5
- TOEFL IBT 79, Writing 22
- IELTS (Academic) 6.5, Writing 6.5

The students who cannot pass the university's proficiency exam or present a certificate of proficiency from TOEFL IBT/PBT or Academic IELTS as indicated

above are registered to the School of Foreign Languages English Preparatory Division for a year of English language education. Based on their result of the placement test which is also administered by the university, the students are placed in four different levels called Program 1 (Beginner), Program 2 (Pre-Intermediate), Program 3 (Intermediate), and Program 4 (Advanced).

The length of the English preparatory year education is two academic semesters for Program 2, Program 3 and Program 4 students, and 3 academic semesters for Program 1 students. The students who fail to attend 85% of the lessons any time in the semester are not allowed to attend the rest of the courses that year. If the students do not fail from attendance and have a Grade Rating Point (GPA) of 60 or over from Achievement and Quarter examinations which are formative tests the students take throughout the academic year, they earn the right to take the English Proficiency Test which is administered in June. Program 1 students who fail to receive a “C” grade from June Proficiency Test, continue their education in the summer semester. Program 2 and Program 3 students who fail to get a “C” grade and wish to continue their English language education in the summer term pay a certain amount of money determined by the university for the summer program. At the end of the academic year, all preparatory year students, regardless of their attendance limits or GPA scores, take the proficiency test in August.

The setting described above is an English medium university, and students are supposed to have a good command of English to be able to carry out their academic studies when they start their majors. That’s why, effective English language education is a necessity for them. All students who are registered at the university where the current study have been carried out have passed through a competitive national university examination process. At the end of this examination process, they were found to be the top, high achieving students in their fields. However, they are not as successful in English language as they are in other fields such as Turkish Language and Literature, Mathematics, and Science. As the study intended to collect data from those students with lower English proficiency levels, summer school was chosen to be the data collection period. The students who study in the summer school consist of students who took the June English Proficiency Test but failed, as well as

the students who couldn't even get the chance to take the June proficiency test because of the low GPA they got from the formative exams they took throughout the academic year. For the purposes of this study, the whole population was targeted. That's why, the data were collected from everybody available in the classrooms at the time of the data collection period.

### **3. 2. 2. Participants**

The data for the current study were collected from two main groups: Students and teachers.

#### **3. 2. 2. 1. Students**

The student participants of this current study were the students who study in the summer term at the School of Foreign Languages in the English Preparatory Division of the English medium state university in Turkey described in the "Setting" section. A total of 315 students (222 Program 1, 86 Program 2, 7 Program 3) were registered to the summer program and 151 students (106 Program 1, 38 Program 2, 7 Program 3) attended at least 85% of the lessons till the end of the term. The data collection was carried out in the third, fourth and fifth weeks of the 8-week-long course. The data collection was carried out in all of the classrooms, with the students present in the classroom at the time of the data collection. 227 students participated in the study. Detailed information regarding the students' age, gender, classroom level, and intended major are presented in Table 4. (For detailed information about the participants ages and majors please see Appendix A).

Table 4 reveals that 55,9% of the students were 19 years old when the current study was conducted. 62,1 percent of all the student participants were females. Program 1 students constituted the 63,9% of the student participants. As the current study intended to study the perceptions of the students with lower proficiency levels, it was conducted in the summer school. Therefore, no advanced level students participated in the survey.

**Table 4** Demographic Information of the Students

Variables		n	%
Age	18-19	133	58,6
	20-21	74	32,6
	22 and above	20	8,8
Gender	Male	86	37,9
	Female	141	62,1
Level	Program 1 (Beginner)	145	63,9
	Program 2 (Pre-Intermediate)	71	31,3
	Program 3 (Intermediate)	11	4,8
Major	Education	108	47,6
	Arts and Sciences	45	19,8
	Engineering	27	11,9
	Applied Disciplines	27	11,9
	Economics and Administrative Sciences	20	8,8

In terms of the length of English language study before the students start at the institution where the current study was conducted varied between zero to 16 years, the average being 94 months. However, all students had received an average of 10 months of English language education at the current institution at the time of the data collection.

### 3. 2. 2. 2. Teachers

The teacher participants of the study were 36 English language instructors in the same institution. Fourteen of the teachers participated in the survey together with their students in summer school. In order to reach the teachers other than those who were teaching in the summer semester, personal and group emails were sent with the attachments of the survey and informed consent forms to all remaining 72 English language instructors in the institution. Twenty two teachers responded to those emails and volunteered to take part in the study. The email return rate ratio was 30,55%. Table 5 below presents detailed information regarding the teachers' birth year, gender, English level they taught in the 2014-2015 academic year and their educational background.

**Table 5** Demographic Information of the Teachers

Variables		n	%
Age	52	1	2,8
	45	1	2,8
	44	3	8,3
	43	1	2,8
	42	1	2,8
	41	1	2,8
	39	6	16,7
	38	1	2,8
	37	1	2,8
	36	1	2,8
	35	2	5,6
	34	2	5,6
	33	2	5,6
	32	5	13,9
	31	2	5,6
	30	1	2,8
	29	3	8,3
27	1	2,8	
26	1	2,8	
Gender	Male	4	11,1
	Female	32	88,9
Level taught	Program 1	9	25
	Program 2	7	19,4
	Program 3	5	13,9
	Program 4	7	19,4
	Curriculum Committee, Testing Office, Admin.	8	22,2
B.A.	Teaching English	25	69,4
	English Language and Literature	5	13,9
	Translation and Interpreting Studies	4	11,1
	Business Administration	1	2,8
	International Relations	1	2,8
M.A.	ELT / TESOL (and Creative Writing) / MATEFL	7	19,4
	Translation and Interpreting Studies	4	11,1
	Linguistics	2	5,6
	Applied Linguistics	2	5,6
	English Language and Literature	1	2,8
	Teaching Turkish as a Foreign Language	1	2,8
	Adult Education	1	2,8
	Guidance and Psychological Counseling	1	2,8

**Table 5** Demographic Information of the Teachers (*Continued*)

	Literature, Cultural Studies and Media	1	2,8
	Executive MBA	1	2,8
	Cognitive Science	1	2,8
	Computer & Educational Technology	1	2,8
	No M.A. Degree	13	36,1
PhD			
	ELT	1	2,8
	Linguistics	1	2,8
	Translation and Interpreting Studies	1	2,8
	No PhD Degree	33	91,7

As it can be seen in Table 5, the majority of the teachers (88,9%) is females. 69,4% of the teachers received their B.A. degrees in English Language Teaching Departments. While 23 out of 36 teachers (63,9%) hold an M.A. degree, only three have Ph.D. degrees.

### **3. 3. Data Collection**

#### **3. 3. 1. Data Collection Instruments**

The questionnaire consisted of three sections. In each section, different types of questions such as ranking items and open-ended questions were asked. The questionnaire was prepared by the researcher with the inclusion of adapted questions from previous studies (Arikan, Taşar & Saraç-Süzer, 2008; Park & Lee, 2006; Shishavan, 2009). Figure 1 gives an overview of the questions used in the study together with the sections and the rationale for the inclusion of these sections.

The first part of the questionnaire consisted of demographic questions such as birth year, gender, classroom level, prospective major, years of English language learning experience. In addition, attitude questions related to the learning/teaching English were also asked. This part of the survey was developed by the researcher.

The second part of the questionnaire consisted of ranking type of questions. The questions in this section were adapted from Park and Lee (2006)'s study with the consent of the original authors. As the survey was delivered in Turkish, the statements used by Park and Lee (2006) were translated into Turkish. For the sake of



**Figure 1** Overview of the Survey

validity and reliability, the translations were done by two English language instructors whose native language was Turkish. Then, the translated texts were analyzed by two linguistics experts. Based on the feedback provided by the linguistics experts, the researcher reviewed the items and edited certain expressions.

The third part of the survey was made up of open-ended questions. Considering that the pre-prepared items in each category may not be fully comprehensive and participants may want to add different responses (Dörnyei, 2003), a question regarding the qualities of effective English language teachers is asked again in this section. That question was: “**In your opinion**, what are **the top five qualities of effective English language teachers**? Why? Please write them in order of importance. (1 being the most important).” [*Size göre etkili bir İngilizce öğretmenin en önemli 5 özelliği nelerdir? Neden? Lütfen özellikleri önem sırasına göre yazınız. (1 en önemli olacak şekilde).*]

Moreover, a question adapted from Shishavan (2009) regarding the differences between English language teachers and teachers who teach in other fields was asked. The original question that was used by Shishavan (2009) was: “Are there any differences between English language teachers and other teachers in general? In what senses? Please explain.” For the purposes of this current study, it was used as “In what aspects should English language teachers be different from teachers in other fields? Why?” [*Etkili bir İngilizce öğretmeni diğer alanlardaki öğretmenlerden hangi açılardan farklı olmalıdır? Neden?*] The reason why this question was asked was to help the participants identify the qualities that are specific to English language teachers.

Also, adapted from Arıkan et al. (2008)’s study, participants were asked to describe the English language teacher they admired most. The question that was taken from Arıkan et al. (2008) was “Describe the qualities of the teacher you admired most. Why do you think he/she is an effective teacher?” [*Takdir ettiğiniz bir İngilizce öğretmeninizin özelliklerini yazınız. Sizce neden etkin bir öğretmendi?*] The reason why open-ended type of questions was opted for in this section was the opportunity it gives the researcher to collect more detailed data.

Finally, in addition to the questions regarding the qualities of effective EFL teachers, questions related to the personal and contextual factors that might influence the effectiveness of English language teachers were asked in order to find out the perceived factors on EFL teacher effectiveness.

Turkish, the native language of all participants, was chosen as the language of the surveys in order to prevent any potential language interference or misunderstanding which might lead to problems during implementation.

In order to increase the reliability of the whole survey, a single case implementation was conducted with the attendance of 15 students. These students first filled out the questionnaires. After that, they were asked to provide feedback on the clarity and comprehensibility of the expressions used in the survey through an open discussion with the researcher. Based on the feedback gained from the single case implementation, the questions were re-revised by the researcher and the supervisor of the current study. The questionnaire was finalized with some changes in the wording and addition of extra questions to clarify the intended meaning.

### **3. 3. 2. Data Collection Procedures**

Before the data collection phase, permission to conduct the questionnaire at the university's school of foreign languages was obtained from the Institutional Review Board for Research with Human Subjects. To collect data from the students, the researcher contacted summer school teachers via email, explaining the purpose of the study and asking for the available time for the surveys to be delivered in the classrooms in order not to interrupt the teachers' planned course schedule. Then, in the classroom, the researcher explained the purpose of the study to the students orally and distributed the informed consent forms (Please, see Appendix B). Finally, the questionnaires were delivered and completed by the students. The participation was on a voluntary basis and all participants were guaranteed confidentiality of their answers.

Data collection from the teachers was realized in two ways. First, during the implementation of the questionnaires in the summer school with the students, the classroom teachers also filled out their questionnaires. The second way of participation was through email. As it was the summer term, the only way to reach the instructors was via the internet. Therefore, an email was sent to all teachers with the questionnaire file as an attachment. Voluntary teachers filled out the form and sent it to the researcher via email.

### **3. 4. Data Analysis**

The data collection instrument for the current study consisted of both ranking and open-ended questions. Cresswell and Clark (2007) assert that when conducting mixed methods research the analysis of the qualitative data was carried out by using qualitative methods and the analysis of the quantitative data was carried out by using quantitative methods. Therefore, the data analysis for the current research was conducted using both quantitative and qualitative data analysis methods.

#### **3. 4. 1. Analysis of the Quantitative Data**

In the analysis of the first and second parts of the questionnaire, that is the “demographic information, attitudes towards learning/teaching English” and “ranking of the qualities of effective English language teachers”, firstly participants’ answers were enumerated and computerized, and then the Statistical Packages for Social Sciences (SPSS 20.0) were used to analyze the answers. For the questions in the first part of the questionnaire, descriptive statistics was implemented. Finally, in order to find out if there was a difference between the students’ and teachers’ rankings, frequency analysis was done.

#### **3. 4. 2. Analysis of the Qualitative Data**

The third part of the survey consisted of open-ended questions inquiring “the qualities of effective English language teachers, the qualities that make English language teachers different from teachers teaching in other fields, personal and contextual factors affecting the effectiveness of an English language teacher”, and “the qualities of an admired English language teacher” were asked. As these

questions are qualitative in nature, the data were analyzed through qualitative data analysis methods. In order to analyze the data, the participants' answers were firstly typed. Then, a computer assisted qualitative data analysis software, MAXQDA.Plus.v10.9.8.1, was used to code and categorize the information provided by the participants.

A computer assisted qualitative data analysis software enables the researcher to “locate the material easily” as it “provides an organized storage file system”, as well as “visualizing the relationships among the codes and themes” is easier with a software. Furthermore, “retrieving memos” and information from the data set can be carried out effortlessly (Creswell, 2013, pp. 201-202). In addition, it facilitates second-level coding, and categorization of similarly coded items is reviewed quickly (Dörnyei, 2007, p: 265). Therefore, MAXQDA was used in the analysis of the open-ended questions.

Even though MAXQDA was used as a tool, as Creswell (2013) asserts “the researcher, not the computer program, does the coding and categorizing” (p. 201). Once, the data were computerized, different levels of coding were carried out. Firstly, the data were coded descriptively through open coding. Following the initial coding, the connections between various categories were identified and categorized into more encompassing segments through axial coding. Finally, selective coding was done and core categories were determined (Dörnyei, 2007). As the data were provided in Turkish, the coding was also carried out in Turkish, the native language of the researcher. Then, some of the excerpts were translated into English for the presentation of the findings. The Turkish and English versions of the excerpts that were used in the findings section can be found in Appendix C.

### **3. 5. Limitations**

This study was conducted at one of the top-rated English medium universities in Turkey. This single case selection of this university might lead to generalizability problems as it might reflect certain differences from other cases in Turkey. The differences from regular university preparatory schools in Turkey might stem from the student profile which consists of high achieving students in various fields, as well

as the students' expectations to learn English proficiently in order to be able to function well when they start their studies in their departments. Another limitation to the current study might be because of the students' proficiency levels. As this study was conducted during the summer term, students with higher English proficiency levels had already passed the necessary English proficiency tests and didn't participate in the summer program. Although having received high scores on national university entrance exam, the students who were studying in the summer term were also the ones who had failed once or didn't even have a chance to take a proficiency test before. Therefore, these situations might have had an influence on the results of this study. Finally, using scales that were translated into Turkish might have had an influence in the findings. Although the translations were carried out by experts, they might have yielded different results if conducted in English.

## CHAPTER 4

### 4. FINDINGS

#### 4. 0. Introduction

The purpose of this study is to describe the qualities of effective English language teachers from the viewpoints of university preparatory level English language students and instructors. This study further investigates the underlying personal and contextual factors that influence the effectiveness of English language instructors as perceived by students and teachers.

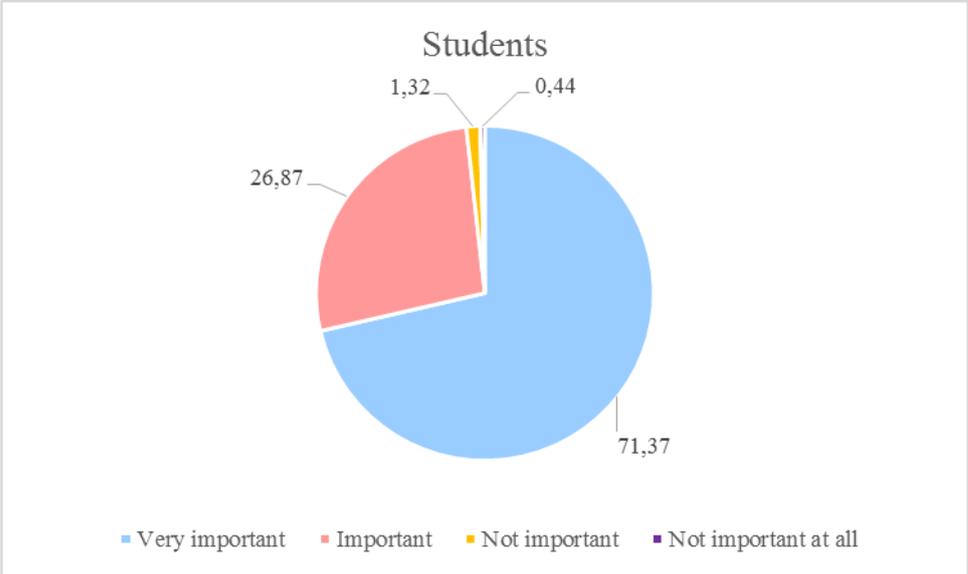
In this chapter, the results gathered through the survey study with 227 university English preparatory year students and 36 English language instructors at an English medium state university in Turkey will be presented. The organization of the sections will start with the attitudes of student and teacher participants' attitudes towards learning and teaching English. And then, the other findings will be grouped according to the research questions which guide the present study: The qualities of effective EFL teachers and perceived personal and contextual factors of the effectiveness of English language teachers.

#### 4. 1. Students' and Teachers' Attitudes towards Learning and Teaching English

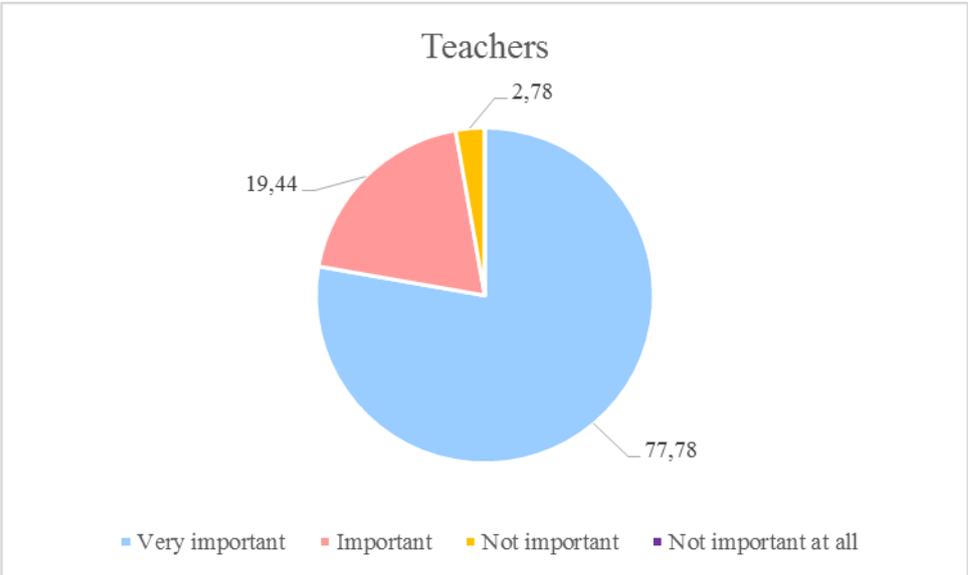
In the demographic information section of the survey (Please, see Appendix D and Appendix E for the surveys in Turkish, and F and G for English versions), students and teachers were posed questions about their attitudes towards learning and teaching English to get a better insight about their likes and preferences.

The responses to the question "Do you think learning English is important?" are shown in Figure 2. The responses given to the question reveal that while 71,4% of

the students believe that learning English is very important, this figure increases to 77,8% when the same question was asked to the teachers, as shown in Figure 3.



**Figure 2** Overview of the students’ responses to survey question I-7: *How important is learning English?*



**Figure 3** Overview of the teachers’ responses to survey question I-12: *How important is learning English?*

In order to understand for what purposes the student participants are learning English and what the teacher participants believe why their students should learn English, a ranking question was asked. Table 6 and Table 7 present the students' and teachers' preferences respectively.

**Table 6** Students' responses to the question I-8: *Why do students learn English?*

	1	2	3	Total
a. to pass the Proficiency Exam	22,5% (n. 51)	15,4% (n. 35)	20,7% (n. 47)	58,6% (n. 133)
b. to understand the lectures at their departments.	14,5% (n. 33)	38,8% (n. 88)	21,6% (n. 49)	74,9% (n. 170)
c. to get a better job in the future.	36,1% (n. 82)	17,6% (n. 40)	15,9% (n. 36)	69,6% (n. 158)
d. A lot of academic resources (Books, articles, etc.) are in English.	14,5% (n. 33)	11,9% (n. 27)	17,2% (n. 39)	43,6% (n. 99)
e. to have foreign friends.	0,9% (n. 2)	1,3% (n. 3)	1,3% (n. 3)	3,5% (n. 8)
f. to understand movies/TV shows without subtitles.	0,4% (n. 1)	1,3% (n. 3)	6,2% (n. 14)	7,9% (n. 18)
g. to travel abroad easily.	6,2% (n. 14)	12,3% (n. 28)	15,4% (n. 35)	33,9% (n. 77)

As shown on Table 6, 74,9% of the students included "to understand the lectures at their departments" in their first three reasons why they are learning English, whereas 36,1% asserts that "to get a better job in the future" is the most important reason of all.

**Table 7** Teachers' responses to the question I-13: *Why should your students learn English?*

	1	2	3	Total
a. to pass the Proficiency Exam	2,8% (n. 1)	5,6% (n. 2)	2,8% (n. 1)	11,1% (n. 4)
b. to understand the lectures at their departments.	33,3% (n. 12)	25,0% (n. 9)	30,6% (n. 11)	88,9% (n. 32)
c. to get a better job in the future.	22,2% (n. 8)	16,7% (n. 6)	13,9% (n. 5)	52,8% (n. 19)

**Table 7** Teachers' responses to the question I-13: *Why should your students learn English?(Continued)*

d. A lot of academic resources (Books, articles, etc.) are in English.	19,4% (n. 7)	36,1% (n. 13)	22,2% (n. 8)	77,8% (n. 28)
e. to have foreign friends.	0,0% (n. 0)	13,9% (n. 5)	2,8% (n. 1)	16,7% (n. 6)
f. to understand movies/TV shows without subtitles.	0,0% (n. 0)	0,0% (n. 0)	2,8% (n. 1)	2,8% (n. 1)
g. to travel abroad easily.	2,8% (n. 1)	2,8% (n. 1)	11,1% (n. 4)	16,7% (n. 6)

Likewise, Table 7 demonstrates that the majority of the teachers (88,9%) added “to understand the lectures at their departments” in their ranking without regard to the order. Yet, unlike students, the most frequently selected item in the first rank by 33,3% of the teachers was also found to be the same item, “to understand the lectures at their departments”.

In addition to the items provided in the ranking nine students and 13 teachers chose “other” option and wrote their own reasons. In Table 8 and Table 9 below, students' and teachers' responses are presented.

**Table 8** Students' extra reasons to learn English

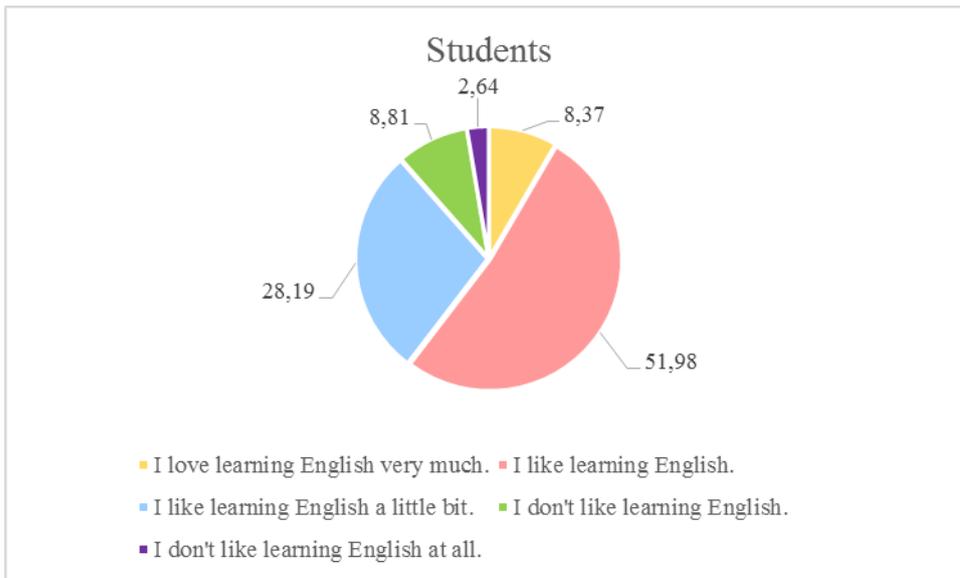
Rank	Reason
1	Because I want to be different from other Turkish Language and Literature graduates of other universities. [ <i>Diğer okullardan mezun olmuş edebiyatçılardan farkım olmasını istediğim için</i> ]
1	Because English is a world language [ <i>İngilizce dünya dili olduğu için</i> ]
1	As it (English) is the common language of the world, I come across it everywhere, and I want to be able to understand everything that I see in English [ <i>Dünyanın ortak dili olduğundan dolayı her yerde karşıma çıkıyor ve ben karşıma İngilizce olarak çıkan her şeyin anlayabilmek istiyorum</i> ]
1	Because English is a world language [ <i>İngilizce dünya dili olduğu için</i> ]
1	Because I want to be able to have a job abroad [ <i>Yurt dışında bir iş sahibi olabilmek için</i> ]
1	In order to be able to realize my plans for the future, such as studying abroad [ <i>Gelecekle ilgili planlarımı gerçekleştirmek için yurt dışında eğitim almak gibi</i> ]

**Table 8** Students' extra reasons to learn English (*Continued*)

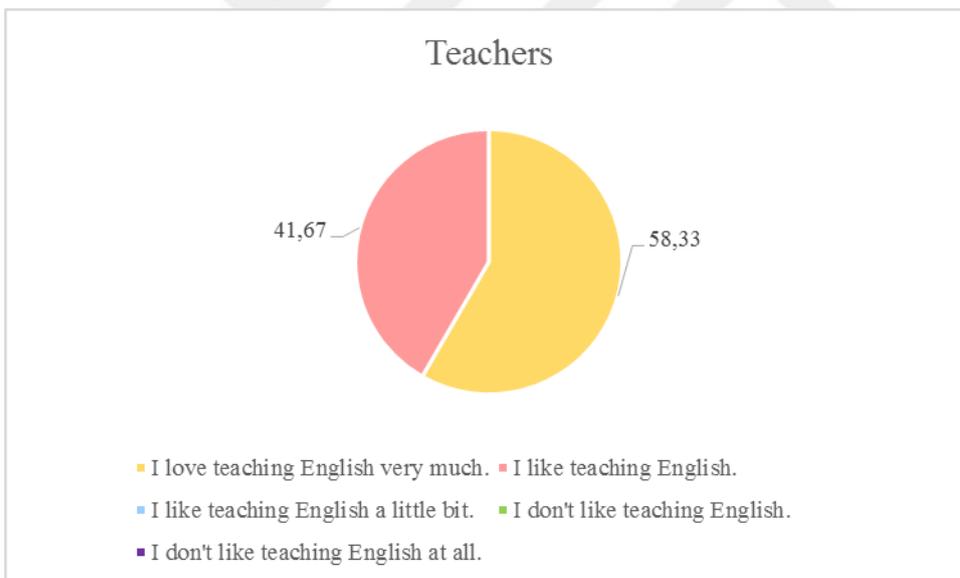
2	Because it presents me the world of literature [ <i>Edebiyat dünyasını bana geniş olarak sunabilmesi</i> ]
3	Because it helps me in cultural development. [ <i>Kültürel gelişime katkı sağlaması için</i> ]
3	Because all developments in the world (technological etc.) make us learn English. [ <i>Çünkü dünyadaki tüm gelişmeler (teknolojik vb.) bizi İngilizce öğrenmek zorunda bırakıyor.</i> ]

**Table 9** Teachers' extra reasons why their students should learn English

Rank	Reason
1	To keep up with the daily news [ <i>Haberleri gündemi takip edebilmek için</i> ]
1	To keep up with the world [ <i>Dünyayı takip edebilmek için</i> ]
1	To keep up with the world or an issue that they are interested in and to be able to keep on learning new things. [ <i>Dünyadan ve ilgilendikleri herhangi bir konudan haberdar olabilmek ve her zaman yeni bir şeyler öğrenmeye devam edebilmek için</i> ]
1	To be innovative [ <i>Yenilikçi olabilmek için</i> ]
1	To be able to compete with their peers from Europe who have had a good education like them and are able to speak at least three languages for a better life [ <i>Kendileri gibi iyi eğitim almış Avrupa'daki yaşlıları, en az üç yabancı dili akıcı bir şekilde konuştuklarından dolayı, onlarla daha iyi bir hayat için rekabet edebilmeleri için</i> ]
1	Because in general, it will add to their lives in every aspect and thanks to English they will have more opportunities to broaden their horizon. [ <i>Genel olarak hayatlarının her kesiminde onlara çok büyük bir katkı sağlayacağı, İngilizce sayesinde ufuklarını genişletmek için daha fazla fırsatları olacağı için</i> ]
1	To understand the world from first hand resources and to keep up with it. [ <i>Dünya'yı birinci el kaynaklardan anlayabilmek, takip edebilmek</i> ]
2	Because the number of monolingual people in the world is very small. [ <i>Monolingual insan sayısı dünyada çok az olduğu için</i> ] (in educated circles)
3	Because English is a world language [ <i>İngilizce'nin evrensel bir dil olarak öne çıkması sebebiyle</i> ]
3	To keep up with the news and the world [ <i>Gündemi ve dünyayı takip edebilmek için</i> ]
3	To access the most comprehensive information [ <i>En kapsamlı bilgiye erişim için</i> ]
3	Because being a world citizen now requires to know English which is the world's common language. [ <i>Dünya vatandaşı olmak artık dünyanın ortak dili olan İngilizce'yi bilmeyi gerektiriyor</i> ]
3	To gain international success in their fields and to have presence in the international platforms. [ <i>Alanlarında uluslararası düzeyde başarı kazanabilmek ve uluslararası platformda varlık gösterebilmek için</i> ]



**Figure 4** Overview of the students' responses to survey question I-9: *Do you like learning English?*



**Figure 5** Overview of the students' responses to survey question I-14: *Do you like teaching English?*

Finally, the students were asked whether they liked learning English (Question I-9) and the teachers were asked if they liked teaching English (Question I-14). The results revealed in Figure 4 and 5 above that the 51,98% of the students stated that

they liked learning English, whereas 58,33% of the teachers stated that they they loved teaching English.

#### **4. 2. Qualities of Effective EFL Teachers as Perceived by Students and Teachers (Participant Responses to Research Questions 1, 2 and 3)**

First three research questions of the current study which intended to gather the participants opinions on the qualities of effective language teachers were as follows:

- 1. What are the qualities of an effective English language instructor from the perspectives of students who study English at the preparatory year at an English medium state university in Turkey?*
- 2. What are the qualities of an effective English language instructor from the perspectives of instructors who teach English at the preparatory year at an English medium state university in Turkey?*
- 3. What are the similarities and differences between the perceptions of English language learners and instructors about the qualities of an effective English language instructor?*

In order to answer these three questions, both ranking and open-ended questions were asked to all of the participants. Therefore, the data related to the qualities of effective English language teachers will be demonstrated using both quantitative and qualitative methods.

##### **4. 2. 1. Students' Perceptions on the Qualities of Effective EFL Teachers**

###### **4. 2. 1. 1. Quantitative Data Analysis Results (Survey Part II)**

Ranking responses consist of the quantitative aspect of this study. The students were asked to rank the qualities of effective English language teachers in three major categories and their answers are also divided into three sections: *Subject-Matter*

*knowledge, Pedagogical knowledge and Socio-Affective skills.* The results of the *subject-matter knowledge* can be seen in Table 10.

**Table 10** Students’ Perceptions on Effective EFL Teachers’ Subject-Matter Knowledge (Ranking Responses)

<i>An effective English teacher is someone who should:</i>	1	2	3	4	5	Total
a. understand spoken English well.	3,96% (n.9)	2,64% (n.6)	7,49% (n.17)	5,29% (n.12)	7,49% (n.17)	26,87% (n.61)
b. know English culture well.	2,64% (n.6)	3,52% (n.8)	4,41% (n.10)	3,08% (n.7)	6,17% (n.14)	19,82% (n.45)
c. read English well.	7,49% (n.17)	8,37% (n.19)	15,42% (n.35)	20,7% (n.47)	15,86% (n.36)	67,84% (n.154)
d. have a high level of proficiency with English vocabulary.	22,91% (n.52)	22,91% (n.52)	18,5% (n.42)	17,18% (n.39)	7,49% (n.17)	88,99% (n.202)
e. write English well.	4,85% (n.11)	9,69% (n.22)	11,45% (n.26)	14,1% (n.32)	20,7% (n.47)	60,79% (n.138)
f. pronounce English well.	12,33% (n.28)	17,18% (n.39)	16,3% (n.37)	11,89% (n.27)	15,86% (n.36)	73,57% (n.167)
g. speak English well.	18,06% (n.41)	18,94% (n.43)	13,66% (n.31)	18,06% (n.41)	13,66% (n.31)	82,38% (n.187)
h. be fully familiar with English grammar.	27,75% (n.63)	16,74% (n.38)	12,78% (n.29)	8,81% (n.20)	11,89% (n.27)	77,97% (n.177)

As it is revealed by the data, the majority of the students had a tendency towards “having a high level of proficiency with English vocabulary” regardless of the ranking order. That is, 202 (88,99%) out of 227 students included “high level of vocabulary knowledge” to their top five *Subject-Matter knowledge* an effective English language teacher should have, followed by “speaking English well” (n. 187), “being fully familiar with English grammar” (n. 177), “pronouncing English well” (n. 167) and “reading English well” (n. 154) respectively.

On the other hand, when the frequency of items selected by the student participants as the most important quality an Effective English language teacher should have is

analyzed, it is understood that “being fully familiar with English grammar” has been given a higher average ranking order. 27,75% of the 227 student participants indicated that an effective English language teacher is a person who is fully knowledgeable about English grammar. This quality is followed by “having a high level of proficiency with English vocabulary” with 22,91%. The third item to be selected as the most important quality is found to be “speaking English well” (18,06%). The final two items to be marked as the most important are “pronouncing English well” and “reading in English well” in their respective order.

Table 11 demonstrates the ranking of *Pedagogical knowledge* requirements of effective English language teachers as perceived by the student participants. One hundred fifty one out of 227 students marked “providing activities that arouse student’s interest in learning English” at least once in their ranking. This figure is closely followed by “teaching English incorporating student’s various learning styles” with 149 student choices. Other qualities that were selected most frequently after the first two are “teaching English tailored to students’ English proficiency levels”, “assessing what students have learned by using appropriate assessment methods” and finally “teaching how to learn English outside the classroom”.

Although “providing activities that arouse student’s interest in learning English” is mentioned by the highest majority of the students in their ranking, when the frequency of choosing the same item in first choices is analyzed, it is understood that it is chosen by 11,01% of the 227 students. However, “teaching English tailored to students’ English proficiency levels” is indicated as the most important quality by 20,26% of the students. “Teaching English incorporating student’s various learning styles” and “preparing the lesson well” are also frequently marked as the first important quality by 14,98% of all of the students. “Teaching English in English” is included in only 47 students’ ranking regardless of the order, yet 20 of those believes that it is the most important *Pedagogical knowledge* an effective English language teacher should have. Finally, 7,05% of the students marked “teaching how to learn English outside the classroom” and “providing opportunities to use English through meaningful activities” at the most important quality.

**Table 11** Students’ Perceptions on Effective EFL Teachers’ Pedagogical Knowledge (Ranking Responses)

<i>An effective English teacher is someone who should:</i>	1	2	3	4	5	Total
a. prepare the lesson well.	14,98% (n.34)	5,73% (n.13)	4,41% (n.10)	10,13% (n.23)	6,61% (n.15)	41,85% (n.95)
b. teach how to learn English outside the classroom.	7,05% (n.16)	8,37% (n.19)	9,69% (n.22)	9,25% (n.21)	16,74% (n.38)	51,1% (n.116)
c. use various materials including video, audio, and multimedia.	3,96% (n.9)	8,37% (n.19)	8,81% (n.20)	11,45% (n.26)	11,89% (n.27)	44,49% (n.101)
d. teach English tailored to students’ English proficiency levels.	20,26% (n.46)	13,22% (n.30)	11,45% (n.26)	7,49% (n.17)	5,73% (n.13)	58,15% (n.132)
e. maintain good classroom atmosphere using authority, if necessary.	6,17% (n.14)	8,81% (n.20)	5,29% (n.12)	8,81% (n.20)	11,89% (n.27)	40,97% (n.93)
f. teach English in English.	8,81% (n.20)	1,76% (n.4)	2,64% (n.6)	3,52% (n.8)	3,96% (n.9)	20,7% (n.47)
g. assess what students have learned by using appropriate assessment methods.	5,73% (n.13)	17,62% (n.40)	14,1% (n.32)	13,22% (n.30)	7,05% (n.16)	57,71% (n.131)
h. teach English incorporating student’s various learning styles.	14,98% (n.34)	11,01% (n.25)	18,06% (n.41)	10,57% (n.24)	11,01% (n.25)	65,64% (n.149)
i. provide opportunities to use English through meaningful activities.	7,05% (n.16)	11,89% (n.27)	10,57% (n.24)	11,45% (n.26)	9,69% (n.22)	50,66% (n.115)
j. provide activities that arouse student’s interest in learning English.	11,01% (n.25)	13,22% (n.30)	14,98% (n.34)	13,22% (n.30)	14,1% (n.32)	66,52% (n.151)

Table 12 presents the tendencies in the last category of the ranking section in the questionnaire which was conducted for the purposes of the current study. In terms of *Socio-Affective skills*, “arousing students’ motivation for learning English” and “helping students’ self-confidence in learning English well” are found to be favored by 195 and 184 out of 227 students respectively. In addition, it is understood that 162 out of 227 student participants desire their English language teacher to “alleviate their anxiety in English class”. “Being helpful to students in and outside the classroom” and “having interest in students and their English learning” are the next

two characteristics an effective English language should have according to 137 and 127 students.

**Table 12** Students’ Perceptions on Effective EFL Teachers’ Socio-Affective Skills (Ranking Responses)

<i>An effective English teacher is someone who should:</i>	1	2	3	4	5	Total
a. be helpful to students in and outside the classroom.	16,3% (n.37)	11,01% (n.25)	8,81% (n.20)	12,78% (n.29)	11,45% (n.26)	60,35% (n.137)
b. alleviate students’ anxiety in English class.	11,45% (n.26)	12,78% (n.29)	20,7% (n.47)	13,66% (n.31)	12,78% (n.29)	71,37% (n.162)
c. listen to student’s opinions.	2,64% (n.6)	7,49% (n.17)	6,17% (n.14)	11,01% (n.25)	11,45% (n.26)	38,77% (n.88)
d. help students’ self-confidence in learning English well.	29,07% (n.66)	19,38% (n.44)	16,3% (n.37)	8,81% (n.20)	7,49% (n.17)	81,06% (n.184)
e. be friendly to students.	2,2% (n.5)	3,08% (n.7)	7,93% (n.18)	9,25% (n.21)	10,13% (n.23)	32,6% (n.74)
f. have a good sense of humor.	2,64% (n.6)	4,85% (n.11)	5,29% (n.12)	4,85% (n.11)	7,93% (n.18)	25,55% (n.58)
g. not discriminate between students and treat them fairly.	10,57% (n.24)	7,93% (n.18)	7,49% (n.17)	10,13% (n.23)	9,25% (n.21)	45,37% (n.103)
h. arouse students’ motivation for learning English.	16,3% (n.37)	25,11% (n.57)	14,1% (n.32)	14,98% (n.34)	15,42% (n.35)	85,9% (n.195)
i. have interest in students and their English learning.	8,81% (n.20)	8,37% (n.19)	12,78% (n.29)	13,22% (n.30)	12,78% (n.29)	55,95% (n.127)

“Helping students’ self-confidence in learning English well” is favored by the biggest number of students in the *Socio-Affective skills* category with 29,9% of all 227 students. It is followed by “being helpful to students in and outside the classroom” and “arousing students’ motivation for learning English” by 16,3% of the students ranking them as the most important effective English language teacher characteristics. 11,45% of the 227 students opted for “alleviate their anxiety in English class”. Lastly, “not discriminating between students and treating them fairly”

and “having interest in students and students’ English learning” were marked by 10,57% and 8,81% of the students respectively.

#### 4. 2. 1. 2. Qualitative Data Analysis Results (Survey Part III, Open-Ended Questions A, B, G, H)

After that ranking section in the questionnaire, the participants were also asked open-ended questions inquiring the differences English teachers should have from teachers that teach other fields, the characteristics that are the most important for effective English language teachers to have and the characteristics of an effective English language teacher they admired. Participants’ responses to these questions were coded and grouped under the same three categories that were used in the quantitative part of the survey. However, the characteristics in each category are modified according to the responses received from the participants.

Table 13 below presents an overview of the qualitative data collected from the student participants in terms of the qualities of effective English language teachers in frequencies and percentages.

**Table 13** Frequency and Percentages of Student Responses regarding the Qualities of Effective EFL Teachers

Qualities of Effective EFL Teachers	<i>f</i>	%
Pedagogical Knowledge	786	35,65
Socio-Affective	864	39,18
Subject Matter Knowledge	555	25,17
TOTAL	2205	100

Table 13 demonstrates that among 2205 codes, 864 (39.18%) were related to the *Socio-Affective skills* of English teachers. The second most frequently favored qualities were found to be in the category of *Pedagogical knowledge* with 35,65 percent of the students, followed by *Subject-Matter knowledge* ( 25,17%)

The detailed analysis of the coded segments in *Socio-Affective skills*, *Pedagogical knowledge* and *Subject-Matter knowledge* categories are displayed in Table 14, Table 15 and Table 16 respectively.

**Table 14** Frequency and Percentages of Student Responses in the category of Socio-Affective Skills

Socio-Affective Skills	<i>f</i>	%
Increasing Student Motivation	149	17,25
Being Friendly to Students	99	11,46
Being Helpful to Students	77	8,91
Being Understanding towards Students	76	8,80
Having Good Communication with Students	72	8,33
Caring about Students	68	7,87
Being Patient towards Students	63	7,29
Having a Sense of Humor	61	7,06
Helping Students Enjoy Learning English	46	5,32
Alleviating Student Anxiety	45	5,21
Increasing Student Self-confidence	42	4,86
Being Fair for Students	29	3,36
Positive towards Student Success	24	2,78
Being Respectful to Students	13	1,50
TOTAL	864	100

As it can be seen in Table 14, the mostly stated Socio-Affective Skill that effective English language teachers should have is “Increasing student motivation”. Students believe that being motivated is the most important way to effective learning. One of the students explained this in his own words:

*1: "[The teacher] should keep the students' motivation high because this is the most important tool to enable efficient learning." (S-121)*

They also express that learning English is a tiresome process and it is necessary for the teachers to increase students' motivation to learn the language.

2: *"[The teacher] should be motivating because language learning process tends to be problematic. No matter how many mistakes the students make, the teacher should be constructive and deal with them."* (S-82)

3: *"Since language learning process is long and tiresome, [the teacher] should keep good communication with his/her students and increase their motivation."* (S-36)

The second most frequently stated socio-affective feature of effective English language teachers is "Being Friendly to Students". They claim that liking the teacher is an important factor in enjoying language learning; and therefore English language teachers should be friendly to their students.

4: *"[The teacher] should be friendly towards his/her students [because] a teacher's behaviors affect the students. If [students] don't like the teacher, they won't like the lesson."* (S-160)

Moreover, in order to be more active in the classroom and improve his/her speaking skills, a friendly teacher is necessary.

5: *"[The teacher] should be close to his/her students, like friends, because we are learning listening, reading and writing, but we do not have speaking lessons. In order for the student to improve his/her speaking and to be active in class, he/she should feel close to the teacher."* (S-19)

As the third most frequent socio-affective skill students mentioned teachers who are "Helpful to Students." For example, one of the students described the teacher he/she admired most as follows:

6: “[The teacher] used to deal with us out of the classroom as well. He/she helped me solve many of my English related problems, and she spent her free time taking care of us.” (S-50)

**Table 15** Frequency and Percentages of Student Responses in the category of Pedagogical Knowledge

Pedagogical Knowledge	<i>f</i>	%
Using Activities to Arouse Students' Interest	106	13,49
Maintaining Good Classroom Atmosphere	79	10,05
Using Various-Appropriate Methods and Materials	76	9,67
Teaching Tailored to Students' Levels	69	8,78
Being Ready for the Lesson	63	8,02
Providing Opportunities to Use English	54	6,87
Teaching Students How to Learn English	53	6,74
English as a Lifelong Skill	52	6,62
Teaching English in English	42	5,34
Awareness of Students' Needs	36	4,58
Incorporating Learning Styles into Teaching	29	3,69
Assessing What Students Have Learnt	27	3,44
Integrating Technology and Multimedia into Teaching	22	2,80
Giving Feedback	22	2,80
Keeping up with New Methods	20	2,54
Giving Homework	14	1,78
Time Management	12	1,53
Focusing on All Skills	10	1,27
<b>TOTAL</b>	<b>786</b>	<b>100</b>

As far as *Pedagogical knowledge* of the English language teachers is concerned (Table 15), the most frequent remarks from the students were related to “Using activities that arouse students’ interest” because students believe that wonder can help them achieve.

7: “[The teacher] should make the lesson interesting because the more interested the students are, the more successful they may become.” (S-134)

8: “English is a huge world. It takes time to learn it and that process may be extremely boring. A teacher who ensures that the students do not get bored is an effective teacher.” (S-203)

“Maintaining good classroom atmosphere” is another *Pedagogical knowledge* that is expected by students. That is, although “Being friendly to students” is an important feature, being the authority in the classroom when/if necessary is considered important. For example:

9: “To be close to the students and to be able to keep the authority when necessary ...” (S-26)

10: “[The teacher] should have good classroom management. He should identify the students who want and don’t want to learn, and establish his/her authority.” (S-140)

In addition, students also favor “Using various-appropriate methods and materials” because if teachers use different methods or materials this helps them get more interested in learning the language.

11: “In order to prevent students get distracted, [the teacher] should bring different materials to the classroom from time to time because what is being taught is not just a trivial topic. You are teaching a culture.” (S-15)

12: “[The teacher] should use different teaching methods because each student has a different way of learning.” (S-161)

Students hope to get their questions answered in the classroom. That’s why, in terms of *Subject-Matter knowledge* which is displayed in Table 16, “Linguistic

Knowledge” is found to be the mostly reported item. The extracts below reflect their opinions:

13: *“In order to be able to answer any question the students will ask, an effective English language teacher should be fully familiar with English grammar.” (S-9)*

14: *“[The teacher] should be knowledgeable about English. How can a person who doesn’t know teach?!” (S-137)*

**Table 16** Frequency and Percentages of Student Responses in the category of Subject Matter Knowledge

Subject Matter Knowledge	<i>f</i>	%
Linguistic Knowledge	171	30,81
Vocabulary Knowledge	76	13,69
Pronunciation Skill	72	12,97
Speaking skill	64	11,53
Knowledgeable about English Culture	52	9,37
General Knowledge	47	8,47
L1 Knowledge	29	5,23
Writing Skill	24	4,32
Reading Skill	20	3,60
TOTAL	555	100

In addition to “Linguistic Knowledge”, students also want their questions to be answered immediately when they ask the meaning of a word in English.

15: *“[The teacher] should be proficient in English vocabulary. When a student asks a word, he/she should answer immediately.” (S-160)*

16: “[The teacher] should have a high level of vocabulary knowledge, and also he/she should be able to transfer this knowledge to his/her students. He/she should help them learn vocabulary.” (S-65)

Another type of *Subject-Matter knowledge* that the students expect their teachers to be proficient at is “Pronunciation”. Their concerns focus on two important issues. One of them is that once they learn a word incorrectly, it gets harder to correct it later. Also, if the teacher doesn’t speak fluently, they might get bored:

17: “[The teacher] should have correct pronunciation when he/she is speaking because the things that are learnt first cannot be changed easily.” (S-156)

18: “[The teacher]’s pronunciation should be correct and fluent because speaking in a monotone and use wrong intonation bores the listeners and makes the lesson monotonous.”(S-158)

#### **4. 2. 2. Teachers’ Perceptions on the Qualities of Effective EFL Teachers**

##### **4. 2. 2. 1. Quantitative Data Analysis Results (Survey Part II)**

As this study intended to describe the qualities of effective English language teachers from the perspectives of English language learners and teachers, the survey was also conducted with 36 English language instructors working in the same institution.

Table 17 demonstrates the percentages and frequencies the English language instructors provided related to the *Subject-Matter knowledge*.

It can be seen in Table 17 that 32 out of 36 teachers included “speaking English well” to their ranking regardless of the order of importance. Secondly, “reading English well” is marked by 29 out of 36 teachers. “Being fully familiar with English grammar” and “having a high level of proficiency with English vocabulary” are also

reported to be the most important qualities an English language teacher should have by 27 teachers each. Reading and pronouncing English well are also favored by most of the teachers (26 and 22, respectively).

**Table 17** Teachers’ Perceptions on Effective EFL Teachers’ Subject-Matter Knowledge (Ranking Responses)

<i>An effective English teacher is someone who should:</i>	1	2	3	4	5	Total
a. understand spoken English well.	5,56% (n.2)	5,56% (n.2)	5,56% (n.2)	5,56% (n.2)	8,33% (n.3)	30,56% (n.11)
b. know English culture well.	5,56% (n.2)	2,78% (n.1)	2,78% (n.1)	2,78% (n.1)	2,78% (n.1)	16,67% (n.6)
c. read English well.	13,89% (n.5)	8,33% (n.3)	33,33% (n.12)	8,33% (n.3)	16,67% (n.6)	80,56% (n.29)
d. have a high level of proficiency with English vocabulary.	8,33% (n.3)	30,56% (n.11)	8,33% (n.3)	22,22% (n.8)	5,56% (n.2)	75% (n.27)
e. write English well.	0% (n.0)	8,33% (n.3)	19,44% (n.7)	22,22% (n.8)	22,22% (n.8)	72,22% (n.26)
f. pronounce English well.	2,78% (n.1)	11,11% (n.4)	8,33% (n.3)	11,11% (n.4)	27,78% (n.10)	61,11% (n.22)
g. speak English well.	33,33% (n.12)	19,44% (n.7)	5,56% (n.2)	19,44% (n.7)	11,11% (n.4)	88,89% (n.32)
h. be fully familiar English grammar.	30,56% (n.11)	13,89% (n.5)	16,67% (n.6)	8,33% (n.3)	5,56% (n.2)	75% (n.27)

33,33% of the teachers who participated in the survey believes in the importance of “speaking English well”, and 30,56% believes that “being fully familiar with English grammar is the most important *Subject-Matter knowledge* a language teacher should have.

In table 18, answers provided to the second part of the ranking section are presented. “Providing opportunities to use English through meaningful activities” is selected by 30 out of 36 teachers in their ranking regardless of the order they put the item in. This figure is followed by “preparing the lesson well” and “teaching English incorporating students’ various learning styles” by 29 teachers. In addition,

“providing activities that arouse student’s interest in learning English” is preferred by 26 teachers. 19 teachers are found to be in favor of “teaching how to learn English outside the classroom”, and finally 16 teachers mentioned “using various materials including video, audio, and multimedia” once in their ranking.

**Table 18** Teachers’ Perceptions on Effective EFL Teachers’ Pedagogical Knowledge (Ranking Responses)

<i>An effective English teacher is someone who should:</i>	1	2	3	4	5	Total
a. prepare the lesson well.	38,89% (n.14)	11,11% (n.4)	11,11% (n.4)	5,56% (n.2)	13,89% (n.5)	80,56% (n.29)
b. teach how to learn English outside the classroom.	5,56% (n.2)	8,33% (n.3)	5,56% (n.2)	13,89% (n.5)	19,44% (n.7)	52,78% (n.19)
c. use various materials including video, audio, and multimedia.	2,78% (n.1)	16,67% (n.6)	2,78% (n.1)	13,89% (n.5)	8,33% (n.3)	44,44% (n.16)
d. teach English tailored to students’ English proficiency levels.	11,11% (n.4)	2,78% (n.1)	19,44% (n.7)	2,78% (n.1)	2,78% (n.1)	38,89% (n.14)
e. maintain good classroom atmosphere using authority, if necessary.	2,78% (n.1)	0% (n.0)	0% (n.0)	5,56% (n.2)	5,56% (n.2)	13,89% (n.5)
f. teach English in English.	2,78% (n.1)	2,78% (n.1)	2,78% (n.1)	2,78% (n.1)	2,78% (n.1)	13,89% (n.5)
g. assess what students have learned by using appropriate assessment methods.	0% (n.0)	2,78% (n.1)	2,78% (n.1)	5,56% (n.2)	8,33% (n.3)	19,44% (n.7)
h. teach English incorporating student’s various learning styles.	13,89% (n.5)	13,89% (n.5)	22,22% (n.8)	19,44% (n.7)	11,11% (n.4)	80,56% (n.29)
i. provide opportunities to use English through meaningful activities.	19,44% (n.7)	19,44% (n.7)	19,44% (n.7)	13,89% (n.5)	11,11% (n.4)	83,33% (n.30)
j. provide activities that arouse student’s interest in learning English.	2,78% (n.1)	22,22% (n.8)	13,89% (n.5)	16,67% (n.6)	16,67% (n.6)	72,22% (n.26)

38,89% of the teacher participants believe that “preparing the lesson well” is the most important quality an effective English language teacher should have. Coming after “preparing the lesson well”, “providing opportunities to use English through

meaningful activities” is the second mostly opted item with 19,44% of the teachers marking this item as the most important quality of effective English language teachers. The items that follow are “teaching English incorporating student’s various learning styles” (13,89%), “teach English tailored to students’ English proficiency levels” (11,11%) and “teach how to learn English outside the classroom” (5,56%).

The teacher participants’ responses to the *Socio-Affective skills* section of the questionnaire can be seen in Table 19.

**Table 19** Teachers’ Perceptions on Effective EFL Teachers’ Socio-affective Skills (Ranking Responses)

<i>An effective English teacher is someone who should:</i>	1	2	3	4	5	Total
a. be helpful to students in and outside the classroom.	8,33% (n.3)	11,11% (n.4)	16,67% (n.6)	5,56% (n.2)	16,67% (n.6)	58,33% (n.21)
b. alleviate students’ anxiety in English class.	13,89% (n.5)	13,89% (n.5)	13,89% (n.5)	19,44% (n.7)	8,33% (n.3)	69,44% (n.25)
c. listen to student’s opinions.	11,11% (n.4)	11,11% (n.4)	13,89% (n.5)	5,56% (n.2)	13,89% (n.5)	55,56% (n.20)
d. help students’ self-confidence in learning English well.	30,56% (n.11)	13,89% (n.5)	19,44% (n.7)	16,67% (n.6)	2,78% (n.1)	83,33% (n.30)
e. be friendly to students.	0% (n.0)	8,33% (n.3)	0% (n.0)	5,56% (n.2)	2,78% (n.1)	16,67% (n.6)
f. have a good sense of humor.	2,78% (n.1)	5,56% (n.2)	5,56% (n.2)	2,78% (n.1)	11,11% (n.4)	27,78% (n.10)
g. not discriminate between students and treat them fairly.	16,67% (n.6)	5,56% (n.2)	13,89% (n.5)	16,67% (n.6)	8,33% (n.3)	61,11% (n.22)
h. arouse students’ motivation for learning English.	13,89% (n.5)	27,78% (n.10)	8,33% (n.3)	22,22% (n.8)	16,67% (n.6)	88,89% (n.32)
i. have interest in students and their English learning.	2,78% (n.1)	2,78% (n.1)	8,33% (n.3)	5,56% (n.2)	19,44% (n.7)	38,89% (n.14)

It can clearly be seen that “arousing students’ motivation for learning English” is the mostly picked item by 32 out of 36 instructors adding it to their ranking without regard to its order. “Helping students’ self-confidence in learning English well” is also found to be favored by 30 instructors, which is followed by “alleviating students’ anxiety in English class” as 25 out of 36 teachers chose it. The last two most frequently favored qualities are “not discriminating between students and treating them fairly” (n.22) and “being helpful to students in and outside the classroom” (n. 21).

On the other hand, when the responses to the most important quality is analyzed, it can be understood that “helping students’ self-confidence in learning English well” is preferred by 30,56% of the instructors. 16,67% of the instructors believes that “not discriminating between students and treating them fairly” is the most important characteristics. Both “Alleviating students’ anxiety in English class” and “arousing students’ motivation for learning English” are reported to be the most important *Socio-Affective skills* an effective English language teacher should have by 13,89% of teachers. “Listen to student’s opinions” (11,11%) and “being helpful to students in and outside the classroom” (8,33%) are also among the frequently marked skills.

#### **4. 2. 2. 2. Qualitative Data Analysis Results (Survey Part III, Open-Ended Questions A, B, G, H)**

When the teachers’ responses to the open-ended questions in the survey were analyzed a total of 315 codes were formed. These codes were categorized under three sub categories, namely *Pedagogical Knowledge*, *Socio-Affective skills* and *Subject-Matter knowledge*. The overview of the categories is displayed in Table 20 below.

As it can be seen from the Table 20, 43,81% of the total 311 codes were related to the *Pedagogical knowledge* of the English language teachers. This figure is followed by *Socio-Affective Skills* with 32,70%. The third category, Subject Matter Knowledge, takes up the 23,49% of the responses.

**Table 20** Frequency and Percentages of Teacher Responses regarding the Qualities of Effective English Language Teachers

Qualities of Effective English Language Teacher	<i>f</i>	%
Pedagogical Knowledge	138	43,81
Socio-Affective Skills	103	32,70
Subject Matter Knowledge	74	23,49
TOTAL	315	100

When the frequencies and the percentages of *Pedagogical knowledge* are analyzed, it can be seen that “Providing Opportunities to Use English”, “Using Various-Appropriate Methods and Materials”, and “Awareness of Students' Needs” are the most frequently stated items. (Table 21)

Teachers state that language is something to be learnt by experience and effective English language teachers are the ones who provide their students with that opportunity. The extracts below reflect this idea.

19: *“As an English language teacher works in foreign language teaching, he/she definitely should not teach by memorization and grammar translation. He/she should provide situations that enable students learn by experience, and he/she should help the students experience the language by leading them in the correct way.” (T-11)*

20: *“An effective English language teacher should not be a person who teaches, but a person who invites the students to join the teaching process actively. In language learning, listening to and observing the speakers of that language probably just works with babies. The use of language by the students in class actively is extremely important.” (T-16)*

**Table 21** Frequency and Percentages of Teacher Responses in the category of Pedagogical Knowledge

Pedagogical Knowledge	<i>f</i>	%
Providing Opportunities to Use English	19	13,77
Using Various-Appropriate Methods and Materials	18	13,04
Awareness of Students' Needs	17	12,32
Being Ready for the Lesson	14	10,14
Using Activities to Arouse Students' Interest	14	10,14
Keeping up with New Methods	12	8,70
Teaching Students How to Learn English	11	7,97
Integrating Technology and Multimedia into Teaching	6	4,35
Giving Feedback	6	4,35
Maintaining Good Classroom Atmosphere	5	3,62
English as a Lifelong Skill	4	2,90
Assessing What Students Have Learnt	4	2,90
Time Management	2	1,45
Incorporating Learning Styles into Teaching	2	1,45
Teaching Tailored to Students' Levels	1	0,72
Focusing on All Skills	1	0,72
Giving Homework	1	0,72
Teaching English in English	1	0,72
<b>TOTAL</b>	<b>138</b>	<b>100</b>

Following the “Providing Opportunities to Use English” criterion, teachers also believe that they should use various-appropriate methods and materials. This includes the variety of methods and materials the teachers use in the classroom, and their appropriateness to the students or the situation. Who prepared the materials is not that significant, however, variety is a necessary aspect. Two teachers express their opinions in this issue as follows:

21: “[The teacher] should try different methods in class in a flexible manner and know when to use which technique.” (T-31)

22: *“Using a variety of activities. [The teacher] may prepare them himself/herself, or use ready-made ones.” (T-18)*

“Awareness of Students' Needs” is also a frequently stated feature by the teachers. A teacher stated that an English teacher should be on top of his/her students' motivation and improvement levels. Also, it is stated that English language teachers should act on the needs of their students and make some necessary changes in their teaching or the curriculum.

23: *“Teaching English is a field where the teacher has to observe his/her students' motivation and improvement very carefully.” (T-34)*

24: *“Being aware of the students' needs and working on them.” (T-5)*

25: *“[The teacher] can identify the students' needs and make the necessary changes in the program.” (T-18)*

In terms of *Socio-Affective skills*, as it can be seen in Table 22 “Increasing Student Motivation” is mentioned 16 times by teacher participants. Teachers express that learning in the classroom is more important in language learning than learning in other fields. Therefore, students should be motivated to learn in the classroom.

26: *“Different from other fields, learning in the classroom is more important when learning English because English is not something to go home and study to learn it. Also, for the same reason, I think in order to keep the motivation in the classroom high, [the teacher] should have good relationships with his/her students.” (T-7)*

Also, if the students are not motivated in the classroom, they might give up trying in the language learning process. Therefore, the teachers' ability to motivate their students gains importance.

27: *“Some students may start language learning with negative feelings and obstacles. At any stage of their learning, they might feel demotivated or want to give up. An effective English language teacher should approach his/her students correctly to help them overcome their problems.” (T-31)*

**Table 22** Frequency and Percentages of Teacher Responses in the category of Socio-Affective Skills

Socio-Affective Skills	<i>f</i>	%
Increasing Student Motivation	16	15,53
Having Good Communication with Students	15	14,56
Being Understanding towards Students	13	12,62
Having a Sense of Humor	10	9,71
Being Patient towards Students	8	7,77
Alleviating Student Anxiety	8	7,77
Being Fair for Students	6	5,83
Being Respectful to Students	6	5,83
Positive towards Student Success	6	5,83
Being Friendly to Students	5	4,85
Increasing Student Self-confidence	4	3,88
Being Helpful to Students	3	2,91
Caring about Students	3	2,91
<b>TOTAL</b>	<b>103</b>	<b>100</b>

Furthermore, according to teachers, English cannot be separated into different modules and requires continuity. Therefore, English language teachers should have “good communication with their students” in order to keep the cooperation going.

28: *“As language teaching is a field which requires continuous interaction, it differs from the teaching of other fields in both teaching hours and methodology. As it necessitates continuity and topics are interrelated, it may not be taught in separate modules. Therefore, a continuous interaction between the teacher and the students is crucial.” (T-6)*

Another reason why “Having Good Communication with Students” is considered important is that in order to practice their English, students have to share some content with their teachers in the classroom. For that reason, effective English language teachers should be the ones who listen to their students and get into dialogues with them so that the students can improve their communication skills.

*29: “If communication is accepted as transferring information, an English language teacher will be in communication with his/her students about real issues by listening to their real opinions and feelings with interest and by responding with sincere answers. And this is believed to be helpful to the students in real life to use English comfortably.” (T-33)*

“Being Understanding towards Students” has been stated 13 times by the teachers. In order to have a united classroom, teachers find this feature crucial. As it can be understood from the two extracts taken from teacher participants’ responses, individual differences play an important role in the English language classroom. Teachers do not have to agree with their students, but they have to be open to hearing their “extreme” ideas. Otherwise, introverted students might feel more anxious and develop a social phobia.

*30: “When we embrace individual differences and listen to their opinions that are sometimes found to be “extreme”, the lessons become more realistic and unifying. I know it by experience.” (T-21)*

*31: “Language learning classes are different from the other courses because, in language learning courses, students talk about themselves or express their ideas while they practice what they have learnt by speaking in class or in their writing assignments. This may cause anxiety especially for introverted students. An English language teacher is also supposed to have his/her students believe that their ideas are precious, and to motivate them to talk about themselves. He/she is supposed to help the students overcome their social phobia. In this sense, [the teacher] needs to be able to be both a teacher and a counselor in many situations.” (T-29)*

Table 23 exhibits the frequencies of teacher responses that were grouped under the category of *Subject-Matter knowledge*.

**Table 23** Frequency and Percentages of Teacher Responses in the category of Subject Matter Knowledge

Subject Matter Knowledge	<i>f</i>	%
Linguistic Knowledge	29	39,19
General Knowledge	23	31,08
Speaking skill	11	14,86
Knowledgeable about English Culture	4	5,41
Pronunciation Skill	3	4,05
Vocabulary Knowledge	2	2,70
Reading Skill	1	1,35
Writing Skill	1	1,35
TOTAL	74	100

The most frequently mentioned *Subject-Matter knowledge* is found to be “Linguistic knowledge”. Linguistic knowledge includes the teachers’ knowledge and proficiency of the language they are teaching. According to the teacher participants, English language teachers should have a near-perfect proficiency level and should be knowledgeable about the grammar and linguistics.

32: “[The teacher] should have a full command of English language.” (T-25)

33: “I think [the teacher] should have the basic knowledge of linguistics because with that, he/she can explain grammar rules more systematically if needed.” (T-8)

34: “Having the command of English language to such a degree that makes the teacher teach English faultlessly.” (T-33)

In addition to “Linguistic knowledge”, English language teachers should have a high level of “General knowledge”. If they don’t, they would only teach grammar and wouldn’t be able to familiarize themselves with the reading texts that they read in the lessons. Extracts below demonstrate teachers’ opinions on this issue.

35: *“The teacher should have the knowledge of many other fields ranging from Chemistry to Sociology even if at the very basic level.” (T-24)*

36: *“Besides being directly linked to Social Sciences and Literature, [the teacher] should be knowledgeable about positive sciences, and the current issues in his/her country as well as in the world. Otherwise, he/she cannot teach anything more than grammar.” (T-9)*

37: *“In contrast to the teachers of other fields, an effective English language teacher should be knowledgeable about not only his/her field, but also the others. Understanding English texts requires being knowledgeable about other fields.” (T-18)*

“Speaking Skill” is another competence that effective English language teachers are expected to have.

38: *“[The teacher] should do his/her best in order to speak English very well.” (T-19)*

39: *“Being able to speak English like a native, without hesitation or problems.” (T-32)*

40: *“Teaching a language primarily requires using it well. Correct pronunciation and the ability to speak fluently are essential.” (T-21)*

### 4. 2. 3. Similarities and differences between Students' and Teacher's Perceptions on the Qualities Effective EFL Teachers

In this section, students' and teachers' responses to the ranking questions and open-ended questions will be compared and contrasted separately.

#### 4. 2. 3. 1. Quantitative Data Analysis Comparisons of Students' and Teachers' responses regarding the qualities of Effective EFL Teachers

Table 24 summarizes the top five most frequently favored *Subject-Matter knowledge* items of the ranking part of the questionnaire. While 88,99% of the students added “having high level of proficiency with English vocabulary” into their top five ranking, only 75% of the teachers did. Likewise, even though “speaking English well” was one of the most frequently preferred items for the teachers with 88,89%, for students it fell behind “having a high level of proficiency with English vocabulary” with 82,38%. However, it can be understood that the first five items that students and teachers marked in terms of *Subject-Matter knowledge* are the same.

**Table 24** Top Five Most Frequently Favored Subject Matter Knowledge Items by Students and Teachers

	Students	%	n	Teachers	%	n
1	have a high level of proficiency with English vocabulary.	88,99	202	speak English well.	88,89	32
2	speak English well.	82,38	187	read English well.	80,56	29
3	be fully familiar with English grammar.	77,97	177	be fully familiar with English grammar. / have a high level of proficiency with English vocabulary.	75,00	27
4	pronounce English well.	73,57	167	write English well.	72,22	26
5	read English well.	67,84	154	pronounce English well.	61,11	22

In Table 25, five pedagogical items that were most frequently selected by students and teachers are displayed. It can be seen that teachers' responses had a wider variety than students'. Among the top five, the first item that was picked by the highest number of participants was "providing activities that arouse student's interest in learning English." for the students, and "providing opportunities to use English through meaningful activities." for the teachers.

**Table 25** Top Five Most Frequently Favored Pedagogical Knowledge Items by Students and Teachers

	Students	%	n	Teachers	%	n
1	provide activities that arouse student's interest in learning English.	66,52	151	provide opportunities to use English through meaningful activities.	83,33	30
2	teach English incorporating student's various learning styles.	65,64	149	prepare the lesson well. / teach English incorporating student's various learning styles.	80,56	29
3	teach English tailored to students' English proficiency levels.	58,15	132	provide activities that arouse student's interest in learning English.	72,22	26
4	assess what students have learned by using appropriate assessment methods.	57,71	131	teach how to learn English outside the classroom.	52,78	19
5	teach how to learn English outside the classroom.	51,10	116	use various materials including video, audio, and multimedia.	44,44	16

On the other hand, unlike the similarities in the top five *Subject-Matter knowledge* items, in *Pedagogical knowledge* category students' and teachers' preferences vary. For instance, "teaching English tailored to students' English proficiency levels" and "assessing what students have learned by using appropriate assessment methods" took place as the third and the fourth most frequently selected *Pedagogical knowledge* item according to the students; whereas, they weren't in the top five for the teachers. Similarly, although "providing opportunities to use English through meaningful activities", "preparing the lesson well" and "using various materials

including video, audio, and multimedia” are included in the top five for the teachers, they were not frequent enough to take them to top five according to the students.

In terms of *Socio-Affective skills*, there is a striking similarity between the students’ and teachers’ ranking preferences. As it can be seen in Table 26, first three skills are the same. These skills are “arousing students’ motivation for learning English”, “helping students’ self-confidence in learning English well” and “alleviate students’ anxiety in English class”. The only difference found in this category was that while 55,95% of the students would like their teachers to “have interest in students and their English learning”, 61,11% of the teachers believe that they should “not discriminate between students and treat them fairly”.

**Table 26** Top Five Most Frequently Favored Socio-Affective Skill Items by Students and Teachers

	Students	%	n	Teachers	%	n
1	arouse students’ motivation for learning English.	85,90	195	arouse students’ motivation for learning English.	88,89	32
2	help students’ self-confidence in learning English well.	81,06	184	help students’ self-confidence in learning English well.	83,33	30
3	alleviate students’ anxiety in English class.	71,37	162	alleviate students’ anxiety in English class.	69,44	25
4	be helpful to students in and outside the classroom.	60,35	137	not discriminate between students and treat them fairly.	61,11	22
5	have interest in students and their English learning.	55,95	127	be helpful to students in and outside the classroom.	58,33	21

#### **4. 2. 3. 2. Qualitative Data Analysis Comparisons of Students’ and Teachers’ responses regarding the qualities of Effective EFL Teachers**

Table 27 exhibits the top five most frequently stated *Subject-Matter knowledge* items in the qualitative part of the survey.

**Table 27** Top Five Most Frequently Stated Subject Matter Knowledge Items by Students and Teachers

	Students		Teachers			
	<i>f</i>	%	<i>f</i>	%		
1	Linguistic Knowledge	171	30,81	Linguistic Knowledge	29	39,19
2	Vocabulary Knowledge	76	13,69	General Knowledge	23	31,08
3	Pronunciation Skill	72	12,97	Speaking skill	11	14,86
4	Speaking skill	64	11,53	Knowledgeable about English Culture	4	5,41
5	Knowledgeable about English Culture	52	9,37	Pronunciation Skill	3	4,05

Students (30,81%) and teachers (39,19%) agree upon the importance of linguistic knowledge. While “Speaking skill”, “Being Knowledgeable about English Culture” and “Pronunciation Skill” are common in students’ and teachers’ remarks, there is a striking difference in the second most frequently stated items: “Vocabulary knowledge” and “General knowledge”. 13% of the times, students stated the importance of “vocabulary knowledge” that effective language teachers should have. On the other hand, 31,08% of the times, “general knowledge” was expressed as having a central importance in the effectiveness of English language teachers.

There are differences in the top five *Pedagogical knowledge* items that were stated the most by students and teachers, as well (Table28). While “Using Activities to Arouse Students' Interest” is favored 13,49% of the times by the students, making it the most frequent *Pedagogical knowledge* item, it has been the fourth item in the teachers’ responses. In addition, although “Providing Opportunities to Use English” has been mentioned 13,77% of the times by the teacher participants, it is not found in the top five in the students’ responses. Another difference is that while students favor “Maintaining Good Classroom Atmosphere” and “Teaching Tailored to Students' Levels”, teachers had a tendency towards “Awareness of Students' Needs” and “Keeping up with New Methods”.

41: “Teaching English tailored to students’ proficiency levels is very important because the students cannot understand higher levels. They get bored and give up.” (S-137)

**Table 28** Top Five Most Frequently Stated Pedagogical Knowledge Items by Students and Teachers

Students	<i>f</i>	%	Teachers	<i>f</i>	%
1 Using Activities to Arouse Students' Interest	106	13,49	Providing Opportunities to Use English	19	13,77
2 Maintaining Good Classroom Atmosphere	79	10,05	Using Various-Appropriate Methods and Materials	18	13,04
3 Using Various-Appropriate Methods and Materials	76	9,67	Awareness of Students' Needs	17	12,32
4 Teaching Tailored to Students' Levels	69	8,78	Being Ready for the Lesson / Using Activities to Arouse Students' Interest	14	10,14
5 Being Ready for the Lesson	63	8,02	Keeping up with New Methods	12	8,70

Table 29 displays the most frequently mentioned socio-affective features according to students and teachers.

**Table 29** Top Five Most Frequently Stated Socio-Affective Skill Items by Students and Teachers

Students	<i>F</i>	%	Teachers	<i>f</i>	%
1 Increasing Student Motivation	149	17,25	Increasing Student Motivation	16	15,53
2 Being Friendly to Students	99	11,46	Having Good Communication with Students	15	14,56
3 Being Helpful to Students	77	8,91	Being Understanding towards Students	13	12,62
4 Being Understanding towards Students	76	8,80	Having a Sense of Humor	10	9,71
5 Having Good Communication with Students	72	8,33	Being Patient towards Students	8	7,77

“Increasing Student Motivation” is found to be the most frequent of all with 17,25% of the responses from the students and 15,53% of the responses from the teachers. On the other hand, the second and the third most frequent items in the students’ data, namely “Being Friendly to Students” and “Being Helpful to Students” cannot be found in the teachers’ top five.

*42: “Being able to behave friendly towards his/her students because this builds the connection between the teacher and the students, and might lead to an increase in their participation and effectiveness in the classroom.” (S-116)*

#### **4. 3. Perceived Factors that Influence the Effectiveness of English Language Teachers (Participant Responses to Research Question 4 and 5)**

The fourth and fifth research questions of the current study intended to gather the participants’ opinions on the factors that influence the effectiveness of English language teachers. The research questions were as follows:

*4. What are the perceived personal and contextual factors that influence the effectiveness of English language instructors according to students?*

*5. What are the perceived personal and contextual factors that influence the effectiveness of English language instructors according to instructors?*

In order to answer these two questions, open-ended questions were asked to all of the participants. In this section of the thesis, participant responses to those open-ended survey questions related to the factors that influence the effectiveness of English language teachers will be reported. After presenting students’ perceptions on positive personal factors, negative personal factors, positive contextual factors and negative contextual factors, teachers’ perceptions will be shown in the same order.

### 4. 3. 1. Students' Perceptions on the Factors that Influence the Effectiveness of EFL Teachers

#### 4. 3. 1. 1. Positive Personal Factors as Perceived by the Students

An overview of the positive personal factors that influence the effectiveness of an English language teacher according to the student participants are displayed in Table 30.

**Table 30** Frequencies and Percentages of Students' Positive Personal Factor Responses

Positive Personal factors	<i>f</i>	%
Traits	451	48,08
Teaching Related	212	22,60
Skills	129	13,75
Educational Background	69	7,36
Knowledge	68	7,25
Personal Features	9	0,96
TOTAL	938	100

As it can be seen from Table 30, 48,08% of all the positive personal factors stated belong to the category of "Traits". "Teaching related" factors comprise of the 22,60% of the responses given in this category. Factors related to the teachers' "Skills", "Educational Background", "Knowledge" and "Personal Features" are the other categories in order of frequency.

Table 31 below demonstrates the positive characteristic features of effective English language teachers according to the student participants of the current study.

**Table 31** Positive traits of effective EFL teachers according to students

Traits	<i>f</i>	%
Patient	39	8,65
Friendly	38	8,43
Smiling	37	8,20
Well-organized	36	7,98
Understanding	35	7,76
Energetic	35	7,76
Self-Confident	34	7,54
With a Sense of Humor	31	6,87
Ambitious	27	5,99
Positive	22	4,88
Happy	19	4,21
Professional	14	3,10
Sincere	11	2,44
Talkative	11	2,44
Hardworking	10	2,22
Helpful	10	2,22
Fair	10	2,22
Open to Learning	8	1,77
Creative	8	1,77
Good Role-Model	6	1,33
Respectful	5	1,11
Curious	2	0,44
On Time	2	0,44
Smart	1	0,22
<b>TOTAL</b>	<b>451</b>	<b>100</b>

As the table reveals, the most frequently mentioned traits are being patient and friendly. In terms of patience, students state that language teachers may not get the products of their teaching immediately, and therefore, they should be patient enough to let them try first. Two extracts from the student responses exemplify the issue.

43: *“Being patient because it takes time for his/her hard work to pay off.” (S-86)*

44: *“Patience because the students will be like babies who have just started talking. Even if the teacher understands, he/she should wait for the student to finish talking.” (S-82)*

When it comes to friendliness, the students state that their teachers’ behaviors in the classroom affect them. If they are not friendly, they may get demotivated. For this reason, they should be friendly.

45: *“[The teacher] should be friendly because a teacher’s behaviors in the classroom always affects the students.” (S-23)*

46: *“[The teacher] should be friendly. If he/she is authoritative, students will alienate from the lesson and efficiency will drop to the lowest level.” (S-98)*

Patience and friendliness are closely followed by having a smiling face and being well-organized. The students claim that a smiling face comforts them and increases their motivation. However, they also assert that an effective language teacher should be well-organized and disciplined enough to maintain the classroom atmosphere.

47: *“Smiling. It affects the students’ motivation from the moment he/she enters the classroom. And in return it affects the interest and enthusiasm.” (S-40)*

48: *“Smiling because if the teacher has a smiling face, students feel comfortable.” (S-143)*

49: *“Self-discipline and his/her determined attitude on the presence of authority in class.” (S121)*

50: “Discipline. In language learning, mutual discipline is a must. When control is lost, it is not possible to come through.” (S-36)

Table 32 presents the educational factors that have an impact on the effectiveness of English language teachers. Students believe that getting a “good university education” and continuing with their “professional development” are the most important educational factors that influence their effectiveness in language teaching positively.

51: “After graduating from a good school, [the teacher] should continue improving himself/herself.” (S-33)

52: “[The teacher] should keep improving himself/herself. That is, he/she should be learning new things to be a good role-model to his/her students.” (S-104)

**Table 32** Educational background factors of effective EFL teachers according to students

Educational Background	<i>f</i>	%
Good University Education	26	37,68
Professional Development	26	37,68
Education Abroad	7	10,14
Pedagogic Formation	7	10,14
Good Language Education	3	4,35
TOTAL	69	100

In Table 33, knowledge factors that influence the effectiveness of EFL teachers are presented. In line with the *Subject-Matter knowledge* requirements of effective English language teachers according to students’ ranking responses as shown in Table 17 (on page 49), students state “English language proficiency” as an important factor in the open-ended part of the survey, as well. It is followed by “Experience

abroad”. That is, they believe that effective English language teachers should have lived abroad and experienced how to communicate with foreigners.

53: *“Having been abroad and sharing his/her experiences with the students.”* (S-109)

54: *“Having the experience of living abroad and communicating with foreigners.”* (S-85)

55: *“[The teacher] should have been abroad in order to gain experience and improve his/her English speaking fluency.”* (S-160)

**Table 33** Knowledge factors of effective EFL teachers according to students

Knowledge	<i>f</i>	%
English Language Proficiency	26	38,24
Experience Abroad	19	27,94
Good General Knowledge	16	23,53
Reading Habit	6	8,82
L1 Knowledge	1	1,47
TOTAL	68	100

Table 34 depicts the personal features that are thought to affect teachers’ success positively.

**Table 34** Positive personal features of effective EFL teachers according to students

Personal Features	<i>f</i>	%
Young	6	66,67
Beautiful	2	22,22
Male	1	11,11
TOTAL	9	100

Although not specifically mentioned by many people, the age of the teachers was also reported to be an affecting factor.

56: “[The teacher] was young, so he/she understood the students better.” (S-3)

In terms of their skills, mentioning 67 times, students believe that teachers’ ability to transfer their knowledge and skills is important (Table 35).

57: “[The teacher] should have the skill to teach and transfer his/her knowledge and skills because teaching a language is a matter of ability.” (S-153)

58: “[The teacher] should have the ability to put his/her knowledge across. He/she should transfer his/her knowledge and skills thoroughly and correctly to his/her students.” (S-146)

**Table 35** Skill factors of effective EFL teachers according to students

Skills	<i>f</i>	%
Ability to Transfer Knowledge and Skills	67	51,94
Empathy	34	26,36
Good Communication Skills	20	15,50
Taking Initiative	5	3,88
Good Speaker	3	2,33
TOTAL	129	100

Teaching related factors can be seen in Table 36. The most frequently stated positive personal factor was “Enjoy Teaching”. The excerpts below reveal students beliefs on the importance of the joy their teachers take out of teaching.

59: “[The teacher] should love his/her job very much because a person who doesn’t love his/her job cannot fulfill his/her responsibilities and demotivate the students.” (S-164)

60: “[The teacher] should love his/her job because a teacher who loves his/her job always wants to teach well.” (S-213)

61: “Compared to teachers from other fields, an English language teacher should love his/her profession more because language doesn’t have a formula as in Mathematics and Physics. Therefore, if a student really wants to learn English, he/she should love it and make it an integral part of his/her life. At that point, the teacher has a very important role because the more the teacher loves English, the more the students do.” (S-86)

**Table 36** Teaching related factors of effective EFL teachers according to students

Teaching Related	<i>f</i>	%
Enjoy Teaching	105	49,53
Motivated to Teach	50	23,58
Dedicated to Teach	30	14,15
Teaching Experience	27	12,74
TOTAL	212	100

#### 4. 3. 1. 2. Negative Personal Factors as Perceived by the Students

Table 37 displays an overview of the positive personal factors that influence the effectiveness of an English language teacher according to the student participants.

**Table 37** Frequencies and Percentages of Students' Negative Personal Factor Responses

Negative Personal Factors	<i>f</i>	%
Traits	306	48,11
Knowledge and Educational Background	30	4,72
Personal problems	96	15,09
Skills	68	10,69
Teaching Related	136	21,38
<b>TOTAL</b>	<b>636</b>	<b>100</b>

Negative Traits of effective English language teachers according to students are presented in Table 38.

**Table 38** Negative Traits of effective EFL teachers according to students

Traits	<i>f</i>	%
Having a High Ego	60	19,61
Too Serious and Strict	30	9,80
Not Understanding	27	8,82
Impatient	26	8,50
Angry	24	7,84
Not Self-Confident	22	7,19
Feeling Incapable	15	4,90
Monotonous	15	4,90
Unhappy	14	4,58
Too Ambitious	13	4,25
Unfair	13	4,25
Not Well-Organized	11	3,59
Negative	10	3,27
Lazy	8	2,61
Tired	7	2,29

**Table 38** Negative Traits of effective EFL teachers according to students  
(Continued)

Inconsistent	3	0,98
Irresponsible	3	0,98
Not Friendly	3	0,98
Offensive Appearance	2	0,65
TOTAL	306	100

As it can be seen in Table 38, “having a high ego” has been reported 60 times to be a critical negative factor that influences the effectiveness of English language teachers. The excerpts taken from student responses reveal that if the teacher has a high ego and is too selfish, they put a barrier between the teacher and themselves.

62: *“Egoism! I cannot learn anything from a person who thinks he/she is the best at everything.” (S-56)*

63: *“Too much self-confidence and ego. Insulting the students without regard to the age and education difference.” (S-201)*

Likewise, if the teacher is “too serious or strict”, they may refrain from asking their questions, which affects them negatively.

64: *“Having a strict and stringent personality. [Otherwise] students might hesitate to participate and ask questions.” (S-111)*

Table 39 shows the negative knowledge and educational factors on the effectiveness on EFL teachers.

**Table 39** Negative Knowledge and Educational Factors of effective EFL teachers according to students

Knowledge and Education	<i>f</i>	%
Lack of English Language Knowledge	17	56,67
Not Having Good Education	9	30,00
Lack of General Knowledge	3	10,00
Lack of L1 Knowledge	1	3,33
<b>TOTAL</b>	<b>30</b>	<b>100</b>

“Lack of English language knowledge” and “not having good education” are stated as the negative factors that affect English language teachers’ success.

Personal problems of effective EFL teachers as perceived by the students can be seen in Table 40.

**Table 40** Personal Problems of effective EFL teachers according to students

Personal problems	<i>f</i>	%
Psychological Problems	32	33,33
Reflecting Personal Problems	18	18,75
Illness	15	15,63
Lack of Professional Development	15	15,63
Busy with Extra Duties (MA, another job)	11	11,46
The Need to Prove Oneself	5	5,21
<b>TOTAL</b>	<b>96</b>	<b>100</b>

It has been stated 32 times that “psychological problems” are among the negative personal factors. Students express that if teachers have psychological problems, they cannot perform well and they tend to alienate themselves from the students and the lessons.

65: *“Psychological condition – A person who has psychological problems cannot be expected to perform his/her job well.” (S-6)*

66: *“Personal problems and being in a spiritual quest causes [the teacher] to feel alienated from the students and the lessons.” (S-13)*

Table 41 demonstrates the skill factors that influence the success of EFL teachers negatively.

**Table 41** Negative skill factors of effective EFL teachers according to students

Skills	<i>f</i>	%
Lack of Communication Skill	21	30,88
Lack of Ability to Transfer Knowledge and Skills	19	27,94
Inability to Motivate	17	25,00
Lack of Empathy	11	16,18
TOTAL	68	100

According to the participant students, “the lack of communication skill” and “the lack of ability to transfer knowledge and skills” are two of the incompetency that might affect teachers. Especially, for “the ability to transfer knowledge and skills” students had many comments, some of which are presented below.

67: *“Lack of ability to transfer knowledge and skills because no matter how well they know English, [the teacher] cannot be helpful for the students if he/she cannot put his/her knowledge across.” (S-143)*

68: *“Teaching badly because this makes it difficult for his/her students to understand the lesson and leads to their failure.” (S-174)*

69: *“If [the teacher] knows but cannot transfer this knowledge, he/she cannot be helpful for the students.” (S-65)*

Table 42 presents the teaching related negative personal factors.

**Table 42** Teaching related negative factors of effective EFL teachers according to students

Teaching Related	<i>f</i>	%
Lack of Motivation to Teach	48	35,29
Not Loving Teaching	37	27,21
Not Loving the Students	15	11,03
Talking about Politics and Religion in Class	9	6,62
Not Being Ready for the Lesson	7	5,15
Lack of Teaching Experience	7	5,15
Not Being Aware of Students' Needs	5	3,68
Inflexible Schedule	5	3,68
Not Addressing All Students	2	1,47
Not Teaching English in English	1	0,74
<b>TOTAL</b>	<b>136</b>	<b>100</b>

The second most frequent negative personal factor after “having a high ego” (shown in Table 38) is teachers’ “lack of motivation to teach”. Students maintain that if teachers are not motivated to teach or if they just do the teaching to earn money, this mood would also affect their teaching in the classroom.

*70: “Not loving his/her job because not wanting to go to school everyday decreases his/her motivation to teach.” (S-161)*

*71: “First of all, of course, not loving his/her job. His/her unhappiness reflects itself into the class and affects the students.” (S-160)*

*72: “Seeing teaching profession only as a means to earn money and posing a negative attitude against the students.” (S-156)*

### 4. 3. 1. 3. Positive Contextual Factors as Perceived by the Students

An overview of positive contextual factors stated by the students can be found in Table 43.

**Table 43** Frequencies and Percentages of Students' Positive Contextual Factor Responses

Positive Contextual Factors	<i>f</i>	%
Policy Related	55	8,41
School Related	217	33,18
Relationships	140	21,41
Student Related	242	37,00
TOTAL	654	100

Among four contextual factor categories, students related factors are found to be the largest determinant of the teacher effectiveness according to the students with 37% of the coded segments.

Positive policy related factors can be found in Table 44.

**Table 44** Positive Policy Related Factors of Effective EFL Teachers according to Students

Policy Related	<i>f</i>	%
Financial Satisfaction	31	56,36
Good Educational Policies	11	20,00
Appreciation of Teachers	7	12,73
High Level of Life Standard	6	10,91
TOTAL	55	100

“Financial satisfaction” of the teachers has been mentioned as a positive contextual factor 31 times by the students. Students believe that if teachers receive a satisfactory salary, they would enjoy their job more.

73: *“A satisfactory salary - because the teachers want to get what they deserve just like other people do.” (S-86)*

74: *“If the government raises financial support, the teachers may enjoy performing their duties more.” (S-110)*

Another policy related factor that affects the success of the teachers is reported to be “Good educational policies”. The students express their concern about the value given to English language in the education system. If it is not given priority in the system, the students also feel that it is not important to learn. This opinion is reflected in the excerpt below:

75: *“Educational system - because when language teaching loses its priority in the educational system, it loses its priority for the students, too.” (S-153)*

According to the students who participated in this study, “available materials” is the most fundamental school related contextual factor that impacts the effectiveness of English language teachers (Please, see Table 45). It is followed by “good classroom conditions”. They claim that the possession or easy access to necessary educational or technological materials and equipments help the teachers in their teaching, leaving a positive effect on their success.

76: *“Possessing the necessary materials -because in English language education, audio and visual materials have an important role.” (S-111)*

77: *“Having access to resources as he/she wishes makes it easier for him/her to teach.” (S-137)*

78: *“Suitable conditions of the building and the classrooms where the education takes place and the presence of many available materials.” (S-146)*

**Table 45** Positive School Related Factors of Effective EFL Teachers according to Students

School Related	<i>f</i>	%
Available materials	100	46,08
Good Classroom Conditions	47	21,66
Positive Work Environment	27	12,44
School Location	18	8,29
Manageable Workload	11	5,07
English Speaking Context	8	3,69
The Availability of In-service Training	4	1,84
Few Students	2	0,92
<b>TOTAL</b>	<b>217</b>	<b>100</b>

Table 46 shows the relationship factors that influence an EFL teacher’s effectiveness as perceived by the students.

**Table 46** Positive Relationship Factors of Effective EFL Teachers according to Students

Relationships	<i>f</i>	%
Happy and Supportive Family	59	42,14
Friendly and Cooperative Colleagues	34	24,29
Supportive Administration	34	24,29
Positive Social Life	13	9,29
<b>TOTAL</b>	<b>140</b>	<b>100</b>

According to the students, having a “happy and supportive family” is another important positive contextual factor which belongs to the category of relationships. They feel that if the teacher has a happy and a peaceful family life, this would have a good impact on them everywhere.

79: *“Peace at home. People spend most of their time with their families. If [the teacher] is happy at home, this happiness affects him/her positively everywhere.” (S-98)*

Likewise, if the teacher develops good relationships with their colleagues, they can support each other for better teaching.

80: *“His/her colleagues affect [the teacher]. If his/her colleagues are experienced, he/she can learn new things from them.” (S-163)*

An overview of positive student related factors is demonstrated in Table 47.

**Table 47** Positive Student Related Factors of Effective EFL Teachers according to Students

Student Related	<i>f</i>	%
Student Motivation	80	33,06
Student Participation	44	18,18
Student Success	41	16,94
Positive Classroom Atmosphere	33	13,64
Respectful Students	31	12,81
Getting Positive Feedback from Students	13	5,37
TOTAL	242	100

“Students’ motivation and participation” are the two student related factors that have positive influences on the teachers success. Students hold that language teachers will feel more motivated to teach as long as their students enjoy learning English and participate in the lesson.

81: *“The willingness and motivation of the students to learn English – because if the students are demotivated, after some time this will influence the teacher too.” (S-148)*

82: “Student participation – this is valid for all teachers. Seeing the result of their efforts will increase their motivation.” (S-102)

#### 4. 3. 1. 4. Negative Contextual Factors as Perceived by the Students

An overview of negative contextual factors that influence the effectiveness of English language teachers can be found in Table 48.

**Table 48** Frequencies and Percentages of Students’ Negative Contextual Factor Responses

Negative Contextual Factors	<i>f</i>	%
Policy Related	36	5,26
Relationships	136	19,88
Student Related	221	32,31
School Related	291	42,54
TOTAL	684	100

Table 48 reveals that according to the students, the biggest negative contextual factors that influence EFL teachers’ effectiveness are school and student related.

Table 49 demonstrates the negative policy related factors from students’ viewpoints.

**Table 49** Negative Policy Related Factors of Effective EFL Teachers according to Students

Policy Related	<i>f</i>	%
Financial Problems	30	83,33
Ineffective Foreign Language Teaching Policies	4	11,11
Ineffective Teacher Education Programs	2	5,56
TOTAL	36	100

According to the student participants of the current study, not receiving the salary they deserve from the government causes dissatisfaction among teachers. Therefore, it poses as a negative contextual factor.

*83: “The insufficiency of salary that the government gives. Not getting enough financial satisfaction from his/her job, even if [the teacher] loves his/her profession.” (S-63)*

Table 50 shows students’ perceptions on the relationship factors that influence EFL teachers negatively.

**Table 50** Negative Relationship Factors of Effective EFL Teachers according to Students

Relationships	<i>f</i>	%
Family Problems	84	61,76
Conflict with Colleagues	28	20,59
Problems in Social Life	14	10,29
Getting Lack of Respect	10	7,35
TOTAL	136	100

“Family problems” is another relationships related contextual factor that students believe to influence the effectiveness of their language teachers. This is followed by having “conflicts with colleagues”.

*84: “If a teacher has problems with his/her family or a close acquaintance, this would affect his/her school performance as well.” (S-39)*

*85: “Experiencing problems with colleagues – Even though teachers spend most of their time in the classroom with their students, in breaks or other times they are with their colleagues. Feeling exclude and not loved demotivates a teacher.” (S- 86)*

Another group of contextual factors is related to the school where the teaching takes place. Table 51 displays the students responses these school related factors.

**Table 51** Negative School Related Factors of Effective EFL Teachers according to Students

School Related	<i>f</i>	%
Lack of Materials	76	26,12
Small/non-suitable Classrooms	71	24,40
Strict Administration	40	13,75
Not Happy with the School	29	9,97
Long Travel to School	25	8,59
Ineffective Curriculum	18	6,19
Long Lesson Duration	16	5,50
Difficulty of living in a Non-English-speaking Context	6	2,06
Crowded Classrooms	5	1,72
Too Passive Administration	4	1,37
Lack of Personal Development Opportunities	1	0,34
TOTAL	291	100

As it can be understood from the Table 51, in that category, the most frequently articulated problems are “lack of materials” and “small/non-suitable classrooms”. When the materials provided by the educational institution are not enough, this negatively affects the teachers. Similarly, when the classroom is not technologically equipped, even if the teachers intend to integrate technology into his/her teaching, the conditions wouldn’t let them. In addition to the equipments provided in the classroom, the size of the actual room is also an effective factor. The extracts below exemplify these problems.

*86: “If materials in the institution are not enough, this affects [the teacher]’s success negatively. For instance, they are only doing one listening exercise in a week, it wouldn’t be helpful.” (S-82)*

87: *“Wanting to use technology but not having the equipments.” (S-66)*

88: *“The physical inadequacies of the school for education. A small classroom, absence of a projector or a blackboard. Even though [the teacher] is adapted to the lesson, such negative conditions restrain him/her.” (S-63)*

Another negative contextual factor category is student related factors. Details of the student responses are shown in Table 52.

**Table 52** Negative Students Related Factors of Effective EFL Teachers according to Students

Student Related	<i>f</i>	%
Demotivated Students	83	37,56
Disrespectful students	45	20,36
Non-Attentive Students	41	18,55
Student Failure	19	8,60
Negative Classroom Atmosphere	15	6,79
Miscommunication with Students	14	6,33
Students with various levels	4	1,81
TOTAL	221	100

Because of the nature of teaching, students are an indispensable part of the profession. While “student motivation” is a great positive contextual factors, “demotivated students” influence the teachers just in the opposite direction. This problem has been mentioned 83 times.

89: *“Classroom atmosphere – If the students are demotivated, this affects the teachers’ performance negatively too.” (S-99)*

90: *“Students’ finding learning English boring and not liking it.” (S-154)*

91: “Students’ discipline and motivation – This might decrease teachers’ motivation to teach.” (S-174)

Just like “demotivated students”, “disrespectful students” is another factor that has a negative effect on the teachers.

92: “Disrespectful and impolite behaviors of the students who have family related and social problems in the classroom against the teacher.” (S-58)

#### **4. 3. 2. Teachers’ Perceptions on the Factors that Influence the Effectiveness of EFL Teachers**

##### **4. 3. 2. 1. Positive Personal Factors as Perceived by the Students**

Below in Table 53, positive personal factors that have an impact on the effectiveness of English language teachers’ performance are presented under six different categories.

**Table 53** Frequencies and Percentages of Teachers’ Positive Personal Factor Responses

Positive Personal factors	<i>f</i>	%
Traits	79	47,02
Teaching Related	28	16,67
Skills	21	12,50
Educational Background	20	11,90
Knowledge	19	11,31
Personal Features	1	0,60
<b>TOTAL</b>	<b>168</b>	<b>100</b>

It can be seen in Table 53 that personality traits of EFL teachers have the highest frequency with 47,02% in terms of perceived positive factors. This figure is followed by teaching related factors by 16,67%.

Table 54 displays the positive personal traits that influence EFL teachers positively.

**Table 54** Positive Personal Traits of Effective EFL Teachers according to Teachers

Traits	<i>F</i>	%
Friendly	12	15,19
Creative	11	13,92
Well-organized	7	8,86
Hardworking	7	8,86
Open to Learning	7	8,86
Energetic	6	7,59
Professional	5	6,33
Understanding	5	6,33
Patient	4	5,06
Good Role-Model	3	3,80
Ambitious	3	3,80
Sincere	2	2,53
Helpful	2	2,53
Positive	1	1,27
Smart	1	1,27
Smiling	1	1,27
Respectful	1	1,27
Self-Confident	1	1,27
<b>TOTAL</b>	<b>79</b>	<b>100</b>

In terms of personality features of English language teachers, the teachers who participated in this survey express that friendliness and creativity are the two most significant ones. If the teachers are friendly people, they can create a positive

learning environment more easily. Similarly, if they are creative people, they can use different activities to keep the students interested.

93: *“Humaneness – When the students feel loved, a positive learning environment can be established.” (T-19)*

94: *“Creativity - creating different activities keep the students’ interest alive.” (T-27)*

Positive educational background factors as perceived by teachers are demonstrated in Table 55.

**Table 55** Positive Educational Background Factors of Effective EFL Teachers according to Teachers

Educational Background	<i>f</i>	%
Professional Development	9	45,00
Pedagogic Formation	8	40,00
Good University Education	2	10,00
Good Language Education	1	5,00
TOTAL	20	100

According to the teachers who participated in this study continuous “professional development” is central to being an effective teacher. Teachers should be participating in professional development courses. In addition, as a result of the change in the interests of the students, they should keep up with the technological developments and try to integrate them into their own teaching.

95: *“Keeping up with the novelties in the field and attending courses to improve himself/herself. For example, in order to attract new generation students and to increase their motivation to study English outside class, it is necessary to use technological devices and websites that are created for language learning.” (T-29)*

96: “Keeping the changing student profile in mind, [the teacher] should update himself/herself and keep up with modern techniques.”  
(T-31)

Apart from “professional development”, some of the participant teachers strongly believe that only the people with enough education in the related field should become English language teachers. “Pedagogical formation” should be a must.

97: “[The teacher] should have got a good education on English Language Teaching (ELT). He/she shouldn’t be one of the people who study in Architecture or Archaeology departments, cannot find a job and decide to become a teacher in Turkey. Or I think the people who say “I actually studied in another department, but there are no job opportunities in that field. Therefore, let me become an English teacher!” should not be allowed to become English language teachers, just like an ELT graduate cannot be a surgeon. Without receiving the necessary pedagogic formation, a person cannot be a teacher.” (T-25)

Table 56 presents positive knowledge factors that affect EFL teachers effectiveness according to teacher participants.

**Table 56** Positive Knowledge Factors of Effective EFL Teachers according to Teachers

Knowledge	<i>F</i>	%
English Language Proficiency	10	52,63
Reading Habit	3	15,79
Good General Knowledge	2	10,53
Experience Abroad	2	10,53
SLA Knowledge	2	10,53
TOTAL	19	100

“English language proficiency” is mentioned as a positive factor in the knowledge category. They maintain that if teachers are fully proficient in the language they are teaching, they would be more self-confident, which increases students’ self-confidence in return.

98: *“Language proficiency – It provides self-confidence and self-confident teachers increase their students’ self-confidence.” (T-2)*

Similar to the students’ preferences, teachers also give importance to the “ability to transfer knowledge and skills” (Table 57). Some teacher participants of the current study believe that putting one’s knowledge across is a necessary skill which is even more important than knowing.

99: *“Having the ability to teach. The ability to transfer knowledge and skills might be more important than knowing for teaching.” (T-18)*

100: *“The teacher should be able to demonstrate that he/she is knowledgeable and effective enough in his/her job. This increases the level of respect that the students have towards him/her and makes them feel that they have a lot to learn from him/her.” (T-17)*

**Table 57** Positive Skill Factors of Effective EFL Teachers according to Teachers

Skills	<i>f</i>	%
Ability to Transfer Knowledge and Skills	7	33,33
Good Communication Skills	7	33,33
Empathy	4	19,05
Good Observer	2	9,52
Good Speaker	1	4,76
TOTAL	21	100

In the last category of positive personal factors, we find “teaching related factors”. The frequencies of each sub-category in the group can be seen in Table 58.

**Table 58** Positive Teaching Related Factors of Effective EFL Teachers according to Teachers

Teaching Related	<i>f</i>	%
Enjoying Teaching	16	57,14
Motivated to Teach	11	39,29
Teaching Experience	1	3,57
TOTAL	28	100

“With 16 responses, “enjoying teaching” is the most frequently stated item. Teachers assert that in order to be helpful to their students and in order to be more efficient, they should enjoy their profession.

*101: “[The teacher]’s passion for his/her job because the jobs done without passion cannot be effective and helpful.” (T-26)*

*102: “I believe that only a person who loves English, loves it a lot and feels it can be an effective English teacher.” (S-23)*

#### **4. 3. 2. 2. Negative Personal Factors as Perceived by the Students**

Table 59 summarizes the sub-categories of negative personal influences on an English language teacher’s effectiveness.

**Table 59** Frequencies and Percentages of Teachers’ Negative Personal Factor Responses

Negative Personal Factors	<i>f</i>	%
Traits	46	43,81
Knowledge and Educational Background	9	8,57
Personal problems	22	20,95

**Table 59** Frequencies and Percentages of Teachers' Negative Personal Factor Responses (*Continued*)

Skills	9	8,57
Teaching Related	19	18,10
<b>TOTAL</b>	<b>105</b>	<b>100</b>

As it can be seen in Table 59, personality features and personal problems are the two most frequently stated negative personal factors by teachers, with 43, 81% and 20,95% respectively.

Table 60 demonstrates the personality trait factors that might have a negative influence on the effectiveness of EFL teachers.

**Table 60** Negative Personal Traits Factors of Effective EFL Teachers according to Teachers

Traits	<i>f</i>	%
Having a High Ego	8	17,39
Lazy	6	13,04
Not Self-Confident	6	13,04
Not Understanding	5	10,87
Impatient	4	8,70
Not Well-Organized	3	6,52
Monotonous	3	6,52
Too Serious and Strict	3	6,52
Tired	2	4,35
Angry	2	4,35
Too Ambitious	1	2,17
Inconsistent	1	2,17
Negative	1	2,17
Unfair	1	2,17
<b>TOTAL</b>	<b>46</b>	<b>100</b>

In terms of “Traits”, as shown in Table 60, “having a high ego” has been stated 8 times by the teachers. Participant teacher state that if teachers have a high ego, this would prevent them from further learning.

*103: “[The teacher]’s being snooty, and know-it-all – because the people who show such behaviors cannot learn anything from the others and improve himself/herself.” (T-26)*

*104: “A person’s being extremely self-confident or not having confidence in himself/herself at all. Both situations hinder taking the right steps necessary for success.” (T-6)*

On the other hand, being “lazy” is another cause behind the ineffectiveness of language teaching. It has been stated by the teachers that learning a language is a long and a challenging process. Therefore, they should be lazy and give up. Instead, they should have a confidence in themselves and keep trying.

*105: “[The teacher]’s being unambitious. -- Learning a foreign language is not a short process. Conversely, it can take years, and it is a process which can push the limits of the students and teachers at some points. I think the teacher should show a positive attitude towards his/her students with determination and without getting demotivated by the negative things experienced.” (T-20)*

Knowledge and education factors that were stated by teacher participants as having negative effects are displayed in Table 61. As it can be seen in Table 61, “knowledge and education related factors” seem to have been favored nine times in total. “Not having a good education” is the most frequent of all the other educational determinants. This can be understood from a teacher’s response:

*106: “Ignorance creates insecurity, and it does not enable a successful learning.” (T-19)*

**Table 61** Negative Knowledge and Education Related Factors of Effective EFL Teachers according to Teachers

Knowledge and Education	<i>f</i>	%
Not Having Good Education	5	55,56
Lack of English Language Knowledge	3	33,33
Lack of General Knowledge	1	11,11
TOTAL	9	100

Table 62 summarizes the personal problems that might have an impact on an English language teacher's effectiveness.

**Table 62** Negative Personal Problems of Effective EFL Teachers according to Teachers

Personal problems	<i>f</i>	%
Lack of Professional Development	12	54,55
Illness	5	22,73
Psychological Problems	3	13,64
Reflecting Personal Problems	2	9,09
TOTAL	22	100

It can be seen in Table 62 that effective English language teachers are the ones who are open to learning according to 12 responses. They should be improving their teaching methods constantly. Furthermore, they should be aware of the changing student profile to adapt their teaching styles.

*107: "A teacher who cannot follow up the current trends of the work will be unsuccessful because he/she cannot understand the changing world and the types of the students." (T-31)*

108: “[The teacher]’s not being open to the innovations - Especially with the entrance of technology into the educational world, new methods started to appear in foreign language teaching, and the students are coming from an environment that technology dominates. Therefore, an English teacher should be open to innovations.” (T-20)

109: “[The teacher]’s not being open to innovations. He/she can only improve his/her success if he/she is open to learning and innovation.” (T-7)

Table 63 displays the negative skills that might have an influence on EFL teachers’ effectiveness according to Teachers

**Table 63** Negative Skills Related Factors of Effective EFL Teachers according to Teachers

Skills	<i>f</i>	%
Lack of Communication Skill	6	66,67
Lack of Empathy	2	22,22
Unable to Motivate	1	11,11
TOTAL	9	100

As it can be seen in Table 63, six people stated the significance of “communication skill”. They maintain that language learning is based on interpersonal communication because of its nature. Therefore, if a teacher is not good at communicating with other people, he/she cannot be successful in his/her job.

110: “Lack of social skills. The person with bad social skills will have a bad success level in a program based on communication.” (T-6)

“Teaching related factors” that have a negative influence are presented in Table 64.

**Table 64** Negative Teaching Related Factors of Effective EFL Teachers according to Teachers

Teaching Related	<i>f</i>	%
Lack of Motivation to Teach	9	47,37
Not Loving Teaching	8	42,11
Not Addressing All Students	1	5,26
Not Teaching English in English	1	5,26
TOTAL	19	100

It is understood that “lack of motivation to teach” is one of the most important determinants after “lack of professional development”. If teachers are not motivated to teach, they might tend to keep the same teaching methods and activities, which in return might lead to student failure.

*111: “The teacher’s teaching his/her classes in the same way by becoming lazy due to losing his/her motivation.” (T-29)*

#### 4. 3. 2. 3. Positive Contextual Factors as Perceived by the Students

An overview of the frequencies of “Positive Contextual Factors” is displayed in Table 65.

**Table 65** Frequencies and Percentages of Teachers’ Positive Contextual Factor Responses

Positive Contextual Factors	<i>f</i>	%
Policy Related	12	10,81
School Related	53	47,75
Relationships	30	27,03
Student Related	16	14,41
TOTAL	111	100

It is understood from Table 65 that teachers find school related and relationship factors having bigger positive influence on their effective teaching.

Positive policy related factors are shown in Table 66.

**Table 66** Positive Policy Related Factors of Effective EFL Teachers according to Teachers

Policy Related	<i>f</i>	%
Financial Satisfaction	7	58,33
Appreciation of Teachers	4	33,33
High Level of Life Standard	1	8,33
TOTAL	12	100

“Financial satisfaction” has been stated seven times by the teachers. Therefore, it can be deduced that according to teachers, being happy with financial situation they are in and receiving a satisfactory salary is an important influence on the job satisfaction as well.

*112: “Financial satisfaction increases the pleasure taken out of the task at hand.” (T-6)*

In terms of school related factors (Table 67), “available materials” have been articulated 18 times as an important determinant of successful teaching. Although teachers are expected to be creative, their creativity wouldn’t suffice unless it is supported by efficient curriculum and materials.

*113: “Clear objectives and good materials and programs which lead to these objectives. The teacher should believe in the efficiency of the program and material that he/she uses, and he/she should be able to use his/her creativity in order to build something over them. This cannot be achieved only with the creativity of the teacher.” (T-20)*

In addition to the availability of teaching materials, the “classroom conditions” affect the teachers. A teacher expressed his/her opinions as follows:

*114: “The classes’ and other premises’ being well-equipped and well-prepared and not having technical and physical obstacles will increase the motivation and, therefore, the success of teachers.” (T-26)*

**Table 67** Positive School Related Factors of Effective EFL Teachers according to Teachers

School Related	<i>f</i>	%
Available materials	18	33,96
Good Classroom Conditions	12	22,64
The Availability of In-service Training	9	16,98
Positive Work Environment	7	13,21
Few Students	3	5,66
School Location	2	3,77
Manageable Workload	2	3,77
<b>TOTAL</b>	<b>53</b>	<b>100</b>

Table 68 presents the relationship factors that influence EFL teachers’ effectiveness as they are reported by the teacher participants.

**Table 68** Positive Relationship Factors of Effective EFL Teachers according to Teachers

Relationships	<i>f</i>	%
Supportive Administration	19	63,33
Friendly and Cooperative Colleagues	9	30,00
Happy and Supportive Family	2	6,67
<b>TOTAL</b>	<b>30</b>	<b>100</b>

“Supportive administration” has been mentioned 19 times. It can be understood from teachers’ responses that rather than a bossy and strict administration, teachers tend to favor democratic atmosphere more.

*115: “Having a democratic atmosphere at the work place. No one can be happy at a workplace where there are bosses who give him/her orders dictatorially and he/she is not given the right to speak.” (T-26)*

Likewise, teachers think that if they cooperate with their colleagues, they can minimize ineffective teaching methods. A teacher who insists on the importance of sharing experiences with the colleagues stated that:

*116: “If the knowledge and experience transition among the colleagues is high, the bad applications and coincidences in education would go down to a minimum level thanks to the positive experiences.” (T- 31)*

Table 69 presents the positive student related factors on the effectiveness of EFL teachers.

**Table 69** Positive Student Related Factors of Effective EFL Teachers according to Teachers

Student Related	<i>f</i>	%
Student Motivation	8	50,00
Student Success	4	25,00
Getting Positive Feedback from Students	3	18,75
Respectful Students	1	6,25
TOTAL	16	100

In terms of student related factors (Table 69), “student motivation” is found to be another positive student related contextual determinant. Teachers believe that when the students do not benefit from what they are teaching they also feel demotivated.

However, it is also stated that if the students do not want to learn the English language, it is almost impossible to motivate them externally.

*117: “The interest and motivation of the students: when the teacher feels that he/she is not listened to, his/her motivation goes down.” (T-27)*

*118: “The students should be willing to learn. If their motivation is not coming from themselves, it is almost impossible to motivate them with the efforts coming from the others.” (T-16)*

#### 4. 3. 2. 4. Negative Contextual Factors as Perceived by the Students

The frequencies of “Negative Contextual Factor” sub-categories are exhibited in Table 70.

**Table 70** Frequencies and Percentages of Teachers’ Negative Contextual Factor Responses

Negative Contextual Factors	<i>f</i>	%
Policy Related	10	8,13
Relationships	20	16,26
School Related	71	57,72
Student Related	22	17,89
TOTAL	123	100

Table 70 indicates that teachers find certain school related factors to be influencing their effectiveness negatively. Other than that, student related factors and teachers relationships might also have negative effects on teachers’ success.

Table 71 displays the policy related factors that were stated by teacher participants as having negative influences on EFL teachers’ effectiveness.

**Table 71** Negative Policy Related Factors of Effective EFL Teachers according to Teachers

Policy Related	<i>f</i>	%
Financial Problems	8	80,00
Ineffective Foreign Language Teaching Policies	2	20,00
TOTAL	10	100

When teachers experience financial problems or do not receive the amount of salary they expect to have, they might feel demotivated in their profession. This opinion has been mentioned eight times by the teachers. A sample quote from the teacher responses can be found below:

*119: “If he/she experiences financial difficulties, he/she struggles to offer extra classes and this makes him get alienated to his/her job. Therefore, he/she cannot have a healthy relationship with the students.” (T-10)*

Another negative contextual factor category from teachers’ responses, negative relationship factors, is presented in Table 72.

**Table 72** Negative Relationship Factors of Effective EFL Teachers according to Teachers

Relationships	<i>f</i>	%
Conflict with Colleagues	8	40,00
Family Problems	7	35,00
Getting Lack of Respect	4	20,00
Problems in Social Life	1	5,00
TOTAL	20	100

Table 72 reveals that a negative issue stated to have important effects on EFL teachers is having “conflicts with the colleagues”. Teachers maintain that if

colleague teachers do not respect each other's opinions, they cannot cooperate for a better teaching environment.

*120: "The environments in which the people with some certain beliefs impose their beliefs on you and in which you are marginalized will make the things bitter and more difficult because these kinds of polarizations in the environment will not enable the cooperations and solidarity." (T-26)*

Table 73 demonstrates negative school related factors as perceived by teachers.

**Table 73** Negative School Related Factors of Effective EFL Teachers according to Teachers

School Related	<i>f</i>	%
Small/non-suitable Classrooms	20	28,17
Strict Administration	14	19,72
Lack of Materials	10	14,08
Ineffective Curriculum	6	8,45
Lack of Personal Development Opportunities	6	8,45
Crowded Classrooms	5	7,04
Too Passive Administration	3	4,23
Not Happy with the School	3	4,23
Long Travel to School	2	2,82
Difficulty of living in a Non-English-speaking Context	1	1,41
Long Lesson Duration	1	1,41
<b>TOTAL</b>	<b>71</b>	<b>100</b>

Table 73 suggests that "negative school related factors" have the highest frequency among the others. It can be seen in Table 73 that "Small/non-suitable classrooms" affect the teachers the most negatively. Having to teach in a very small classroom, the temperature and the technological equipments available in the classroom are included in this category.

121: *“The classes and the environments that are not providing the teacher with the physical conditions and needed technological equipments would negatively affect the motivation and the performance of the teacher.” (T-26)*

122: *“Fiziksel şartların ve gerekli teknik imkanların sağlanmadığı sınıflar ve ortamlar öğretmenin motivasyonunu ve de performansını olumsuz etkileyecektir.” (T-26)*

Apart from the classroom conditions, “strict administration” is also found to be an important determinant behind effective teaching. Two excerpts taken from the teacher responses explain their opinions.

123: *“The problems experienced between the teacher and the management. The teacher should know that the management is on his side, not against him.” (S-6)*

124: *“The schools’ being too restrictive and inadequate. The success of teacher can increase in a free and supportive work environment.” (S-7)*

The last but the second most frequently stated negative contextual factors are found to be related to students. Table 74 shows the sub-categories of this element.

**Table 74** Negative Student Related Factors of Effective EFL Teachers according to Teachers

Student Related	<i>f</i>	%
Demotivated Students	12	54,55
Disrespectful students	4	18,18
Student Failure	2	9,09
Miscommunication with Students	2	9,09
Non-Attentive Students	1	4,55
Students with various levels	1	4,55
TOTAL	22	100

As Table 74 reveals, “demotivated students” are believed to affect teachers’ success negatively.

*125: “Students’ being demotivated. I mean the students who think that they are in the classroom because they have to, not because they will learn English there.” (T-16)*

#### **4. 3. 3. Similarities and Differences between Students’ and Teacher’s Perceptions on the Factors that Influence the Effectiveness of EFL Teachers**

In this section, top five most frequently stated factors that influence the effectiveness of English language teachers will be presented regardless of their categories.

##### **4. 3. 3. 1. Comparison of Students’ and Teachers’ Responses regarding the Positive Personal Factors**

Table 75 shows the positive personal factors that influence English language teachers. Both according to the students and the teachers, “Enjoying teaching” is the most fundamental factor. However, even though 7,14% of the positive personal factor responses provided by the students stated the “ability to transfer knowledge and skills”, it hasn’t found its place in the teachers’ top five. On the other hand, while 5,36% of the teacher responses state “Professional development”, it cannot be seen in the students’ top five.

**Table 75** Top Five Most Frequently Stated Positive Personal Factors (Student-Teacher)

Students	<i>f</i>	%	Teachers	<i>f</i>	%
Enjoy Teaching	105	11,19	Enjoy Teaching	16	9,52
Ability to Transfer Knowledge and Skills	67	7,14	Friendly	12	7,14
Motivated to Teach	50	5,33	Creative / Motivated to Teach	11	6,55
Patient	39	4,16	English Language Proficiency	10	5,95
Friendly	38	4,05	Professional Development	9	5,36
	938	100		168	100

#### 4. 3. 3. 1. Comparison of Students' and Teachers' Responses regarding the Negative Personal Factors

Five mostly stated negative personal factors that influence the effectiveness of English language teachers are displayed in Table 76.

**Table 76** Five Most Frequently Stated Negative Personal Factors (Student-Teacher)

Students	<i>f</i>	%	Teachers	<i>f</i>	%
Having a High Ego	60	9,43	Lack of Professional Development	12	11,43
Lack of Motivation to Teach	48	7,55	Lack of Motivation to Teach	9	8,57
Not Loving Teaching	37	5,82	Having a High Ego / Not Loving Teaching	8	7,62
Too Serious and Strict	30	4,72	Lazy / Not Self-Confident / Lack of Communication Skill	6	5,71
Psychological Problems	30	4,72	Not Understanding / Illness / Not Having Good Education	5	4,76
	636	100		105	100

The findings reveal that although “having a high ego” is the mostly stated negative personal factor among the students (9,43% of all negative factors), for teachers it corresponds to 8,57% and it yields the third rank after “lack of professional development” and “lack of motivation to teach”. Moreover, students mentioned “psychological problems” by 4,72% of the times and they believe that if their English language teacher has some psychological problems, including stress, this may hinder their effectiveness.

#### 4. 3. 3. 1. Comparison of Students' and Teachers' Responses regarding the Positive Contextual Factors

Table 77 presents the most frequently stated positive contextual factors underlying an English language teachers' success.

**Table 77** Five Most Frequently Stated Positive Contextual Factors (Student-Teacher)

Students	<i>f</i>	%	Teachers	<i>f</i>	%
Available materials	100	15,29	Supportive Administration	19	17,12
Student Motivation	80	12,23	Available materials	18	16,22
Happy and Supportive Family	59	9,02	Good Classroom Conditions	12	10,81
Good Classroom Conditions	47	7,19	The Availability of In-service Training / Friendly and Cooperative Colleagues	9	8,11
Student Participation	44	6,73	Student Motivation	8	7,21
	654	100		111	100

Among these factors, students find “available materials” is the most important. On the other hand, being able to reach various materials easily is the second most important factor after “supportive administration” according to the teacher participnats of this study. Getting enough support from their managers makes teachers feel more confident in their job, therefore affects their teaching success. However, while students believe that having “a happy and supportive family” is a determinant on their teachers’ effectiveness, it had been found to be mentioned only two times, which denotes that teachers do not really find it a strong influence.

#### **4. 3. 3. 1. Comparison of Students’ and Teachers’ Responses regarding the Negative Contextual Factors**

Five most frequently stated negative personal factors that influence the effectiveness of English language teachers according to students and teachers are demonstrated in Table 78. In line with the findings of positive external factors mentioned above, students think that “family problems” is the most important factor that affects teachers. The two extracts below exemplify students’ opinions:

*126: “Responsibilities in the family: Family problems are the ones that affect people the most.” (S-6)*

127: *“Problems in the family: If the teacher is not happy in his/ her personal life, he/she reflects it in his/her classes. (S-59)*

On the contrary, teachers believe that the two most influential negative contextual factors are related to the physical and technological suitability of school and the attitudes of administration towards their teachers.

**Table 78** Five Most Frequently Stated Negative Contextual Factors (Student-Teacher)

Students	<i>f</i>	%	Teachers	<i>f</i>	%
Family Problems	84	12,28	Small/non-suitable Classrooms	20	16,26
Demotivated Students	83	12,13	Strict Administration	13	10,57
Lack of Materials	76	11,11	Demotivated Students	12	9,76
Small/non-suitable Classrooms	71	10,38	Lack of Materials	10	8,13
Disrespectful students	45	6,58	Financial Problems / Conflict with Colleagues	8	6,50
	684	100		123	100

## CHAPTER 5

### 5. DISCUSSION AND CONCLUSION

#### 5. 0. Introduction

In this section, the discussion and conclusion, pedagogical implications, limitations to the study and suggestions for further research will be presented.

#### 5. 1. Discussion and Conclusion

This study intended to investigate the qualities of effective English language teachers from the perspectives of university level preparatory year students and their instructors. Furthermore, this study also attempted to find out the various factors that might have an influence on the effectiveness of English language teachers. 227 students and 36 English language instructors participated in the study.

For the purposes of this current study, a survey consisting of both quantitative ranking questions and qualitative open-ended questions were asked. In the quantitative part of the study, the participants were asked to select the characteristics of effective English language teachers under three different categories: *Subject-Matter knowledge*, *Pedagogical knowledge* and *Socio-Affective knowledge* in order to understand which characteristics of English language teachers they give priorities to. On the other hand, in the qualitative part, the participants were asked to identify the important characteristics of English language teachers, describe the qualities of an English language teacher they admired, list the qualities a successful English language teacher should have, as well as the personal and contextual factors that have an impact on the teachers' effectiveness.

After the data collection process, the quantitative data were analyzed by using descriptive statistics using SPSS (20.0), whereas the qualitative data were typed and coded using MAXQDA.Plus.v10.9.8.1. Although initially coding process started by

free coding, later it was found that they were in line with the categories provided in the quantitative section. Therefore, qualitative data regarding the qualities of effective English language teachers were grouped under the same categories. However, in the analysis of factor related questions, although the responses were grouped under different sub-titles, during the overall comparison, the categories as a whole were taken into consideration.

As the results of the study were divided into two different groups, namely the qualities of effective English language teachers and the factors that influence the effectiveness of English language teachers, the discussion and conclusion regarding these two aspects of the study will also be presented separately.

### **5. 1. 2. Qualities of Effective English Language Teachers**

In order to describe the characteristics of effective English language teachers both ranking and open-ended questions were used. The same questions were answered by both university preparatory year English language learners and the instructors who teach English in the same institution.

Based on the findings of the study presented, **students** believe that an effective English teacher should...

- arouse students' motivation for learning English
- help students enjoy learning English
- be highly knowledgeable in English, especially vocabulary
- help students' self-confidence in learning English well.
- be friendly to students

Based on the findings of the study presented, **teachers** believe that an effective English teacher should...

- be highly knowledgeable in English, especially speaking
- have general knowledge
- provide opportunities to use English
- arouse students' motivation for learning English
- use various-appropriate methods and materials

The findings of the study revealed that there are both similarities and differences between the perceptions of English language learners and teachers. The biggest similarity between the teachers' and students' preferences for effective English language teachers was found in the socio-affective category. For instance, 85,90% of the students and 88,89% of the teachers chose "arousing students' motivation for learning English". This finding is totally consistent with the qualitative findings of the study where 17,25% of student responses and 15,53% of the teacher responses in the socio-affective category were found to have the highest percentage among the others. Interestingly, although it is in line with the findings of Park & Lee (2006), this characteristic feature of teachers has not been focused on as an effective feature of English language teachers in the previous studies which were conducted with the purposes of finding the qualities of successful language teachers.

The second mostly preferred socio-affective characteristic of effective English language teacher, "helping students' self-confidence in learning English well", is also the same according to both teachers and students. This is similar to what Brown (1978) and Barnes and Lock (2010) found in their studies.

The biggest significant difference in that category was found in the qualitative aspect of the study. Whereas 5,32% of the student responses (n. 46) reported "Helping students enjoy learning English" as an important quality, in the teachers data no such remarks were found.

The findings of the current study confirmed the claims of Brown (2009), Eledge (1995) and Ganjabi (2011) in that teachers who participated in the current study believe in the effectiveness of "providing opportunities to use English through meaningful activities". This is a result of focusing on communicative approach as a teaching method. However, as Brown (2009) and Ganjabi (2011) also stated this is not a priority for the students. They would like to see their teachers "provide activities that arouse their interest". It may be associated with the socio-affective quality that the students favored most: motivation.

In addition, the difference between the preferences of students and the teachers' in "teaching English tailored to students' English proficiency levels" matches Kourieos and Evripidou (2013)'s findings in their study where they concluded that students find those teachers who design learning environments' according to their students individual differences effective. The finding was also clearly compatible with the qualitative findings of the current study.

Another difference between the teachers' and the students' opinions was in "maintaining good classroom atmosphere" item. The students showed a high tendency towards this issue in both qualitative and quantitative parts of the survey. Although Arıkan (2010) maintained that teachers in his study supported the importance of "providing a positive learning environment", teachers in the current study weren't as inclined to the issue as the students did. However, this is similar to what Chen (2012) reported. English language learners want their teachers to be friendly, yet when necessary they should maintain the discipline in the classroom.

In terms of *Subject-Matter knowledge*, students and teachers agree on the importance of linguistic knowledge. However, the difference between the teachers' and the students' opinions were found in "general knowledge". Although 31,8% of the teachers' *Subject-Matter knowledge* responses were related to being knowledgeable about other fields, this figure dropped to 8,47% with the students. This difference may be resulting from teachers' preferences towards the use of meaningful communicative activities in the classroom, as well as the nature of the language study which requires the use of various reading and listening texts from various fields.

On the contrary, students favor the pronunciation skills of their teachers more than the teacher participants of the current study. This finding confirms the claims of Arıkan et al. (2008) and Çelik et al. (2013) in that having good English pronunciation is an indispensable skill according to students. Yet, as both Arıkan et al. (2008) and Çelik et al. (2013)'s studies were conducted in the Turkish context, it might be a result of the previous experiences of the students.

## 5. 1. 2. Factors that Influence the Effectiveness of English Language Teachers

In order to identify the factors that have an influence on the effectiveness of English language teachers, surveys consisting of open-ended questions were asked to both university preparatory year English language learners and the instructors who teach English in the same institution.

The findings of the study indicate that the effectiveness of English language teachers is affected by certain personal and contextual factors. The comparisons of teachers' and students' responses also reveal some similarities and differences between their perceptions on these factors.

Based on the findings of the study presented, **students** believe that the factors that influence the effectiveness of English language teachers are...

- enjoying teaching
- availability of materials
- family problems
- students' motivation
- classroom conditions

Based on the findings of the study presented, **teachers** believe that the factors that influence the effectiveness of English language teachers are...

- classroom conditions
- relationships with the administration
- availability of materials
- enjoying teaching
- professional development

The biggest similarity found as a result of this research is that both teachers and students agree on “enjoying teaching” as the most important positive personal factor. That is, they believe that when teachers perform the job that they love, they will be

more effective. This finding is compatible with Arıkan et al (2008), Barnes and Lock (2010) and Chen (2012),’s studies in that teacher enthusiasm is a determining factor according to language learners. Similarly, the responses provided by both teachers and students indicate that “friendliness” is another important characteristic feature that English language teachers are supposed to have. This finding also matches what Chen (2012) and Arıkan et al. (2008) stated in their studies.

On the other hand, while the “ability to transfer knowledge and skills” has been the second most important positive personal factor after “enjoying teaching” for the students, for the teachers this factor is only the 11<sup>th</sup> in importance. Teachers place emphasis on English language proficiency. However, they do not regard the skill to transfer information as a big determinant on the effectiveness of their teaching. The students’ preference towards this skill confirms the findings of Arıkan et al. (2008), Barnes and Lock (2013) and Chen (2012). The results of this study also reveal that teachers tend to focus on the effectiveness factors from a professional viewpoint. For example, lack of professional development is the most frequently stated negative personal factor behind the effectiveness of English language teachers. However, students view the problematic side from a more relational and psychological aspect. This finding might be supporting the “affective filter hypothesis” developed by Krashen (1982) denoting that motivation, self-confidence and anxiety have an effect on second language learning. In such a case, even if the teacher is professionally ready and has attended various professional development courses, unless the students’ affective filter is low, teachers’ content knowledge might not be transferred to the students.

In terms of contextual factors, according to the teachers “Supportive Administration” is the biggest positive contextual factor and “Strict Administration” is the second most influential negative contextual factor. This finding shows that their relationship with their administration is crucial for the teachers. Moreover, they also care about the people they work with. On the contrary, students do not find the relationships their teachers have with the administration and colleagues an influential factor. They rather focus more on physical conditions and materials in the classroom and the relationships with students and family. In fact, “family problems” is found to be the

most important negative contextual factor according to the students, whereas it is not in the top five negative contextual problems for teachers. Therefore, it may be concluded that teachers may not be aware that they reflect their family problems to the students in the classroom. This indicates that students expect to see professionalism in the classroom, but it is not always the case.

One final difference in teachers' and students' opinions on the contextual factors that affect the effectiveness of English language teachers was found in the financial area. Even though teachers placed emphasis on "not having a satisfactory salary" as a negative contextual determinant on their effectiveness in the classroom, majority of the students did not focus on the issue.

## **5. 2. Pedagogical implications**

At the end of the analysis and the reporting the findings of the study, the following implications were drawn for English language teachers, administrators and policy makers.

In terms of the qualities of effective English language teachers, it can be concluded that even though there are similarities between the perceptions of teachers and the students, the differences suggest some improvements to be made. The findings of this study can be taken into consideration while identifying English language teacher competencies, preparing pre-service and in-service English language teacher training programs, developing the curriculum, materials and activities, and evaluating teacher competencies. Therefore, the findings of this can practically help policy makers, teacher educators, and curriculum and material development units.

By reviewing the similarities and the differences between the students' and teachers' perceptions, the relationship between the two groups can be improved, which might lead to an increase in the success of teaching. For instance, for students being motivated to learn and enjoying learning are two very important determinants. Therefore, they expect to see more motivating activities and have fun in the language classroom. From this finding it can be inferred that in English language teacher education programs, "increasing students' motivation" should have a higher priority.

In addition, in the process of material and program development, there should be room for motivating materials and activities.

Furthermore, the awareness of the factors that affect the quality of English language teaching enables the shareholders to take necessary precautions. The technological devices in the classrooms and the materials available for classroom use should be provided by institutions, as well as the positive and supportive attitudes of the administrators should be encouraged.

### **5. 3. Suggestions for Further Research**

This study was conducted at an English medium state university in Turkey with preparatory year students who had low levels of English language proficiency. The results might reveal certain differences if it is conducted with students from different proficiency levels such as advanced and upper-intermediate levels. In addition, this study was conducted in the summer term and by that time the student participants had had a year of English language education at the institution where the current study was conducted. This might have had an effect on the students' perceptions and expectations towards learning English. Moreover, as this study was conducted at a context where the students had a goal of passing a specific proficiency exam, this might have affected the student and teacher participants' way of thinking. Therefore, it would be suggested to carry out further studies in different institutions and with students who had different goals for learning English.

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## APPENDICES

### Appendix A: Student Participants' Ages and Majors (Detailed)

		n	%
Age	41	1	0,4
	31	1	0,4
	28	1	0,4
	25	3	1,3
	24	3	1,3
	23	4	1,8
	22	7	3,1
	21	16	7
	20	58	25,6
	19	127	55,9
Major	18	6	2,6
	Secondary School Mathematics Education	26	11,5
	Preschool Education	24	10,6
	Computer Education and Educational Technology	17	7,5
	Science Education	17	7,5
	Turkish Language and Literature	13	5,7
	Tourism Administration	12	5,3
	History	10	4,4
	Teaching Chemistry	9	4
	Economics	8	3,5
	Civil Engineering	8	3,5
	Management	8	3,5
	International Trade	8	3,5
	Management Information Systems	7	3,1
	Chemistry	7	3,1
	Computer Engineering	6	2,6
	Teaching Physics	6	2,6
	Guidance and Psychological Counseling	6	2,6
	Molecular Biology and Genetics	5	2,2
	Political Science and International Relations	4	1,8
	Physics	3	1,3
	Mechanical Engineering	3	1,3
	Sociology	3	1,3
	Mathematics Education	3	1,3
	Electrical and Electronic Engineering	2	0,9
	Industrial Engineering	2	0,9
	Chemical Engineering	2	0,9
	Psychology	2	0,9
	Environmental Technology	2	0,9
	Philosophy	1	0,4
Mathematics	1	0,4	
Biomedical Engineering	1	0,4	
Earthquake Engineering	1	0,4	

## **Appendix B: Informed Consent Form**

Araştırmanın adı: Üniversite İngilizce Hazırlık Sınıfı Öğretmen ve Öğrencilerine göre Etkili İngilizce Öğretmeninin Özellikleri

Proje Yürütücüsü/Araştırmacının adı: Elifcan ATA KIL

E-mail adresi: elifcan.ata@boun.edu.tr

Telefonu: +90 212 359 7900

Değerli katılımcılar,

Bu araştırma, Elifcan ATA KIL tarafından, Orta Doğu Teknik Üniversitesi İngiliz Dili Eğitimi bölümünde Yrd. Doç. Dr. Perihan Savaş danışmanlığındaki tez çalışmaları kapsamında yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın amacı, üniversite seviyesindeki İngilizce hazırlık okulu öğrencilerinin ve öğretmenlerinin “Etkili İngilizce Öğretmeninin Özellikleri” ile ilgili düşüncelerini ortaya çıkarmaktır. Araştırmaya katılmayı kabul ederseniz, yaklaşık 20-25 dk. içinde tamamlanması öngörülen bir anket doldurmanız beklenmektedir. Anket üç bölüme oluşmaktadır. Birinci bölüm, İngilizce öğrenimi ile ilgili tecrübe ve düşüncelerinize dair kısa sorulardan oluşmaktadır. İkinci bölümde, İngilizce öğretmenlerinin olası özellikleri A, B ve C olarak üç kısma ayrılmıştır. Sizden beklenen her üç kısımdaki ifadeler içinden en önemli 5 özelliği seçmeniz ve önem sırasına göre sıralamanızdır. Son bölümde ise, etkili İngilizce öğretmenin özellikleri ile ilgili 7 açık uçlu soru bulunmaktadır.

Ankete vereceğiniz yanıtlar sadece araştırmacı tarafından değerlendirilecek ve hiçbir koşulda başka kişilerle paylaşılmayacaktır. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel yayımlarda kullanılacaktır.

Ankete katılım gönüllülük esasına dayalıdır. Sizden ücret talep etmiyoruz ve size herhangi bir ödeme yapmayacağız. Katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakıp

çıkılmakta serbestsiniz. Böyle bir durumda çalışmayı uygulayan kişiye, anketi tamamlamadan çıkmak istediğinizi söylemeniz yeterli olacaktır.

Çalışma sonunda, bu araştırmayla ilgili sorularınız cevaplanacaktır. Bu araştırmaya katkıda bulunduğunuz için şimdiden teşekkür ederiz. Çalışma ile ilgili herhangi bir sorunuz olursa yukarıdaki iletişim bilgilerini kullanarak araştırmacıya ulaşabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.  
(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyisim : \_\_\_\_\_

İmza :

Tarih : ----/----/-----

### Appendix C: Excerpts from the data

1	“Derste öğrencilerin motivasyonunu yüksek tutmalı çünkü motivasyon verimli öğrenmeyi sağlayan en önemli araçtır.”	"[The teacher] should keep the students' motivation high because this is the most important tool to enable efficient learning." (S-121)
2	“Motive edici olmalı çünkü dil öğrenme süreci sıkıntılı olabiliyor öğrenci ne kadar hata yaparsa yapsın öğretmen yapıcı olup ilgilenmeli.”	"[The teacher] should be motivating because language learning process tends to be problematic. No matter how many mistakes the students make, the teacher should be constructive and deal with them." (S-82)
3	“Dil öğrence süreci uzun ve zahmetli bir süreç olduğundan öğrencilerle iyi bir bağ kurmalı, öğrenme motivasyonlarını artırmalıdır.”	"Since language learning process is long and tiresome, [the teacher] should keep good communication with his/her students and increase their motivation." (S-36)
4	“Öğrencilerine arkadaşça davranmalı, öğretmenin davranışları öğrenciyi etkiler. Hocayı sevmezse dersi de sevmez.”	"[The teacher] should be friendly towards his/her students [because] a teacher's behaviors affect the students. If [students] don't like the teacher, they won't like the lesson." (S-160)
5	“Öğrencilerle daha yakın olmalıdır bir arkadaş gibi çünkü burada listening, reading ve writing eğitimi alıyoruz ama resmi bir speaking dersimiz yok. Speaking öğrencinin geliştirmesi, derste daha aktif olabilmesi için öğretmeni kendine daha yakın görmesi lazım”	"[The teacher] should be close to his/her students, like friends, because we are learning listening, reading and writing, but we do not have speaking lessons. In order for the student to improve his/her speaking and to be active in class, he/she should feel close to the teacher." (S-19)
6	“Sınıf dışındayken de bizimle ilgilenirdi, İngilizce'yle ilgili pek çok sorunumu çözmeme yardımcı oldu ve kendi boş vakitlerini bizimle ilgilenerek harcardı.”	"[The teacher] used to deal with us out of the classroom as well. He/she helped me solve many of my English related problems, and she spent her free time taking care of us." (S-50)
7	“Dersi ilgi çekici hale getirmeli çünkü öğrenciler ne kadar çok merak duyarsa o kadar çok başarılı olabilirler.”	"[The teacher] should make the lesson interesting because the more interested the students are, the more successful they may become." (S-134)

8	“İngilizce kocaman bir dünya öğrenmek zaman alacaktır ve bence bu süreç baya sıkıcı olabilir. Öğrencilerin sıkılmamasını sağlayan öğretmen etkilidir.”	“English is a huge world. It takes time to learn it and that process may be extremely boring. A teacher who ensures that the students do not get bored is an effective teacher.” (S-203)
9	“Gerektiğinde öğrencilere arkadaşça yaklaşım gerektiğinde otoritesini koruyabilmek ...”	“To be close to the students and to be able to keep the authority when necessary ...” (S-26)
10	“Sınıf hakimiyeti iyi olması gerekli. Öğrenmeyi isteyen istemeyen öğrencileri belirlemeli ve ona göre sınıf otoritesi kurmalı.”	“[The teacher] should have good classroom management. He should identify the students who want and don’t want to learn, and establish his/her authority.” ( S-140)
11	“Öğrencinin dersten kopmasını engellemek için arada farklı materyaller getirmeli sınıfa çünkü öğretilen şey küçük bir konudan ibaret değil. Bir kültür öğretiyosunuz sonuçta.”	“In order to prevent students get distracted, [the teacher] should bring different materials to the classroom from time to time because what is being taught is not just a trivial topic. You are teaching a culture.” (S-15)
12	“Çeşitli öğrenme metodları kullanılmalı çünkü her öğrenci farklı şekillerde öğrenir.”	“[The teacher] should use different teaching methods because each student has a different way of learning.” (S-161)
13	“Öğrencinin soracağı her türlü soruya cevap vermek adına etkili bir İngilizce öğretmeni İngilizce dil bilgisine hakim olmalıdır.”	“In order to be able to answer any question the students will ask, an effective English language teacher should be fully familiar with English grammar.” (S-9)
14	“İngilizceyi iyi bilmesi gerekir, iyi bilmeyen nasıl öğretsin?!”	“[The teacher] should be knowledgeable about English. How can a person who doesn’t know teach?!” (S-137)
15	“Kelime yeterliliği yüksek seviyede olmalı, öğrenci kelime sorduğunda hemen cevap vermeli.”	“[The teacher] should be proficient in English vocabulary. When a student asks a word, he/she should answer immediately.” (S-160)
16	“Kelime bilgisi iyi olmalı ayrıca bu kelimeleri öğrencilerine de aktarabilmeli, kelime öğrenmelerine yardımcı olmalı.”	“[The teacher] should have a high level of vocabulary knowledge, and also he/she should be able to transfer this knowledge to his/her students. He/she should help them learn vocabulary.” (S-65)
17	“İngilizce konuşurken telafuzu doğru olmalıdır çünkü ilk öğrenilenler kolay değiştirilmiyor.”	“[The teacher] should have correct pronunciation when he/she is speaking because the things that are learnt first cannot be changed easily.” (S-156)
18	“Telafuzu düzgün ve akıcı olmalı çünkü hep	“[The teacher]’s pronunciation should be

	aynı ses tonuyla konuşmak ve vurguları yanlış yapmak karşısındaki kişileri sıkar ve dersi monotonlaştırır.”	correct and fluent because speaking in a monotone and use wrong intonation bores the listeners and makes the lesson monotonous.”(S-158)
19	“İngilizce öğretmeni, yabancı dil edinimi konusunda çalıştığı için kesinlikle ezberci, dilbilgisi çevirisi modunda eğitim ve öğretim faaliyetlerine girmemelidir. Öğrencilere, yaşayarak öğrenme fırsatına imkan verecek durumlar oluşturmali ve doğru yolla öğrencilerini bu yola kanalize ederek onların yabancı dili yaşamasını sağlamalıdır öğretmen.”	“As an English language teacher works in foreign language teaching, he/she definitely should not teach by memorization and grammar translation. He/she should provide situations that enable students learn by experience, and he/she should help the students experience the language by leading them in the correct way.” (T-11)
20	“Etkili bir İngilizce öğretmeni öğrencilere ders anlatan değil onları dersin işlenişine aktif olarak katan biri olmalı. Dil öğreniminde sadece o dili konuşanları dinlemek ve gözlemlemek sanıyorum ki sadece bebeklerde işe yarayacak bir yöntem. Dilin sınıfta aktif olarak öğrenci tarafından kullanılması çok önemli.”	“An effective English language teacher should not be a person who teaches, but a person who invites the students to join the teaching process actively. In language learning, listening to and observing the speakers of that language probably just works with babies. The use of language by the students in class actively is extremely important.” (T-16)
21	“Esnek bir yaklaşımla nerede hangi tekniğin kullanılacağını bilerek ders içinde değişik yolları denemeli.”	“[The teacher] should try different methods in class in a flexible manner and know when to use which technique.” (T-31)
22	“Çok çeşitli aktiviteler kullanması. Bunları ister kendisi hazırlayabilir ister hazır olanlardan kullanabilir.”	“Using a variety of activities. [The teacher] may prepare them himself/herself, or use ready-made ones.” (T-18)
23	“Hocanın öğrencisinin motivasyonunu ve kat ettiği ilerlemeyi çok daha dikkatli izlemesi gerektiği bir alan İngilizce hocalığı.”	“Teaching English is a field where the teacher has to observe his/her students’ motivation and improvement very carefully.” (T-34)
24	“Öğrencilerin ihtiyaçlarının farkında olup bunlara yönelik çalışması.”	“Being aware of the students’ needs and working on them.” (T-5)
25	“Öğrencilerin ihtiyaçlarını iyi tespit edip gerekli değişiklikler yapabilir programda.”	“[The teacher] can identify the students’ needs and make the necessary changes in the program.” (T-18)
26	“Diğer alanlardan farklı olarak sınıf içi öğrenmenin İngilizce için daha önemli	“Different from other fields, learning in the classroom is more important when learning

	olduğunu düşünüyorum çünkü İngilizce diğer dersler gibi öğrencinin eve gidip çalışıp öğrenebileceği bir şey değil. Yine bu nedenden dolayı, sınıf içi motivasyonu yüksek tutmak amacıyla öğrencilerle ilişkilerinin iyi olması gerektiğini düşünüyorum.”	English because English is not something to go home and study to learn it. Also, for the same reason, I think in order to keep the motivation in the classroom high, [the teacher] should have good relationships with his/her students.” (T-7)
27	“Bazı öğrenciler dil öğrenimine negatif duygular ve engellerle başlayabilir. Eğitimlerinin herhangi bir aşamasında bırakma ya da heveslerinin kaçması duygusuyla karşılaşabilirler. Etkili bir İngilizce öğretmeni bu aşamaların nasıl aşılacağı konusunda öğrencisine doğru yaklaşımda bulunabilmelidir.”	“Some students may start language learning with negative feelings and obstacles. At any stage of their learning, they might feel demotivated or want to give up. An effective English language teacher should approach his/her students correctly to help them overcome their problems.” (T-31)
28	“Dil öğretimi sürekli etkileşim gerektiren bir alan olduğu için diğer alan öğretmenlerinin uygulamalarından hem eğitime harcanan süre hem de metod bakımından oldukça farklıdır. Süreklilik arzeden bir alan olduğu için, birbirine eklenen konular bazı alanlarda olduğu gibi modüller olarak öğretilemeyebilir. Bu anlamda sürekli bir öğrenci-öğretmen işbirliğinin önemi büyük.”	“As language teaching is a field which requires continuous interaction, it differs from the teaching of other fields in both teaching hours and methodology. As it necessitates continuity and topics are interrelated, it may not be taught in separate modules. Therefore, a continuous interaction between the teacher and the students is crucial.” (T-6)
29	“İletişim içerik aktarma olarak düşünülürse, İngilizce öğretmeni öğrencileriyle gerçek konularda onların gerçek fikir ve hislerini gerçekten ve ilgiyle dinleyip samimi cevap vermek suretiyle sürekli diyalog halinde olacaktır. Bu da gerçek hayatta öğrencinin İngilizceyi rahat kullanmasına temel olur diye düşünülür. Sonuç olarak İngilizce öğretmenin öğrenciyle ilişkisi daha yakın ve anlamlı olacaktır.”	“If communication is accepted as transferring information, an English language teacher will be in communication with his/her students about real issues by listening to their real opinions and feelings with interest and by responding with sincere answers. And this is believed to be helpful to the students in real life to use English comfortably.” (T-33)
30	“Bireysel farklılıkları kucakladığımızda ve onların zaman zaman “ekstrem” kabul edilebilecek fikirlerine dahi kulak	“When we embrace individual differences and listen to their opinions that are sometimes found to be “extreme”, the lessons become

	verdiğimizde çok daha gerçekçi ve birleştirici bir ders ortamı doğduğunu tecrübeyle biliyorum.”	more realistic and unifying. I know it by experience.” (T-21)
31	“Dil öğrenimi diğer derslerden daha farklı çünkü öğrenciler derste gördüklerinin pratiğini yaparken hem sınıfta konuşurken hem de bir yazı ödevinde genellikle fikirlerini belirtiyorlar ya da kendilerinden bahsediyorlar. Bu bazı öğrenciler için, özellikle çekingen olanlar için, bir kaygı unsuru olabiliyor. Bir İngilizce öğretmenin aynı zamanda öğrencilerinin fikirlerinin değerli olduğuna öğrenciyi inandırması, kendi hakkında konuşmaya motive etmesi gerekiyor. Öğrencinin sosyal fobisini yenmesine yardım etmesi gerekiyor. Bu bakımdan hem öğretmen hem de danışman olabilmeli çoğu durumda.”	“Language learning classes are different from the other courses because, in language learning courses, students talk about themselves or express their ideas while they practice what they have learnt by speaking in class or in their writing assignments. This may cause anxiety especially for introverted students. An English language teacher is also supposed to have his/her students believe that their ideas are precious, and to motivate them to talk about themselves. He/she is supposed to help the students overcome their social phobia. In this sense, [the teacher] needs to be able to be both a teacher and a counselor in many situations.” (T-29)
32	“İngilizceye her açıdan hakim olması”	“[The teacher] should have a full command of English language.” (T-25)
33	“Dilbilim konusunda da temel bilgiye sahip olması gerektiğini düşünüyorum, böylelikle gerektiği durumda öğrencilere dilbilgisi kurallarıyla ilgili daha sistematik açıklamalar yapabilir.”	“I think [the teacher] should have the basic knowledge of linguistics because with that, he/she can explain grammar rules more systematically if needed.” (T-8)
34	“İngilizceyi yanlışsız öğretecek derecede İngilizce bilgisine sahip olmak.”	“Having the command of English language to such a degree that makes the teacher teach English faultlessly.” (T-33)
35	“Öğretmen Kimya’dan Sosyoloji’ye pek çok farklı disiplinlere dair az da olsa bilgi sahibi olmalıdır.”	“The teacher should have the knowledge of many other fields ranging from Chemistry to Sociology even if at the very basic level.” (T-24)
36	“Sosyal bilimler ve Edebiyat ile doğrudan ilişkili olmanın yanısıra pozitif bilimler ve dünya / ülke gündemi hakkında bilgi sahibi olmalıdır. Aksi takdirde dilbilgisi kurallarını	“Besides being directly linked to Social Sciences and Literature, [the teacher] should be knowledgeable about positive sciences, and the current issues in his/her country as

	öğretmekten öteye gidemez.”	well as in the world. Otherwise, he/she cannot teach anything more than grammar.” (T-9)
37	“Etkili bir İngilizce öğretmeni diğer branşlardan farklı olarak, sadece kendi alanında değil bir çok alanda bilgi sahibi olmalıdır. İngilizce metinleri anlamak diğer alanlarda da bilgi sahibi olmayı gerektirmektedir.”	“In contrast to the teachers of other fields, an effective English language teacher should be knowledgeable about not only his/her field, but also the others. Understanding English texts requires being knowledgeable about other fields.” (T-18)
38	“İngilizce’yi çok iyi konuşabilmek için elinden geleni yapmalı.”	“[The teacher] should do his/her best in order to speak English very well.” (T-19)
39	“Rahatlıkla, aksamadan, takılmadan native speaker’a yakın düzeyde kullanabilmek.”	“Being able to speak English like a native, without hesitation or problems.” (T-32)
40	“Bir dili öğretmek öncelikle onu iyi kullanmayı gerektirir. Doğru telaffuz ve akıcı bir konuşma becerisi şarttır.”	“Teaching a language primarily requires using it well. Correct pronunciation and the ability to speak fluently are essential.” (T-21)
41	“Seviyeye uygun İngilizce anlatması çok önemlidir, çünkü öğrenci ileri seviye İngilizceyi anlayamaz, sıkılır, pes eder.”	“Teaching English tailored to students’ proficiency levels is very important because the students cannot understand higher levels. They get bored and give up.” (S-137)
42	“Öğrencilerine arkadaş gibi davranabilmesi çünkü bu öğrencilerle öğretmen arasındaki bağı artırıp derste daha aktif ve etkili olmalarını sağlayabilir.”	“Being able to behave friendly towards his/her students because this builds the connection between the teacher and the students, and might lead to an increase in their participation and effectiveness in the classroom.” (S-116)
43	“Sabırlı olması çünkü yaptığı işin karşılığını alabilmesi için zaman gerekli.”	“Being patient because it takes time for his/her hard work to pay off.” (S-86)
44	“Sabır çünkü karşısındaki öğrenciler yeni konuşmaya başlayan bebek gibi olacaklar, öğretmen anlasa dahi onların konuşmayı bitirmesini beklemelidir.”	“Patience because the students will be like babies who have just started talking. Even if the teacher understands, he/she should wait for the student to finish talking.” (S-82)
45	“Arkadaş canlısı olmalıdır çünkü bir öğretmenin sınıf içindeki davranışları öğrencileri her zaman etkiler.”	“[The teacher] should be friendly because a teacher’s behaviors in the classroom always affects the students.” (S-23)
46	“Arkadaşça olmalı. Otoriter olursa öğrenciler dersten soğur ve verimlilik en alt seviyeye	“[The teacher] should be friendly. If he/she is authoritative, students will alienate from the

	düŖer.”	lesson and efficiency will drop to the lowest level.” (S-98)
47	“Gülyüzlü, sınıfa ilk girdiđi andan itibaren öđrencinin motivasyonunu çok fazla etkiliyor bu da dolayısıyla derse olan ilgiyi ve isteđi etkiliyor.”	“Smiling. It affects the students’ motivation from the moment he/she enters the classroom. And in return it affects the interest and enthusiasm.” (S-40)
48	“Gülyüzlü olması çünkü gülyüzlü olursa öđrenciler rahatlar.”	“Smiling because if the teacher has a smiling face, students feel comfortable.” (S-143)
49	“İç disiplini ve derste ki otoritenin korunuşu konusundaki kararlı tavrı.”	“Self-discipline and his/her determined attitude on the presence of authority in class.” (S121)
50	“Disiplin: Dil öğrenmede karşılıklı disiplin şart. İpin ucu kaçtıđı zaman toplamak mümkün deđil.”	“Discipline. In language learning, mutual discipline is a must. When control is lost, it is not possible to come through.” (S-36)
51	“İyi bir okuldan mezun olduktan sonra kendini geliştirmeye devam etmelidir.”	“After graduating from a good school, [the teacher] should continue improving himself/herself.” (S-33)
52	“Kendini hep daha da geliştirebilmeli. Yani kendine yeni şeyler katmalı ki öđrencilerine de örnek olsun.”	“[The teacher] should keep improving himself/herself. That is, he/she should be learning new things to be a good role-model to his/her students.” (S-104)
53	“Yurtdışına gitmiş olması ve deneyimlerini öđrencilerine aktarması.”	“Having been abroad and sharing his/her experiences with the students.” (S-109)
54	“Yurt dışında yaşamayı, yabancı insanlarla iletişim kurmayı deneyimlemiş olması.”	“Having the experience of living abroad and communicating with foreigners.” (S-85)
55	“Yurt dışına gitmiş olmalı daha çok tecrübe kazanmak ve İngilizcesini akıcı hale getirmek için.”	“[The teacher] should have been abroad in order to gain experience and improve his/her English speaking fluency.” (S-160)
56	“Gençti bu yüzden öđrencileri daha iyi anlıyordu.”	“[The teacher] was young, so he/she understood the students better.” (S-3)
57	“Öđretmenin öđretme yeteneđinin, karşıya bilgiyi aktarma yeteneđinin iyi olması çünkü dil öđretmek yetenek işi.”	“[The teacher] should have the skill to teach and transfer his/her knowledge and skills because teaching a language is a matter of ability.” (S-153)
58	“Anlatabilme yeteneđine sahip olmalıdır. Bilgilerini eksiksiz ve dođru bir biçimde	“[The teacher] should have the ability to put his/her knowledge across. He/she should

	öğrencilerine aktarabilmelidir.”	transfer his/her knowledge and skills thoroughly and correctly to his/her students.” (S-146)
59	“İşini çok sevmelidir çünkü işini sevmeyen bir insan sorumluluklarını tam anlamıyla yerine getiremez ve öğrencileri dersten uzaklaştırabilir.”	“[The teacher] should love his/her job very much because a person who doesn't love his/her job cannot fulfill his/her responsibilities and demotivate the students.” (S-164)
60	“İşini sevmeli, çünkü işini seven bir öğretmen her zaman iyi öğretmeyi ister.”	“[The teacher] should love his/her job because a teacher who loves his/her job always wants to teach well.” (S-213)
61	“Diğer branş öğretmenlerine kıyasla İngilizce öğretmeni yaptığı işi daha çok sevmelidir çünkü öğrettiği bilgilerin bir matematik ya da fizik gibi formülü yok. Bu yüzden, eğer öğrenci İngilizce öğrenmek istiyorsa gerçekten bunu sevmeli ve hayatının içine almalı. Bu konuda da öğretmen çok etkili çünkü öğretmen ne kadar severse İngilizceyi, öğrenciler o kadar seviyorlar.”	“Compared to teachers from other fields, an English language teacher should love his/her profession more because language doesn't have a formula as in Mathematics and Physics. Therefore, if a student really wants to learn English, he/she should love it and make it an integral part of his/her life. At that point, the teacher has a very important role because the more the teacher loves English, the more the students do.” (S-86)
62	“Egoistlik - her şeyde en iyi olduğunu zanneden birinden hiçbir şey öğrenemem.”	“Egoism! I cannot learn anything from a person who thinks he/she is the best at everything.” (S-56)
63	“Fazla özgüven ve ego - aradaki yaş ve eğitim farkını önemsemeden kültürel birikimiyle öğrenciyi ezme.”	“Too much self-confidence and ego. Insulting the students without regard to the age and education difference.” (S-201)
64	“Sert ve taviz vermeyen bir kişiliğe sahip olması - öğrenciler derslere katılımda ve soru sormada çekinebilirler.”	“Having a strict and stringent personality. [Otherwise] students might hesitate to participate and ask questions.” (S-111)
65	“Psikolojik durumu - psikolojik sorunları olan bir insanın işini iyi yapması beklenemez.”	“Psychological condition – A person who has psychological problems cannot be expected to perform his/her job well.” (S-6)
66	“İçsel problemleri olması ve ruhsal bir arayış içinde olması kendisini öğrencilerden ve derslerden soyutlamasına sebep olur.”	“Personal problems and being in a spiritual quest causes [the teacher] to feel alienated from the students and the lessons.” (S-13)
67	“Anlatma becerisinin yetersiz olması çünkü	“Lack of ability to transfer knowledge and

	ne kadar iyi ingilizce bilirse bilsin anlatamazsa öğrenciler için faydalı olamaz.”	skills because no matter how well they know English, [the teacher] cannot be helpful for the students if he/she cannot put his/her knowledge across.” (S-143)
68	“Ders anlatımının kötü olması çünkü bu öğrencilerinin dersi anlamalarını zorlaştırır ve onların başarısız olmalarına sebep olur.”	“Teaching badly because this makes it difficult for his/her students to understand the lesson and leads to their failure.” (S-174)
69	“Biliyor ama aktaramıyorsa öğrenciye faydalı olamaz.”	“If [the teacher] knows but cannot transfer this knowledge, he/she cannot be helpful for the students.” (S-65)
70	“İşini sevmemesi çünkü her gün işine gitmeyi istememesi ders motivasyonunu düşürür.”	“Not loving his/her job because not wanting to go to school everyday decreases his/her motivation to teach.” (S-161)
71	“İlk olarak tabiki kendi mesleğini sevmemesi, mutsuzluk derse yansır ve öğrenciler etkilenir.”	“First of all, of course, not loving his/her job. His/her unhappiness reflects itself into the class and affects the students.” (S-160)
72	“Öğretmenliği sadece para kazanmak için gerekli bir meslek dalı olarak görüp öğrencilere soğuk bir tavır takınması.”	“Seeing teaching profession only as a means to earn money and posing a negative attitude against the students.” (S-156)
73	“Tatmin edici miktarda maaş çünkü öğretmenler de diğer insanlar gibi yaptıkları işin karşılığını almak istiyor.”	“A satisfactory salary - because the teachers want to get what they deserve just like other people do.” (S-86)
74	“Devlet parasal desteği artırırsa, öğretmenler işlerini daha severek yapabilirler.”	“If the government raises financial support, the teachers may enjoy performing their duties more.” (S-110)
75	“Eğitim sistemi - çünkü dil eğitim sisteminde ikinci planda kaldığında öğrenci için de ikinci planda yer alıyor.”	“Educational system - because when language teaching loses its priority in the educational system, it loses its priority for the students, too.” (S-153)
76	“Gerekli materyallerin bulunması çünkü ingilizce öğreniminde görsel ve işitsel unsurlar oldukça önemli bir yere sahiptir.”	“Possessing the necessary materials -because in English language education, audio and visual materials have an important role.” (S-111)
77	“Kaynakları dilediği gibi elde etmesi ona öğrencisine aktarmada kolaylık sağlar.”	“Having access to resources as he/she wishes makes it easier for him/her to teach.” (S-137)
78	“Eğitim verilcek binanın sınıfların eğitime elverişli olması ve gerekli birçok materyali sunması.”	“Suitable conditions of the building and the classrooms where the education takes place and the presence of many available

		materials.” (S-146)
79	“Evindeki huzur - insanın en çok vakit harcadığı çevre ailesidir. Orda mutlu olursa bu mutluluk her yerde onu olumlu etkiler.”	“Peace at home. People spend most of their time with their families. If [the teacher] is happy at home, this happiness affects him/her positively everywhere.” (S-98)
80	“Çalıştığı meslektaşları etkiler eğer çalıştığı meslektaşları tecrübeliyse onlardan yeni şeyler öğrenebilir.	“His/her colleagues affect [the teacher]. If his/her colleagues are experienced, he/she can learn new things from them.” (S-163)
81	“Öğrencilerin dil öğrenmeye olan istek ve hevesleridir çünkü öğrencilerin ilgisizliği fazla olursa bir süre sonra bu öğretmene de sirayet edecektir.”	“The willingness and motivation of the students to learn English – because if the students are demotivated, after some time this will influence the teacher too.” (S-148)
82	“Derse katılım - bu her öğretmen için geçerlidir. Emeklerinin karşılığını almak motivasyonunu artıracaktır”	“Student participation – this is valid for all teachers. Seeing the result of their efforts will increase their motivation.” (S-102)
83	“Devletin öğretmenlere verdiği maaşın yetersiz olması. İşini sevse de bir öğretmenin yaptığı işten yeterli parasal tatmini olamıyor oluşu.	“The insufficiency of salary that the government gives. Not getting enough financial satisfaction from his/her job, even if [the teacher] loves his/her profession.” (S-63)
84	“Eğer kişinin ailesiyle veya yakın çevresiyle problemleri varsa bu okuldaki düzenini de olumsuz etkiler.”	“If a teacher has problems with his/her family or a close acquaintance, this would affect his/her school performance as well.” (S-39)
85	“İş arkadaşlarıyla yaşadığı sorunlar. Çünkü her ne kadar vakitlerinin çoğunu sınıfta geçirirler de tenefüslerde veya diğer vakitlerde iş arkadaşlarıyla birlikteler. Onlar tarafından dışlandığını ya da sevilmediğini düşünmek öğretmenin motivasyonunu düşürecektir.”	“Experiencing problems with colleagues – Even though teachers spend most of their time in the classroom with their students, in breaks or other times they are with their colleagues. Feeling exclude and not loved demotivates a teacher.” (S- 86)
86	“Eğitim kurumunun enstrümanları yeterli değilse bu durum öğretmenin başarısını olumsuz etkiler. Mesela haftada bir tane listening yapıyorlarsa bu durum bir şeye yaramaz.”	“If materials in the institution are not enough, this affects [the teacher]’s success negatively. For instance, they are only doing one listening exercise in a week, it wouldn’t be helpful.” (S-82)
87	“Teknolojiyi kullanmak isteyip yeterli ekipman olmaması.”	“Wanting to use technology but not having the equipments.” (S-66)
88	“Okulun öğrenim için yeterli fiziki koşulları sağlamıyor olması. Küçük bir sınıf,	“The physical inadequacies of the school for education. A small classroom, absence of a

	projektörün olmayışı, tahtanın olmayışı. öğretmen derse her ne kadar adapte olsa da elini kolunu bağlayan koşullar onu engeller.”	projector or a blackboard. Even though [the teacher] is adapted to the lesson, such negative conditions restrain him/her.” (S-63)
89	“Sınıf ortamı. Eğer öğrenciler derse isteksizse bu öğretmeninde performansını olumsuz etkiler.”	“Classroom atmosphere – If the students are demotivated, this affects the teachers’ performance negatively too.” (S-99)
90	“Öğrencilerinin İngilizce öğrenmeyi sıkıcı buluyor olması ve bu dersi sevmiyor olmaları.”	“Students’ finding learning English boring and not liking it.” (S-154)
91	“Öğrencilerin disiplini ve motivasyonu - bu öğretmenin öğretme isteğini azaltabilir.”	“Students’ discipline and motivation – This might decrease teachers’ motivation to teach.” (S-174)
92	“Sınıf içinde ailevi ya da sosyal bazı problemlere sahip öğrencilerin öğretmene karşı olan saygısız ve kaba davranışları.”	“Disrespectful and impolite behaviors of the students who have family related and social problems in the classroom against the teacher.” (S-58)
93	“Sevecenlik - Öğrenciler sevildiklerini hissettiklerinde pozitif öğrenme ortamı sağlanır.”	“Humaneness – When the students feel loved, a positive learning environment can be established.” (T-19)
94	“Yaratıcılık - değişik aktiviteler üretmek öğrencinin ilgisini canlı tutar.	“Creativity - creating different activities keep the students’ interest alive.” (T-27)
95	“Alandaki yenilikleri takip etmeye, kendini geliştirecek kurslara, programlara katılmaya çalışması. Örneğin yeni nesil öğrencilerin dikkatini çekebilmek ve ders dışı da İngilizce çalışma motivasyonunu arttırabilmek için farklı teknolojik cihazlar ve dil öğrenimi için yaratılmış İnternet siteleri kullanmak gerekiyor.”	“Keeping up with the novelties in the field and attending courses to improve himself/herself. For example, in order to attract new generation students and to increase their motivation to study English outside class, it is necessary to use technological devices and websites that are created for language learning.” (T-29)
96	“Değişen öğrenci profilini dikkate alarak sürekli kendini yenilemeli ve güncel teknikleri takip etmelidir.”	“Keeping the changing student profile in mind, [the teacher] should update himself/herself and keep up with modern techniques.” (T-31)
97	“İyi bir İngilizce öğretmenliği eğitimi almış olması şart. Mimari veya arkeoloji okuduktan sonra iş bulamayıp, Türkiye’de öğretmenlik yapıyım bari diyenlerden olmaması lazım bence. Ya da “ben aslında başka bir alanı okumuştum, ama o alanda iş imkanı yok, o	“[The teacher] should have got a good education on English Language Teaching (ELT). He/she shouldn’t be one of the people who study in Architecture or Archaeology departments, cannot find a job and decide to become a teacher in Turkey. Or I think the

	yüzden İngilizce Öğretmenliği yapayım” diyenlerin bence İngilizce Öğretmenliği yapmasına izin verilmemeli. Nasıl ki İngilizce Öğretmenliği okumuş birinin cerrahlık yapmasına izin verilmiyorsa. Gerekli pedagojik eğitimi almadan öğretmen olunmaz.”	people who say “I actually studied in another department, but there are no job opportunities in that field. Therefore, let me become an English teacher!” should not be allowed to become English language teachers, just like an ELT graduate cannot be a surgeon. Without receiving the necessary pedagogic formation, a person cannot be a teacher.” (T-25)
98	“Dile hakimiyet: özgüven verir ve özgüvenli öğretmenler öğrencilerine de özgüven aşılar.”	“Language proficiency – It provides self-confidence and self-confident teachers increase their students’ self-confidence.” (T-2)
99	“Doğal bir öğretme yeteneğine sahip olması. Bilgiğini akatarabilmek öğretmenlik mesleği için bilmekten daha önemli olabilir.”	“Having the ability to teach. The ability to transfer knowledge and skills might be more important than knowing for teaching.” (T-18)
100	“Öğretmen alanında yeterince bilgili ve etkin olduğunu gösterebilmelidir. Öğrencilerin öğretmene duydukları saygıyı artırır ve kendisinden öğrenecekleri çok şey olduğunu hissettirir onlara.”	“The teacher should be able to demonstrate that he/she is knowledgeable and effective enough in his/her job. This increases the level of respect that the students have towards him/her and makes them feel that they have a lot to learn from him/her.” (T-17)
101	“İşini sevmesi çünkü sevmeden yapılan işler asla verimli ve faydalı olmaz.”	“[The teacher]’s passion for his/her job because the jobs done without passion cannot be effective and helpful.” (T-26)
102	“İngilizceyi seven, çok seven ve hissedebilen biri ancak etkin İngilizce öğretmeni olabilir kanımca.”	“I believe that only a person who loves English, loves it a lot and feels it can be an effective English teacher.” (S-23)
103	“Kendini beğenmiş tavırlar içinde, her şeyi en iyi ben bilirim modunda olması. Çünkü kendini geliştirmesi ve başkalarından bir şey öğrenmesi mümkün olmaz öyle davranan kişilerin.”	“[The teacher]’s being snooty, and know-it-all – because the people who show such behaviors cannot learn anything from the others and improve himself/herself.” (T-26)
104	“Kişinin aşırı özgüven ve ya güvensizlik içinde olması. Her iki durum da başarı için gereken doğru adımları atmayı engeller.”	“A person’s being extremely self-confident or not having confidence in himself/herself at all. Both situations hinder taking the right steps necessary for success.” (T-6)
105	“Azimli olmaması. – Dil öğrenmek kısa ve kolay bir süreç değildir. Aksine bazen yıllar	“[The teacher]’s being unambitious. -- Learning a foreign language is not a short

	alabilen, bazı noktalarda hem öğrencileri hem öğretmenleri oldukça zorlayan bir süreçtir. Bu süreç öğretmenin yaşanan olumsuzluklardan yılmayıp azimle öğrencilerine karşı pozitif bir tavır sergilemesi gerektiğini düşünüyorum. Öğrencilerini yarı yolda bırakmamalı.”	process. Conversely, it can take years, and it is a process which can push the limits of the students and teachers at some points. I think the teacher should show a positive attitude towards his/her students with determination and without getting demotivated by the negative things experienced.” (T-20)
106	“Bilgisizlik - Güvensizlik oluşturur, başarılı bir öğrenme sağlamaz.”	“Ignorance creates insecurity, and it does not enable a successful learning.” (T-19)
107	“Yaptığı işin güncel gelişimlerini takip etmeyen bir öğretmen değişen dünyayı ve öğrenci tipini iyi okuyamayacağı için başarısız olur.”	“A teacher who cannot follow up the current trends of the work will be unsuccessful because he/she cannot understand the changing world and the types of the students.” (T-31)
108	“Yeniliklere açık olmaması - Özellikle teknolojinin eğitim dünyasına girmesiyle dil öğretimiyle yeni yöntemler ortaya çıkmaya başlamıştır ve öğrenciler de teknolojinin baskın olduğu bir ortamdan gelmektedirler. O yüzden bir İngilizce öğretmenin yeniliklere açık olması gerekir.”	“[The teacher]’s not being open to the innovations - Especially with the entrance of technology into the educational world, new methods started to appear in foreign language teaching, and the students are coming from an environment that technology dominates. Therefore, an English teacher should be open to innovations.” (T-20)
109	“Yeniliğe kapalı olması. Ancak sürekli öğrenmeye ve yeniliğe açık olursa başarısını sürdürebilir/artırabilir.”	“[The teacher]’s not being open to innovations. He/she can only improve his/her success if he/she is open to learning and innovation.” (T-7)
110	“Kişinin sosyal beceri eksikliği. İletişime dayalı bir programda insan ilişkilerinde iyi olmayan birinin başarısı da düşük olacaktır.”	“Lack of social skills. The person with bad social skills will have a bad success level in a program based on communication.” (T-6)
111	“Öğretmenin motivasyonunu kaybetmesi sonucu tembelliğe düşüp dersleri hep aynı şekilde işleme.”	“The teacher’s teaching his/her classes in the same way by becoming lazy due to losing his/her motivation.” (T-29)
112	“Maddi yeterliliğin olması yapılan işten alınan keyfi artırır.”	“Financial satisfaction increases the pleasure taken out of the task at hand.” (T-6)
113	“Açık hedefler ve buna ulaştıran iyi bir program ve malzemeler. Öğretmen takip ettiği programı ve kullandığı malzemenin verimine inanmalı ve kendi yaratıcılığını bunların	“Clear objectives and good materials and programs which lead to these objectives. The teacher should believe in the efficiency of the program and material that he/she uses, and

	üzerine bir şey inşa etmek için kullanabilmeli. Sadece öğretmenin yaratıcılığı ile bu iş olmaz.”	he/she should be able to use his/her creativity in order to build something over them. This cannot be achieved only with the creativity of the teacher.” (T-20)
114	“Sınıfların ve diğer fiziksel mekanların öğretime en uygun şekilde donatılmış ve hazırlanmış olması ve teknik ve fiziksel koşullarla ilgili sıkıntılarla boğuşmaması öğretmenlerin motivasyonlarını ve dolayısıyla da başarısını artıracaktır.”	“The classes’ and other premises’ being well-equipped and well-prepared and not having technical and physical obstacles will increase the motivation and, therefore, the success of teachers.” (T-26)
115	“Çalıştığı yerde demokratik bir ortam bulabilmesi; buyurgan ve diktatörce kendisine emirler yağdıran amirler ve müdürlerin olduğu ve kendisine söz hakkı verilmeyen bir yerde hiç kimse mutlu ve başarılı olamaz.”	“Having a democratic atmosphere at the work place. No one can be happy at a workplace where there are bosses who give him/her orders dictatorially and he/she is not given the right to speak.” (T-26)
116	“İş arkadaşları arasındaki bilgi ve tecrübe paylaşımı üst seviyede olursa olumlu tecrübeler sayesinde öğretimde kötü uygulamalar ve rastlantılar minimuma iner.”	“If the knowledge and experience transition among the colleagues is high, the bad applications and coincidences in education would go down to a minimum thanks to the positive experiences.” (T- 31)
117	“Öğrencilerin ilgisi ve motivasyonu: öğretmen dinlenmediğini hissettiğinde öğretme hevesi kırılıyor.”	“The interest and motivation of the students: when the teacher feels that he/she is not listened to, his/her motivation goes down.” (T-27)
118	“Öğrencilerin öğrenmeye hevesli olmaları. Motivasyon içeriden gelmiyorsa dışarıdan çabalarla kazandırmak neredeyse imkansız.”	“The students should be willing to learn. If their motivation is not coming from themselves, it is almost impossible to motivate them with the efforts coming from the others.” (T-16)
119	“Ekonomik açıdan yetersizlik yaşıyorsa daha fazla ders vermek için daha çok çalışır ve bu da onu yaptığı işe yabancılaştırır. Dolayısıyla öğrenci ile sağlıklı bir ilişki kuramaz.”	“If he/she experiences financial difficulties, he/she struggles to offer more extra classes and this makes him get alienated to his/her job. Therefore, he/she cannot have a healthy relationship with the students.” (T-10)
120	“Belli bir görüşteki kişilerin kendi görüşlerini dayattıkları ve onlardan farklı olduğunuz için dışlandığınız ortamlar işleri tatsızlaştırıp	“The environments in which the people with some certain beliefs impose their beliefs on you and in which you are marginalized will

	zorlaştıracaktır. Çünkü bu tür ortamlarda gruplaşmalar ve kutuplaşmalar işbirliğine ve dayanışmaya imkan sağlamayacaktır.”	make the things bitter and more difficult because these kinds of polarizations in the environment will not enable the cooperations and solidarity.” (T-26)
121	“Sınıfın fiziksel şartları. – Sınıfın çok dar olması, çok sıcak/soğuk olması gibi fiziksel faktörlerin öğrenme sürecini olumsuz etkilediğini düşünüyorum.”	“The physical conditions of the classroom -- I think the physical conditions such as the classroom’s being too narrow, too hot/cold would negatively affect the process of learning.” (T-20)
122	“Fiziksel şartların ve gerekli teknik imkanların sağlanmadığı sınıflar ve ortamlar öğretmenin motivasyonunu ve de performansını olumsuz etkileyecektir.”	“The classes and the environments that are not providing the teacher with the physical conditions and needed technological equipments would negatively affect the motivation and the performance of the teacher.” (T-26)
123	“İdari yönetimle yaşanan sıkıntılar. Öğretmen başarılı olabilmek için idarenin karşısında değil yanında olduğunu bilmelidir.”	“The problems experienced between the teacher and the management. The teacher should know that the management is on his side, not against him.” (S-6)
124	“Çalıştığı kurumun kısıtlayıcı ve de yetersiz oluşu. Ancak özgür ve de destekleyici bir çalışma ortamında öğretmenin başarısı yükselebilir.”	“The schools’ being too restrictive and inadequate. The success of teacher can increase in a free and supportive work environment.” (S-7)
125	“Öğrencilerin motive olmamaları. İngilizce öğreneceği için değil, mecburiyetten sınıfta bulunduğunu düşünen öğrencileri kastediyorum.”	“Students’ being demotivated. I mean the students who think that they are in the classroom because they have to, not because they will learn English there.” (T-16)
126	“Ailevi sorumlulukları - ailevi sorunlar insanı belki de en çok etkileyen sorunlardır.”	“Responsibilities in the family: Family problems are the ones that affect people the most.” (S-6)
127	“Ailevi problemler: öğretmen kişisel hayatında mutlu değilse bunu derslere de yansıtır.”	“Problems in the family: If the teacher is not happy in his/ her personal life, he/she reflects it in his/her classes. (S-59)

## Appendix D: Student Survey (Turkish)

### I. KİŞİSEL BİLGİLER:

1. Doğum Yılı: 19\_\_\_\_

2. Cinsiyet: \_\_\_\_ Erkek \_\_\_\_ Kadın

3. 2014-2015 akademik yılında öğrenim gördüğünüz sınıf seviyesi nedir?

a. \_\_\_\_ P1 b. \_\_\_\_ P2 c. \_\_\_\_ P3 d. \_\_\_\_ P4

4. Bu üniversitede kayıtlı olduğunuz bölüm nedir?

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5. Bu üniversiteye gelmeden önce (okul hayatınızda) ne kadar süre İngilizce eğitimi aldınız?

\_\_\_\_ yıl ve \_\_\_\_ ay

6. Yabancı Diller Yüksek Okulu'nda ne kadar süredir eğitim almaktasınız?

\_\_\_\_ yıl ve \_\_\_\_ ay

7. Sizce İngilizce öğrenmek önemli mi? (Lütfen birini seçiniz.)

a. \_\_\_\_ Çok önemli

b. \_\_\_\_ Önemli

c. \_\_\_\_ Önemli değil

d. \_\_\_\_ Hiç önemli değil

8. Neden İngilizce öğreniyorsunuz? (Lütfen sadece size göre **en önemli 3 nedeni önem sırasına göre** sıralayınız - **1 en önemli olacak şekilde.**)

a. \_\_\_\_ İngilizce Yeterlilik Sınavını geçebilmek için

b. \_\_\_\_ Bölümde alacağım dersleri anlayabilmek için

c. \_\_\_\_ Gelecekte daha iyi bir işe sahip olabilmek için

d. \_\_\_\_ Akademik kaynakların (kitaplar, makaleler, vb.) çoğu İngilizce olduğu için

e. \_\_\_\_ Yabancı arkadaşlar edinebilmek için

f. \_\_\_\_ İngilizce filmleri/dizileri altyazısız izleyebilmek için

g. \_\_\_\_ Yurtdışında kolayca seyahat edebilmek için

h. \_\_\_\_ Diğer (Lütfen belirtiniz): \_\_\_\_\_

9. İngilizce öğrenmeyi seviyor musunuz? (Lütfen birini seçiniz.)

- a. \_\_\_ İngilizce öğrenmeyi çok seviyorum.
- b. \_\_\_ İngilizce öğrenmeyi seviyorum.
- c. \_\_\_ İngilizce öğrenmeyi biraz seviyorum.
- d. \_\_\_ İngilizce öğrenmeyi sevmiyorum.
- e. \_\_\_ İngilizce öğrenmeyi hiç sevmiyorum.

## II. ETKİLİ BİR İNGİLİZCE ÖĞRETMENİNİN ÖZELLİKLERİNİN DERECELENDİRİLMESİ

Her bir kategoride (A, B ve C) verilen maddeleri okuyunuz ve her kategori için en önemli 5 özelliği seçip, önem sırasına göre sıralayınız. (1 en önemli olacak şekilde)

### A. İngilizce Yeterliği

Etkili bir İngilizce öğretmeni:

- a. \_\_\_ “Konuşma İngilizcesi”ni iyi anlamalıdır.
- b. \_\_\_ İngiliz kültürünü iyi bilmelidir.
- c. \_\_\_ İngilizce metinleri iyi anlamalıdır.
- d. \_\_\_ İngilizce kelime yeterliği yüksek seviyede olmalıdır.
- e. \_\_\_ İngilizce yazma becerisi iyi olmalıdır.
- f. \_\_\_ İngilizce kelimeleri iyi telaffuz edebilmelidir.
- g. \_\_\_ İngilizce konuşma becerisi iyi olmalıdır.
- h. \_\_\_ İngilizce dilbilgisine tamamen hakim olmalıdır.

### B. Pedagojik Bilgi

Etkili bir İngilizce öğretmeni:

- a. \_\_\_ Derse iyi hazırlanmalıdır.
- b. \_\_\_ Sınıf dışında nasıl İngilizce öğrenileceğini öğretmelidir.
- c. \_\_\_ Görsel, işitsel ve multimedya içeren çeşitli materyaller hazırlamalıdır.
- d. \_\_\_ Öğrencilerin İngilizce yeterlik seviyesine uygun İngilizce öğretmelidir.
- e. \_\_\_ İyi sınıf atmosferini gerekirse otoritesini kullanarak devam ettirmelidir.
- f. \_\_\_ İngilizceyi sadece İngilizce kullanarak öğretmelidir.
- g. \_\_\_ Öğrencilerin ne öğrendiğini doğru bir şekilde ölçmelidir.

- h. \_\_\_ Öğrencilerin çeşitli öğrenme şekillerini göz önünde bulundurarak İngilizce öğretmelidir.
- i. \_\_\_ Anlamlı aktiviteler kullanarak İngilizceyi kullanma imkanı sağlamalıdır.
- j. \_\_\_ Öğrencilerin İngilizce öğrenmeye olan ilgilerini arttıracak aktiviteler sağlamalıdır.

### ***C. Sosyal-Duygusal Beceriler***

Etkili bir İngilizce öğretmeni:

- a. \_\_\_ Öğrencilere sınıfta ve sınıf dışında yardımcı olmalıdır.
- b. \_\_\_ Öğrencilerin İngilizce dersindeki kaygılarını azaltmalıdır.
- c. \_\_\_ Öğrencilerin fikirlerini dinlemelidir.
- d. \_\_\_ Öğrencilerin İngilizce öğrenme konusundaki özgüvenlerini arttırmalarına yardımcı olmalıdır.
- e. \_\_\_ Öğrencilere arkadaşça davranmalıdır.
- f. \_\_\_ Espri anlayışı iyi olmalıdır.
- g. \_\_\_ Öğrenciler arasında ayırım yapmamalı, hepsine adil davranmalıdır.
- h. \_\_\_ Öğrencilerin İngilizce öğrenme motivasyonlarını arttırmalıdır.
- i. \_\_\_ Öğrenciler ve öğrencilerin İngilizce öğrenimi ile ilgilenmelidir.

## **III. ETKİLİ İNGİLİZCE ÖĞRETMENİNİN ÖZELLİKLERİ ÜZERİNE SORULAR (AÇIK UÇLU)**

**A.** Etkili bir İngilizce öğretmeni diğer alanlardaki öğretmenlerden hangi açılardan farklı olmalıdır? Neden?

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**B.** Size göre etkili bir İngilizce öğretmenin en önemli 5 özelliği nelerdir? Neden? Lütfen özellikleri önem sırasına göre yazınız. (1 en önemli olacak şekilde)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4. \_\_\_\_\_  
5. \_\_\_\_\_

**C. Size göre, bir İngilizce öğretmenin başarısını olumlu yönde etkileyen kişisel en önemli 3 faktör nedir? Neden? Lütfen faktörleri önem sırasına göre yazınız. (1 en önemli olacak şekilde)**

1. \_\_\_\_\_  
\_\_\_\_\_  
2. \_\_\_\_\_  
\_\_\_\_\_  
3. \_\_\_\_\_  
\_\_\_\_\_

**D. Size göre, bir İngilizce öğretmenin başarısını olumlu yönde etkileyen çevresel en önemli 3 faktör nedir? Neden? Lütfen faktörleri önem sırasına göre yazınız. (1 en önemli olacak şekilde)**

1. \_\_\_\_\_  
\_\_\_\_\_  
2. \_\_\_\_\_  
\_\_\_\_\_  
3. \_\_\_\_\_  
\_\_\_\_\_

**E. Size göre, bir İngilizce öğretmenin başarısını olumsuz yönde etkileyen kişisel en önemli 3 faktör nedir? Neden? Lütfen faktörleri önem sırasına göre yazınız. (1 en önemli olacak şekilde)**

1. \_\_\_\_\_  
\_\_\_\_\_  
2. \_\_\_\_\_  
\_\_\_\_\_  
3. \_\_\_\_\_  
\_\_\_\_\_

**F.** Size göre, bir İngilizce öğretmenin başarısını **olumsuz** yönde etkileyen **çevresel en önemli 3 faktör** nedir? Neden? Lütfen faktörleri önem sırasına göre yazınız. (1 en önemli olacak şekilde)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**G.** Takdir ettiğiniz bir **İngilizce** öğretmenin özelliklerini yazınız. Sizce neden etkin bir öğretmendi?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**H.** Etkin İngilizce öğretmeni ile ilgili eklemek istedikleriniz:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Katılımınız ve işbirliğiniz için teşekkürler =)*

## Appendix E: Teacher Survey (Turkish)

### I. KİŞİSEL BİLGİLER:

1. Doğum Yılı: 19\_\_\_\_
2. Cinsiyet: \_\_\_\_ Erkek \_\_\_\_ Kadın
3. 2014-2015 akademik yılında görev yaptığınız sınıf seviyesi nedir? (Lütfen tüm ilgili kısımları işaretleyiniz.)
- a. \_\_\_\_ Program 1-A b. \_\_\_\_ Program 1-B
- c. \_\_\_\_ Program 2-A d. \_\_\_\_ Program 2-B
- e. \_\_\_\_ Program 3-A f. \_\_\_\_ Program 3-B
- g. \_\_\_\_ Program 4-A h. \_\_\_\_ Program 4-B
- i. \_\_\_\_ Müfredat / Sınav Hazırlama ya da İdari görevler
4. Daha önce bu seviyede çalıştınız mı? \_\_\_\_ Evet \_\_\_\_ Hayır
5. Hangi lisans programından mezun oldunuz (B.A.)?
- a. \_\_\_\_ İngilizce Öğretmenliği d. \_\_\_\_ Mütercim Tercümanlık / Çeviribilim
- b. \_\_\_\_ İngiliz Dili ve Edebiyatı e. \_\_\_\_ Amerikan Dili ve Edebiyatı
- c. \_\_\_\_ İngiliz Dilbilimi f. \_\_\_\_ Diğer (Lütfen belirtiniz): \_\_\_\_\_
6. Yüksek Lisans dereceniz var mı? \_\_\_\_ Evet \_\_\_\_ Hayır  
(Cevabınız “Hayır” ise 7. soruyu atlayabilirsiniz.)
7. Yüksek lisans derecenizi hangi alanda aldınız?  
\_\_\_\_\_
8. Doktora dereceniz var mı? \_\_\_\_ Evet \_\_\_\_ Hayır  
(Cevabınız “Hayır” ise 9. soruyu atlayabilirsiniz.)
9. Doktora derecenizi hangi alanda aldınız?  
\_\_\_\_\_

10. Yabancı Diller Yüksek Okulun'ndan önce ne kadar süreyle İngilizce öğretmenliği yaptınız?

\_\_\_ yıl ve \_\_\_ ay

11. Yabancı Diller Yüksek Okulun'nda ne kadar süredir İngilizce öğretmenliği yapmaktasınız?

\_\_\_ yıl ve \_\_\_ ay

12. Sizce İngilizce öğrenmek önemli mi? (Lütfen birini seçiniz.)

a. \_\_\_ Çok önemli    b. \_\_\_ Önemli    c. \_\_\_ Önemli değil    d. \_\_\_ Hiç önemli değil

13. Öğrencileriniz neden İngilizce öğrenmelidir? (Lütfen sadece size göre **en önemli 3 nedeni önem sırasına göre** sıralayınız - **1 en önemli olacak şekilde.**)

- a. \_\_\_ İngilizce Yeterlilik Sınavını geçebilmek için
- b. \_\_\_ Bölümlerinde alacakları dersleri anlayabilmek için
- c. \_\_\_ Gelecekte daha iyi bir işe sahip olabilmek için
- d. \_\_\_ Akademik kaynakların (kitaplar, makaleler, vb.) çoğu İngilizce olduğu için
- e. \_\_\_ Yabancı arkadaşlar edinebilmek için
- f. \_\_\_ İngilizce filmleri/dizileri altyazısız izleyebilmek için
- g. \_\_\_ Yurtdışında kolayca seyahat edebilmek için
- h. \_\_\_ Diğer (Lütfen belirtiniz): \_\_\_\_\_

14. İngilizce öğretmeyi seviyor musunuz? (Lütfen birini seçiniz.)

- a. \_\_\_ İngilizce öğretmeyi çok seviyorum.
- b. \_\_\_ İngilizce öğretmeyi seviyorum.
- c. \_\_\_ İngilizce öğretmeyi biraz seviyorum.
- d. \_\_\_ İngilizce öğretmeyi sevmiyorum.
- e. \_\_\_ İngilizce öğretmeyi hiç sevmiyorum.

## II. ETKİLİ BİR İNGİLİZCE ÖĞRETMENİNİN ÖZELLİKLERİNİN DERECELENDİRİLMESİ

Her bir kategoride (A, B ve C) verilen maddeleri okuyunuz ve her kategori için en önemli 5 özelliği seçip, önem sırasına göre sıralayınız. (1 en önemli olacak şekilde)

### A. İngilizce Yeterliği

Etkili bir İngilizce öğretmeni:

- \_\_\_ “Konuşma İngilizcesi”ni iyi anlamalıdır.
- \_\_\_ İngiliz kültürünü iyi bilmelidir.
- \_\_\_ İngilizce metinleri iyi anlamalıdır.
- \_\_\_ İngilizce kelime yeterliği yüksek seviyede olmalıdır.
- \_\_\_ İngilizce yazma becerisi iyi olmalıdır.
- \_\_\_ İngilizce kelimeleri iyi telaffuz edebilmelidir.
- \_\_\_ İngilizce konuşma becerisi iyi olmalıdır.
- \_\_\_ İngilizce dilbilgisine tamamen hakim olmalıdır.

### B. Pedagojik Bilgi

Etkili bir İngilizce öğretmeni:

- \_\_\_ Derse iyi hazırlanmalıdır.
- \_\_\_ Sınıf dışında nasıl İngilizce öğrenileceğini öğretmelidir.
- \_\_\_ Görsel, işitsel ve multimedya içeren çeşitli materyaller hazırlamalıdır.
- \_\_\_ Öğrencilerin İngilizce yeterlik seviyesine uygun İngilizce öğretmelidir.
- \_\_\_ İyi sınıf atmosferini gerekirse otoritesini kullanarak devam ettirmelidir.
- \_\_\_ İngilizceyi sadece İngilizce kullanarak öğretmelidir.
- \_\_\_ Öğrencilerin ne öğrendiğini doğru bir şekilde ölçmelidir.
- \_\_\_ Öğrencilerin çeşitli öğrenme şekillerini göz önünde bulundurarak İngilizce öğretmelidir.
- \_\_\_ Anlamlı aktiviteler kullanarak İngilizceyi kullanma imkanı sağlamalıdır.
- \_\_\_ Öğrencilerin İngilizce öğrenmeye olan ilgilerini arttıracak aktiviteler sağlamalıdır.

### **C. Sosyal-Duygusal Beceriler**

Etkili bir İngilizce öğretmeni:

- a. \_\_\_ Öğrencilere sınıfta ve sınıf dışında yardımcı olmalıdır.
- b. \_\_\_ Öğrencilerin İngilizce dersindeki kaygılarını azaltmalıdır.
- c. \_\_\_ Öğrencilerin fikirlerini dinlemelidir.
- d. \_\_\_ Öğrencilerin İngilizce öğrenme konusundaki özgüvenlerini arttırmalarına yardımcı olmalıdır.
- e. \_\_\_ Öğrencilere arkadaşça davranmalıdır.
- f. \_\_\_ Espri anlayışı iyi olmalıdır.
- g. \_\_\_ Öğrenciler arasında ayırım yapmamalı, hepsine adil davranmalıdır.
- h. \_\_\_ Öğrencilerin İngilizce öğrenme motivasyonlarını arttırmalıdır.
- i. \_\_\_ Öğrenciler ve öğrencilerin İngilizce öğrenimi ile ilgilenmelidir.

### **III. ETKİLİ İNGİLİZCE ÖĞRETMENİNİN ÖZELLİKLERİ ÜZERİNE SORULAR (AÇIK UÇLU)**

**A.** Etkili bir İngilizce öğretmeni diğer alanlardaki öğretmenlerden hangi açılardan farklı olmalıdır? Neden?

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**B.** Size göre etkili bir İngilizce öğretmenin en önemli 5 özelliği nelerdir? Neden? Lütfen özellikleri önem sırasına göre yazınız. (1 en önemli olacak şekilde)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**C. Size göre, bir İngilizce öğretmeninin başarısını olumlu yönde etkileyen kişisel en önemli 3 faktör nedir? Neden? Lütfen faktörleri önem sırasına göre yazınız. (1 en önemli olacak şekilde)**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**D. Size göre, bir İngilizce öğretmeninin başarısını olumlu yönde etkileyen çevresel en önemli 3 faktör nedir? Neden? Lütfen faktörleri önem sırasına göre yazınız. (1 en önemli olacak şekilde)**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**E. Size göre, bir İngilizce öğretmeninin başarısını olumsuz yönde etkileyen kişisel en önemli 3 faktör nedir? Neden? Lütfen faktörleri önem sırasına göre yazınız. (1 en önemli olacak şekilde)**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**F. Size göre, bir İngilizce öğretmeninin başarısını olumsuz yönde etkileyen çevresel en önemli 3 faktör nedir? Neden? Lütfen faktörleri önem sırasına göre yazınız. (1 en önemli olacak şekilde)**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**G.** Takdir ettiğiniz bir **İngilizce** öğretmeninizin özelliklerini yazınız. Sizce neden etkin bir öğretmendi?

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**H.** Etkin İngilizce öğretmeni ile ilgili eklemek istedikleriniz:

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*Katılımınız ve işbirliğiniz için teşekkürler =)*

## Appendix F: Student Survey (English)

### I. DEMOGRAPHIC INFORMATION:

1. Year of Birth: 19\_\_\_\_
2. Gender: \_\_\_\_ Male \_\_\_\_ Female
3. What is your class level in 2014-2015 academic year?
- a. \_\_\_\_ P1    b. \_\_\_\_ P2    c. \_\_\_\_ P3    d. \_\_\_\_ P4

4. What major are you registered to at this university?

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5. For how long did you study English at school before coming to this university?

\_\_\_\_ years and \_\_\_\_ months

6. For how long have you been learning English at School of Foreign Languages?

\_\_\_\_ years and \_\_\_\_ months

7. Do you think learning English is important? (Please choose one.)

\_\_\_\_ Very Important

\_\_\_\_ Important

\_\_\_\_ Not so important

\_\_\_\_ Not important at all

9. Why are you learning English? (Please rank **the three most important reasons in order of importance** – 1 being the most important.)

\_\_\_\_ to be able to pass the Proficiency Exam.

\_\_\_\_ to be able to understand the lectures at my department.

\_\_\_\_ to be able to get a better job in the future.

\_\_\_\_ as a lot of academic resources (books, articles, etc.) are in English.

\_\_\_\_ to be able to have foreign friends.

\_\_\_\_ to be able to watch movies/TV shows without subtitles.

\_\_\_\_ to be able to travel abroad easily.

\_\_\_\_ Other (Please, specify): \_\_\_\_\_

8. Do you like learning English? (Please choose one.)

- \_\_\_ I love learning English.
- \_\_\_ I like learning English.
- \_\_\_ I like learning English a bit.
- \_\_\_ I don't like learning English.
- \_\_\_ I don't like learning English at all.

## II. RANKING THE QUALITIES OF AN EFFECTIVE ENGLISH LANGUAGE TEACHER

Read the items in each category (A, B and C) and select 5 most important items in the category and rank them in order of importance (1 being the most important).

### A. English Proficiency

An effective English teacher is someone who should:

- a. \_\_\_ understand "spoken English" well.
- b. \_\_\_ know English culture well.
- c. \_\_\_ read English well.
- d. \_\_\_ have a high level of proficiency with English vocabulary.
- e. \_\_\_ write English well.
- f. \_\_\_ pronounce English well.
- g. \_\_\_ speak English well.
- h. \_\_\_ be fully familiar with English grammar.

### B. Pedagogical Knowledge

An effective English teacher is someone who should:

- a. \_\_\_ prepare the lesson well.
- b. \_\_\_ teach how to learn English outside the classroom.
- c. \_\_\_ use various materials including video, audio, and multimedia.
- d. \_\_\_ teach English tailored to students' English proficiency levels.
- e. \_\_\_ maintain good classroom atmosphere using authority, if necessary.
- f. \_\_\_ teach English in English.

- g. \_\_\_\_ assess what students have learned by using appropriate assessment methods.
- h. \_\_\_\_ teach English incorporating student's various learning styles.
- i. \_\_\_\_ provide opportunities to use English through meaningful activities.
- j. \_\_\_\_ provide activities that arouse student's interest in learning English.

**C. Socio-Affective Skills**

An effective English teacher is someone who should:

- a. \_\_\_\_ be helpful to students in and outside the classroom.
- b. \_\_\_\_ alleviate students' anxiety in English class.
- c. \_\_\_\_ listen to student's opinions.
- d. \_\_\_\_ help students' self-confidence in learning English well.
- e. \_\_\_\_ be friendly to students.
- f. \_\_\_\_ have a good sense of humor.
- g. \_\_\_\_ not discriminate between students and treat them fairly.
- h. \_\_\_\_ arouse students' motivation for learning English.
- i. \_\_\_\_ have interest in students and their English learning.

**III. QUESTIONS ON THE QUALITIES OF AN EFFECTIVE ENGLISH LANGUAGE TEACHER (OPEN-ENDED)**

**A.** In what aspects should English language teachers be different from teachers in other fields? Why?

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**B.** In your opinion, what are **the top five qualities of effective English language teachers**? Why? Please write them in order of importance. (1 being the most important).

1. \_\_\_\_\_

2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**C. In your opinion**, what are the **three most important personal factors** that influence the success of an English language teacher **in a positive way**? Why? Please write the factors in order of importance. (1 being the most important.)

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

**D. In your opinion**, what are the **three most important contextual factors** that influence the success of an English language teacher **in a positive way**? Why? Please write the factors in order of importance. (1 being the most important.)

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

**E. In your opinion**, what are the **three most important personal factors** that influence the success of an English language teacher **in a negative way**? Why? Please write the factors in order of importance. (1 being the most important.)

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

**F.** In your opinion, what are the **three most important contextual factors** that influence the success of an English language teacher in a negative way? Why? Please write the factors in order of importance. (1 being the most important.)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**G.** Describe the qualities of an **English** teacher you admired most. Why do you think he/she is an effective teacher?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**H.** Any other comments in relation to English language teacher's effectiveness?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Thank you for your input and cooperation =)*

## Appendix G: Teacher Survey (English)

### I. DEMOGRAPHIC INFORMATION:

1. Year of Birth: 19\_\_\_\_
2. Gender: \_\_\_\_\_ Male \_\_\_\_\_ Female
3. What level are you teaching in the academic year 2014-2015? (Please, check all that apply)
- \_\_\_\_ Program 1-A    \_\_\_\_ Program 1-B
- \_\_\_\_ Program 2-A    \_\_\_\_ Program 2-B
- \_\_\_\_ Program 3-A    \_\_\_\_ Program 3-B
- \_\_\_\_ Program 4-A    \_\_\_\_ Program 4-B
- \_\_\_\_ Curriculum / Testing or Admin Duties
4. Have you taught in this level before?    \_\_\_\_ Yes    \_\_\_\_ No
5. What was your major (B.A.)?
- \_\_\_\_ Teaching English    \_\_\_\_ American Language and Literature
- \_\_\_\_ English Language and Literature    \_\_\_\_ Literature
- \_\_\_\_ English Linguistics    \_\_\_\_ Other (Please, specify):  
\_\_\_\_\_
- \_\_\_\_ Translation and Interpreting Studies
6. Do you have an MA/Masters degree?    \_\_\_\_ Yes    \_\_\_\_ No  
(You may skip Question 7, if your answer is "No".)
7. In which field do you have an MA/Masters degree?  
\_\_\_\_\_  
\_\_\_\_\_
8. Do you have a Ph.D. degree?    \_\_\_\_ Yes    \_\_\_\_ No  
(You may skip Question 9, if your answer is "No".)

9. In which field do you have a Ph.D. degree?

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10. For how long did you teach English before School of Foreign Language?

\_\_\_\_ years and \_\_\_\_ months

11. For how long have you been teaching English at School of Foreign Languages?

\_\_\_\_ years and \_\_\_\_ months

12. Do you think learning English is important? (*Please choose one.*)

\_\_\_\_ Very Important

\_\_\_\_ Important

\_\_\_\_ Not so important

\_\_\_\_ Not important at all

13. Why should your students learn English? (Please rank **the three most important reasons in order of importance – 1 being the most important.**)

\_\_\_\_ to be able to pass the Proficiency Exam.

\_\_\_\_ to be able to understand the lectures at their departments.

\_\_\_\_ to be able to get a better job in the future.

\_\_\_\_ as a lot of academic resources (books, articles, etc.) are in English.

\_\_\_\_ to be able to have foreign friends.

\_\_\_\_ to be able to watch movies/TV shows without subtitles.

\_\_\_\_ to be able to travel abroad easily.

\_\_\_\_ Other (Please, specify): \_\_\_\_\_

14. Do you like teaching English? (*Please choose one.*)

\_\_\_\_ I love teaching English.

\_\_\_\_ I like teaching English.

\_\_\_\_ I like teaching English a bit.

\_\_\_\_ I don't like teaching English.

\_\_\_\_ I don't like teaching English at all.

## II. RANKING THE QUALITIES OF AN EFFECTIVE ENGLISH LANGUAGE TEACHER

Read the items in each category (A, B and C) and select 5 most important items in the category and rank them in order of importance (1 being the most important).

### *A. English Proficiency*

An effective English teacher is someone who should:

- i. \_\_\_ understand “spoken English” well.
- j. \_\_\_ know English culture well.
- k. \_\_\_ read English well.
- l. \_\_\_ have a high level of proficiency with English vocabulary.
- m. \_\_\_ write English well.
- n. \_\_\_ pronounce English well.
- o. \_\_\_ speak English well.
- p. \_\_\_ be fully familiar with English grammar.

### *B. Pedagogical Knowledge*

An effective English teacher is someone who should:

- k. \_\_\_ prepare the lesson well.
- l. \_\_\_ teach how to learn English outside the classroom.
- m. \_\_\_ use various materials including video, audio, and multimedia.
- n. \_\_\_ teach English tailored to students’ English proficiency levels.
- o. \_\_\_ maintain good classroom atmosphere using authority, if necessary.
- p. \_\_\_ teach English in English.
- q. \_\_\_ assess what students have learned by using appropriate assessment methods.
- r. \_\_\_ teach English incorporating student’s various learning styles.
- s. \_\_\_ provide opportunities to use English through meaningful activities.
- t. \_\_\_ provide activities that arouse student’s interest in learning English.

**C. Socio-Affective Skills**

An effective English teacher is someone who should:

- j. \_\_\_\_ be helpful to students in and outside the classroom.
- k. \_\_\_\_ alleviate students' anxiety in English class.
- l. \_\_\_\_ listen to student's opinions.
- m. \_\_\_\_ help students' self-confidence in learning English well.
- n. \_\_\_\_ be friendly to students.
- o. \_\_\_\_ have a good sense of humor.
- p. \_\_\_\_ not discriminate between students and treat them fairly.
- q. \_\_\_\_ arouse students' motivation for learning English.
- r. \_\_\_\_ have interest in students and their English learning.

**III. QUESTIONS ON THE QUALITIES OF AN EFFECTIVE ENGLISH LANGUAGE TEACHER (OPEN-ENDED)**

**A.** In what aspects should English language teachers be different from teachers in other fields? Why?

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**B.** In your opinion, what are **the top five qualities of effective English language teachers**? Why? Please write them in order of importance. (1 being the most important).

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

C. In your opinion, what are the **three most important personal** factors that influence the success of an English language teacher in a positive way? Why? Please write the factors in order of importance. (1 being the most important.)

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

D. In your opinion, what are the **three most important contextual** factors that influence the success of an English language teacher in a positive way? Why? Please write the factors in order of importance. (1 being the most important.)

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

E. In your opinion, what are the **three most important personal** factors that influence the success of an English language teacher in a negative way? Why? Please write the factors in order of importance. (1 being the most important.)

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

F. In your opinion, what are the **three most important contextual** factors that influence the success of an English language teacher in a negative way? Why? Please write the factors in order of importance. (1 being the most important.)

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**G.** Describe the qualities of an **English** teacher you admired most. Why do you think he/she is an effective teacher?

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**H.** Any other comments in relation to English language teacher's effectiveness?

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*Thank you for your input and cooperation =)*

## Appendix H: Turkish Summary

Yükseköğretimde etkinlik arařtırmaları son yıllarda gittikçe daha fazla önem kazanmaya başlamıřtır. Yükseköğretim kurumları öğretim, arařtırmanın ve yeniliğın geliřtirmesi için çalıřmalar yürütmektedirler. OECD'nin 2012'de yayınladıđı yükseköğretim raporunda, yükseköğretimde eğitim kalitesinin öğrenme ve öğretim çerçeveleri oluşturularak, bu çerçeveleri tüm paydařlara açıklayarak ve yeniliğe açık olarak arttırılabileceđi belirtilmiřtir. Yeniliğe açık olmak, öğretmenleri bilgiyi üretmek ve öğrencilere aktarabilmek için farklı yollar aramaya yöneltmektedir. Yenilik, ihtiyaca dönük olacađından yükseköğretimde eğitim ve öğretim ihtiyaçlarının belirlenmesi de önem kazanmaktadır. Bu bağlamda, yükseköğretimde etkili öğretim üzerine yapılan çalıřmaların da sayısı gün geçtikçe artmaktadır.

Yükseköğretimde gittikçe daha fazla yoğunlařılan bu çalıřmaların yanı sıra, İngilizce eğitiminin önemi de birçok arařtırma ile vurgulanmaktadır. Etkili İngilizce öğretimi iki sebeple önemlidir. Birincisi, küreselleřen dünyada İngilizce artık dünyanın ortak dili haline gelmiřtir. Dünyada yapılan akademik çalıřmaların büyük bir bölümünün İngilizce olduđu bilinmektedir. Ayrıca, net sayı bilinmemekle birlikte İnternet'te büyük oranda kullanılan dil İngilizce'dir. Bu sebeplerle, tüm eğitim sistemlerinde öğrencilerin İngilizce bilgisine olan ihtiyacı artmıřtır. İngilizce'nin artık bir lüks deđil, bir ihtiyaç olduđu görölmektedir. Etkili İngilizce öğretimini önemli kılan ikinci bir sebep de diđer alan derslerinden farklı olarak, İngilizce derslerinde öğretilen bilginin ve bu bilgiler öğretilirken kullanılan dilin aynı olmasıdır. Eđer etkili öğretim yöntemleri kullanılmazsa, İngilizce öğretiminin başarıya ulařması, özellikle eğitim dili İngilizce olan kurumlarda, oldukça güçtür.

Öğretmenler geleneksel Türk eğitim sisteminde ana bilgi kaynađı olarak göröldüđu için oldukça önemli bir yere sahiptir. Ayrıca, İngilizce'nin sadece yabancı dil olarak öğretildiđi Türkiye'de İngilizce öğrenen öğrenciler için tek girdi kaynađı İngilizce öğretmenleridir. Yani öğrenciler günlük yaşamlarında İngilizce kullanma fırsatı bulamamaktadırlar. Bununla birlikte, öğrencilerin İngilizce'yi kullanma imkanına

sahip oldukları tek yer İngilizce derslerdir. Ders dışında, öğrencilerin kendi çabalarıyla izleyebilecekleri yabancı dizi ve filmler ve de okuyabilecekleri İngilizce kitaplar dışında İngilizce'ye maruz kalabilecekleri neredeyse hiçbir olanakları yoktur. Bu da İngilizcenin yabancı dil olarak kullanıldığı ülkelerde İngiliz dili öğretiminde öğretmenin rolünü daha da önemli bir hale getirmektedir.

Öte yandan, gerek üniversite seviyesine gelene kadar uzun yıllar İngilizce dil eğitimi almış olmasına rağmen birçok öğrencinin üniversite hazırlık okullarında başlangıç seviyesinden başlıyor olması, gerekse çeşitli uluslararası araştırma raporlarının bulguları Türkiye'de dil öğretimindeki sorunların mevcudiyetini ortaya koymaktadır. Örneğin, Education First, 2015'te yayımladığı raporunda Türkiye'nin İngilizce yeterliğinde 70 ülke arasında 50. sırada yer aldığını ve bu sıralamanın da “çok düşük” olarak değerlendirilen yeterlik bandına tekabül ettiğini belirtmiştir. Bu da Türkiye özelinde İngilizce eğitim ve öğretiminin etkinliği konusunda yapılan araştırmaların artırılması gerektiğini ortaya koymaktadır.

Öğretmenler eğitim ve öğretimin ayrılmaz bir parçası olduğundan, eğitim sisteminde yapılacak yenilik ya da değişikliklere onların da dahil edilmesi zaruridir. Önceki çalışmalarda belirtilmiştir ki öğretmenlerin yabancı dil eğitimi konusundaki görüşleri değiştiğinde, öğretim şekilleri de değişmektedir. Öğretmenler kadar öğrenciler de eğitim ve öğretim sisteminin ayrılmaz bir parçasıdır. Çeşitli araştırmalar göstermiştir ki öğretmenlerin ve öğrencilerin beklentileri uyumlu olduğunda başarılı bir öğrenim gerçekleştirilebilmektedir. Yine aynı şekilde bazı araştırmalara göre, öğretmen ve öğrencilerin beklentilerinin farklı olması öğrencilerin dersten kopmalarına ve dolayısıyla eğitim ve öğretimin gerçekleştirilememesine neden olabilmektedir. Bu sebeple, hem öğrencilerin hem de öğretmenlerin etkili eğitim ve öğretim konusundaki görüşleri oldukça önemlidir ve öğrenci ve öğretmenlerin etkili bir İngilizce öğretmenin özellikleri ile ilgili görüşlerinin bilinmesi hayati önem taşımaktadır.

Literatüre bakıldığında hem etkili öğretmenin, hem de etkili İngilizce öğretmenin sahip olması gereken özellikler üzerine pek çok çalışma yapıldığı görülmektedir. Etkili İngilizce öğretmenin sahip olması gereken özellikler konusunda yapılan

arařtırmalar duygusal faktörler, pedagojik bilgi ve dil yeterlikleri, iletişim ya da kişiler arası ilişkiler gibi kategoriler halinde incelenmişlerdir. Geçmişte yapılmış bu çalışmaların sonuçlarına göre öğrenci ve öğretmenlerin beklentileri arasında benzerlikler olduğu gibi farklılıklar da bulunmuştur. Örneğin, kimi çalışmalar göstermektedir ki hem öğretmenler hem de öğrenciler İngilizce öğretmenlerinin sabırlı, esnek, öğrencileri ile ilgili, olumlu ve yaratıcı olmasını beklemektedir. Bunların yanında, öğretmenler öğrencilerinin İngilizce kullanabilmeleri için anlamlı aktiviteler oluşturmanın önemini vurgularken, öğrencilerin daha fazla özgüven ve motivasyon desteğine ihtiyaç duyduklarını belirtmesi öğretmenlerin ve öğrencilerin etkili İngilizce öğretimi algılarındaki farklılıkları ortaya koymaktadır.

Literatür araştırmasının sonucunda görülmüştür ki etkili İngilizce öğretmenin özellikleri ile ilgili olarak gerçekleştirilen bu çalışmaların bazıları sadece öğretmenler ile, bazıları sadece öğrenciler ile, bazıları ise hem öğretmenlerin hem de öğrencilerin görüşleri alınarak gerçekleştirilmiştir. Aynı şekilde daha önce yürütülen bu çalışmaların bazıları nitel, bazıları ise nicel araştırma yöntemleri kullanmayı seçmiştir. Ayrıca, Türkiye’de bu alanda yapılmış çalışmaların sınırlı kaldığı görülmüş ve yapılan literatür çalışmasında yüksek öğretimde etkili İngilizce öğretmenin özelliklerinin araştırılması bağlamında bu çalışma ile birebir eşleşen başka herhangi bir çalışmaya rastlanmamıştır. Netice itibarıyla, söz konusu sebeplerin bir arada değerlendirilmesi bu alanda daha fazla araştırma yapılmasının gerekliliğini ortaya koymaktadır.

Bahsedilen gereklilikler ışığında planlanan bu çalışma, Türkiye’de bulunan ve öğretim dili İngilizce olan bir devlet üniversitenin hazırlık okulunda okuyan öğrencilerin ve bahse konu üniversitede İngilizce öğreticisi olarak görev yapmakta olan öğretim görevlilerinin görüşlerini alarak etkili İngilizce öğretmenin sahip olması gerektiği düşünülen özelliklerinin belirlenmesini hedeflemektedir. İlaveten, öğrenci ve öğretmenlere göre İngilizce öğretmenlerinin etkinliğini olumlu ya da olumsuz olarak etkileyen kişisel ve çevresel faktörlerin belirlenmesi de amaçlanmıştır.

Bu amaçlar doğrultusunda, etkili İngilizce öğretmeninin özellikleri ve öğretmenlerin etkinliği üzerinde etki sahibi olduğu düşünülen olumlu ve olumsuz olarak değerlendirilen kişisel ve çevresel faktörlerin belirlenmesi amacıyla beş araştırma sorusu oluşturulmuştur. Araştırma soruları aşağıdaki gibidir:

1. Türkiye’de öğrenim dili İngilizce olan bir devlet üniversitesindeki İngilizce hazırlık okulunda öğrenim gören öğrencilere göre etkili İngilizce öğretmenin özellikleri nelerdir?
2. Türkiye’de öğrenim dili İngilizce olan bir devlet üniversitesindeki İngilizce hazırlık okulunda çalışmakta olan İngilizce öğretim görevlilerine göre etkili İngilizce öğretmenin özellikleri nelerdir?
3. İlgili öğrenci ve öğretim görevlilerinin etkili İngilizce öğretmenin özellikleri ile ilgili görüşlerindeki benzerlik ve farklılıklar nelerdir?
4. Öğrencilere göre, bir İngilizce öğretmenin etkinliğini etkileyen kişisel ve çevresel faktörler nelerdir?
5. Öğretim görevlilerine göre, bir İngilizce öğretmenin etkinliğini etkileyen kişisel ve çevresel faktörler nelerdir?

Yukarıda belirtilen araştırma sorularının yanıtlanması için araştırma yöntemi olarak “karma araştırma yöntemi” seçilmiştir. Bu araştırma yönteminde hem nitel hem de nicel veriler kullanılıp değerlendirilmektedir. Karma araştırma yöntemi, nitel ve nicel araştırmalarla tek başına elde edilemeyen verilerin toplanmasına ve ele alınan olgunun daha detaylı incelenmesine olanak sağlar. Bu çalışmanın araştırma hedefleri doğrultusunda katılımcı öğretmenlerin ve öğrencilerin etkili İngilizce öğretmenin özellikleri ile ilgili önceliklerinin belirlenebilmesi için sıralama soruları sorulmuş ve nicel veriye ihtiyaç duyulmuştur. Buna ek olarak, katılımcı öğretmen ve öğrencilerin sıralama soruları ile elde edilen görüşlerinin arkasında yatan sebeplerin öğrenilebilmesi gerektiğinden, bu amaçla oluşturulmuş açık uçlu sorular da çalışmaya dahil edilmiş ve nitel veri toplanmıştır. Belirtilen koşullar sebebiyle “karma araştırma yöntemi” bu çalışma için en uygun yöntem olarak düşünülmüştür.

Bu çalışma için seçilen eğitim kurumu Türkiye’de üniversiteye giriş sınavlarında genellikle en üst seviyelerde dereceler alan öğrencilerin tercih ettiği, İngilizce eğitim

veren bir devlet üniversitesidir. Söz konusu üniversitenin eğitim dilinin İngilizce olması nedeniyle burada öğrenim görmek isteyen öğrencilerin kabul edildikleri bölümde eğitimlerine başlamadan önce belli bir İngilizce yeterlik seviyesinde olması beklenmektedir. Bu sebeple, öğrenciler akademik yılın başında üniversite tarafında yapılan bir İngilizce yeterlik sınavına girerler. Akademik yılın başında üniversite tarafından yapılan bu yeterlik sınavında başarılı olan öğrenciler kabul edildikleri bölümde eğitim görmeye hak kazanırlar. Öte yandan, bu sınavda başarısız olan öğrenciler uluslararası geçerliliği olan TOEFL ya da IELTS Akademik sınavlarından geçerli bir başarı belgesi getirdikleri takdirde başarılı sayılırlar. Ancak, üniversite tarafından verilen İngilizce yeterlik sınavında ya da diğer uluslararası geçerliliği olan sınavların birinde beklenen başarıyı gösteremeyen öğrenciler zorunlu olarak İngilizce hazırlık okuluna kayıt olurlar. Bu bahse konu öğrenciler akademik yılın başında üniversite tarafından yapılan bir düzey belirleme sınavı sonrası kendi İngilizce seviyelerindeki bir sınıfa devam ederek bir yıl boyunca İngilizce hazırlık eğitimi alırlar. İlgili eğitim döneminin sonunda başarılı olan öğrenciler bölümlerine geçmeye hak kazanırlar. Başarısız olan ya da akademik yıl boyunca girdikleri sınavlarda üniversite tarafından belirlenen not ortalamasını tutturamayıp da sınava girmeye hak kazanamayan öğrenciler ise diledikleri takdirde yaz okulu eğitimlerine katılır ve yeni akademik yıl başlamadan önce yapılacak olan diğer İngilizce yeterlik sınavları için çalışmalarda bulunurlar.

Bu çalışma yukarıda betimlenen devlet üniversitesinin yaz döneminde eğitim alan öğrencilerle gerçekleştirilmiştir. Daha önce de belirtildiği gibi yaz döneminde eğitim alan öğrenciler üniversite giriş sınavında iyi dereceler almış olmasına rağmen, bir yıllık İngilizce hazırlık eğitimin sonunda girdikleri İngilizce yeterlik sınavında başarısız olmuş ya da bu sınava girmeye hak kazanamamış öğrencilerdir. Çalışma kapsamında yaz okulunda eğitim alan tüm popülasyona ulaşmak hedeflenmiş ve uygulama esnasında sınıflarında bulunan tüm öğrenciler çalışmaya dahil edilmiştir. Çalışmaya %58,6'sı 18-19 yaşlarında olan toplam 227 öğrenci katılmıştır. Bu öğrencilerin %37,9'u erkek, %62,1'i kadındır. Program 1 (Başlangıç seviyesi) öğrencileri %63,9'la öğrenci katılımcıların büyük çoğunluğunu oluşturmaktadır. Program 2 (Alt-orta seviye) öğrencileri öğrenci katılımcıların %31,3'ünü, Program 3 (Orta seviye) öğrencileri de %4,8'ini oluşturmaktadır. Bölümlerine geçmeye hak

kazandığı takdirde, öğrencilerin %47,6'sı Eğitim Fakültesi, %45'i Temel Bilimler Fakültesi, %27'si Mühendislik Fakültesi, % 27'si Uygulamalı Bilimler Yüksekokulu, %20'si de İktisadi ve İdari Bilimler Fakültesi öğrencisi olacaklardır.

Öğrencilerin yanı sıra aynı kurumda İngilizce öğretmekte olan 36 öğretim görevlisi de çalışmaya katılmıştır. Öğretim görevlilerinin yaşları 26 ile 52 arasında değişmektedir ve %11,1'i erkek, %88,9'u kadındır. Söz konusu öğretim görevlilerinin %69,4'ü İngilizce Öğretmenliği lisans diplomasına sahiptir. Çalışmaya katılan diğer öğretim görevlilerinin %13,9'u İngiliz Dili ve Edebiyatı, %11,1'i Çeviribilim, %2,8'i İşletme ve %2,8'i Uluslararası İlişkiler bölümlerinde lisanslarını tamamlamışlardır. Bununla birlikte, ilgili öğretim görevlilerinin %63,9'u yüksek lisans diplomasına ve %8,3'ü de doktora diplomasına sahiptir.

Bu çalışma kapsamında veri toplamak amacıyla üç bölümden oluşan bir anket oluşturulmuştur. Anketin ilk bölümündeki sorular katılımcıların yaşı, cinsiyeti, hangi sınıf seviyesinde İngilizce eğitim aldığı, İngilizce eğitim geçmişi ve hazırlık eğitimini tamamladıktan sonra üniversitede eğitim alacağı bölüm gibi kişisel özellikleri ve İngilizce öğrenmeyi ya da öğretmeyi sevip sevmedikleri, İngilizce öğrenimini ne kadar önemli buldukları ve neden İngilizce öğrendikleri ya da öğrenilmesi gerektiğini düşündükleri gibi İngilizce öğrenimi ve öğretimi ile ilgili tutumları hakkında bilgi edinmeye yöneliktir. Anketin ikinci bölümünde, etkili İngilizce öğretmenin özellikleri “İngilizce Yeterliği”, “Pedagojik Bilgi” ve “Sosyal-Duygusal Beceriler” olarak üç grup halinde verilmiş ve her bir kategori içindeki özelliklerin en önemli beş tanesinin önem sırasına göre sıralanması istenmiştir. Bu bölüm çalışmanın sıralama soruları içeren nicel kısmını oluşturmaktadır. Anketin üçüncü bölümünde ise katılımcı öğrenci ve öğretim görevlilerinin etkili İngilizce öğretmenin sahip olması gerektiğini düşündükleri özellikleri ortaya çıkarmaya yönelik sorular sorulmuştur. Bu soruların yanı sıra, İngilizce öğretmenlerinin etkinliğini olumlu ve olumsuz yönlerde etkilediği düşünülen kişisel ve çevresel özelliklere dair sorular yer almıştır. Anketin bu bölümü araştırmanın nitel kapsamını oluşturmaktadır.

Anket uygulaması daha önce belirtildiği gibi yaz döneminde gerçekleştirilmiş ve uygulama esnasında sınıfta bulunan tüm öğrenciler bilgilendirilmiş onam formunu okuyup onayladıktan sonra çalışmaya katılmışlardır. Öğretim görevlilerinden veri toplanması ise iki şekilde olmuştur. Birincisi, sınıflarda anket uygulaması yapılırken o esnada sınıfta bulunan öğretim görevlileri öğrencileri ile aynı anda ankete katılmışlardır. Yaz döneminde ders vermeyen, ya da uygulama esnasında sınıfta bulunmayan diğer öğretim görevlileri ile de elektronik posta yoluyla iletişime geçilmiş ve bu öğretim görevlilerinin %30,55'i davete yanıt vererek doldurdıkları anketleri elektronik ortamda göndererek çalışmaya katılım sağlamışlardır.

Tüm veriler toplandıktan sonra analiz işlemine geçilmiştir. Araştırma karma araştırma yöntemi ile yapıldığından araştırmanın nitel kısımları için nitel analiz yöntemleri ve programları, nicel kısımları için de nicel analiz yöntem ve programları kullanımını gerektirmiştir. Bu bağlamda, sıralama içeren nicel soruların analizi veriler bilgisayara aktarıldıktan sonra SPSS programı ile sıklık ve yüzde oranları bulunarak yapılmıştır. Açık uçlu sorular içeren nitel bölümün analizi ise diğer bölümde olduğu gibi yine önce bilgisayara aktarılmış, sonra da MAXQDA isimli bilgisayarlı nitel veri analizi programı kullanarak incelenmiştir. Öğrencilerin ve öğretim görevlilerinin verdiği yanıtlar önce kodlanmış, sonra da bu kodlar farklı kategoriler altında birleştirilerek gruplar oluşturulmuştur.

Çalışmanın sonuçları öğrenci ve öğretim görevlilerinin etkili İngilizce öğretmeninin sahip olması gereken özellikler hususundaki ve bir İngilizce öğretmeninin etkinliği üzerinde olumlu ya da olumsuz etki sahibi olan kişisel ve çevresel faktörler konusundaki görüşleri şeklinde iki ayrı başlık altında değerlendirilmiştir. Her iki kısımda da öğrenci ve öğretim görevlilerinin görüşleri arasında benzerlikler ve farklılıklar olduğu ortaya çıkmıştır. Araştırmanın sonuçlarına göre öğrencilere göre etkili bir İngilizce öğretmeninin sahip olması gereken en önemli ilk beş özellik “öğrencilerin İngilizce öğrenme motivasyonunu arttırmak”, “öğrencilere İngilizce’yi sevdirmek”, kelime bilgisi ağırlıklı olmak üzere “iyi İngilizce bilgisine sahip olmak”, “öğrencilerin İngilizce öğrenme konusundaki özgüvenlerini arttırmak” ve “öğrencilere karşı arkadaşça davranmak” olmuştur. Diğer taraftan, öğretim görevlilerine göre bu ilk beş özellik özellikle konuşma becerisi ağırlıklı olmak üzere

“iyi İngilizce bilgisine sahip olmak”, “genel kültür bilgisine sahip olmak”, “İngilizce kullanımı için anlamlı fırsatlar yaratmak”, “öğrencilerin İngilizce öğrenme motivasyonunu arttırmak” ve “çeşitli ve duruma uygun metot ve materyaller kullanmak” şeklindedir.

Ortaya çıkan veriler ışığında, etkili İngilizce öğretmenin özellikleri ile ilgili öğrenci ve öğretim görevlilerinin görüşleri arasında bulunan en büyük benzerlik “Sosyal-duygusal beceriler” kategorisine aittir. Hem öğretim görevlilerinin hem de öğrencilerin büyük çoğunluğu “öğrencilerin İngilizce öğrenme motivasyonlarını arttırmalıdır” seçeneğine yönelim göstermiştir. Araştırmanın hem nitel hem de nicel kısımlarında söz konusu aynı yönelim görülebilmektedir. Bunun yanı sıra hem öğretim görevlileri hem de öğrenciler etkili İngilizce öğretmenin öğrencilerin İngilizce öğrenme konusundaki özgüvenlerini arttırmalarına yardımcı olmaları gerektiğini düşünmektedirler. Ayrıca, etkili İngilizce öğretmenin iyi İngilizce bilgisine sahip olması gerektiği görüşü üzerinde öğrenciler ve öğretim görevlileri fikir birliğindedirler.

Daha önce belirtildiği gibi çalışmada öğretim görevlilerinin ve öğrencilerin görüşlerinde benzerliklerin yanı sıra farklılıklar da saptanmıştır. Bu farklılıkların en önemlisi öğrencilerin yanıtlarında “öğrencilere İngilizce’yi sevdirmek” ifadesi çokça yer alırken, öğretmenlerin yanıtlarında böyle bir veriye rastlanmamıştır. Tespit edilen farklılıkların bir diğeri de göstermiştir ki öğretmenler “anlamlı aktiviteler kullanarak İngilizce’yi kullanma fırsatı sağlanması” hususuna önem verirken, öğrenciler “öğrencilerin İngilizce öğrenmeye olan ilgilerini arttıracak aktiviteler sağlanması” özelliğine yoğunlaşmışlardır. Bunlara ek olarak, çalışmaya katılan öğrenciler öğretim görevlilerinden farklı olarak “iyi sınıf atmosferinin korunması” ve “öğretmenin öğrencilerine arkadaşça davranması” konuları üzerinde yoğunlaşmışlardır.

Etkili İngilizce öğretmenin İngilizce yeterlik seviyesi ile ilgili kategoride, öğretmenler ve öğrenciler öğretmenin “dilbilgisi hakimiyeti”nin olması hususunda fikir birliğindedirler. Ancak, öğretim görevlileri için “genel kültür” önemli bir yere sahipken, öğrenciler için bu bilgi aynı önemi taşımamaktadır. Çalışmanın sonucunda

İngilizce yeterliği kategorisinde öğrenci ve öğretim görevlilerinin görüşleri arasında ortaya çıkan diğer bir farklılık da öğrencilerin “telaffuz bilgisi”ne öğretim görevlilerinden daha çok önem vermesidir.

Çalışmanın öğrenci ve öğretim görevlilerine göre İngilizce öğretmenin etkinliğini olumlu ya da olumsuz olarak etkileyen kişisel ve çevresel faktörler kısmında da ilk bölümde olduğu gibi hem benzerlikler hem de farklılıklar ortaya konmuştur. Araştırmanın sonuçları göstermiştir ki öğrencilere göre bir İngilizce öğretmenin etkinliğini etkileyen en önemli faktörler “mesleğini sevmek”, “materyallerin durumu”, “ailevi sorunlar”, “öğrenci motivasyonu” ve “sınıfın durumu”dur. Diğer taraftan, öğretmenlere göre en önemli beş faktör “sınıfın durumu”, “idare ile ilişkiler”, materyallerin durumu”, mesleğini sevmek” ve “mesleki gelişim” olarak belirtilmiştir.

Olumlu etkili olarak düşünülen faktörlerin içerisinde hem öğretim görevlilerinin hem de öğrencilerin en çok üzerinde fikir birliğine sahip oldukları faktör İngilizce öğretmenin “mesleğini sevmesi” olmuştur. Bu demektir ki bir İngilizce öğretmenin mesleğini sevmesi hem öğrenenlere hem de öğreticilere göre etkinliğin ve başarının arkasında yatan en önemli faktörlerden biridir. Mesleği sevmenin yanı sıra, araştırmanın sonuçlarına göre öğretim görevlilerinin ve öğrencilerin fikirlerindeki bir diğer benzerlik ise öğretmenin “arkadaş canlısı” bir karaktere sahip olması konusundadır. Daha önce yapılmış farklı çalışmalar da göstermiştir ki arkadaş canlısı olmak bir öğretmenin etkinliğinin arkasında yatan önemli etkenlerden biridir.

Öte yandan, öğrenciler için öğretmenin “bildiklerini öğrencilerine aktarabilmesi” olumlu kişisel etkenlerin ikinci en önemli özelliği olarak belirtilmiştir. Öğrencilere göre bu özellik çok önemli bir yere sahipken, öğretim görevlileri için söz konusu özellik bu aynı derecede önemli bulunmamıştır. Öğretim görevlilerine göre İngilizce öğretmenin başarısını etkileyen faktörler ele alınırken İngilizce dil yeterliliği vurgulansa da, bildiklerini aktarma yeteneği öğrencilerin yanıtlarına oranla daha düşük seviyelerde kalmıştır. Araştırmanın bulgularından bir diğeri de, öğretim görevlileri konuya profesyonel bir bakış açısıyla yaklaşırken, öğrencilerin iletişimsel ve psikolojik etkenlere vurgu yapıyor olmasıdır. Bu bulgu; motivasyon, kendine

güven ve endişenin dil öğrenimini etkilediğini söyleyen Krashen'ın Duygusal Filtre Hipotezini destekler niteliktedir. Öğretmenler mesleki olarak kendilerini geliştirmeye önem verseler de öğrencilerin motivasyon eksikliği ya da kendine güvenmeme gibi sebeplerle duygusal filtrelerinin yüksek olması öğretmenin bilgisinin karşı tarafa geçmesini engelleyebilir.

Çevresel faktörler ele alındığında görülmektedir ki, öğretim görevlilerine göre “destekleyici bir idare” İngilizce öğretmeninin başarısını olumlu etkileyen bir faktörken, “katı bir idare” olumsuz etkiler. Bu bulgu öğretmenler için idare ile olan ilişkilerin önemli bir yere sahip olduğunu gösterir niteliktedir. Ayrıca, öğretim görevlileri birlikte çalıştıkları iş arkadaşlarının da etkinlikleri üzerinde etkili olduğunu belirtmişlerdir. Buna karşın, öğrenciler öğretmenlerinin “ailevi problemleri”ni en önemli olumsuz çevresel faktör olarak görmektedirler. Öğretim görevlilerine göre ise “ailevi problemler” en önemli ilk beş olumsuz çevresel faktör içinde yer almamaktadır. Bu veri ışığında, öğretmenlerin farkında olmadan ailevi sorunlarını sınıfa yansıttıkları ve öğrencilerin bu sorunun farkında olduğu sonucu çıkarılabilir. Ayrıca, bu öğrencilerin öğretmenlerinin daha profesyonel davranmaları gerektiğini düşündükleri çıkarımına varılabilir.

Öğrenci ve öğretim görevlilerinin görüşleri arasındaki son bir farklılık da maddi etkenler ile ilgilidir. Öğretim görevlileri “yetersiz maaş” konusunu yanıtlarına dahil etmişken, öğrencilerin büyük bir kısmı için bu önemli bir sebep olarak görülmemiştir.

Sonuç olarak, bu çalışma ortaya çıkarmıştır ki öğretim görevlileri ve öğrencilerin görüşleri belli noktalarda benzerlikler gösterse de farklılıklar da içermektedir ve bu farklılıklar belli bazı noktaların geliştirilmesi gerektiğini göstermektedir. Çalışmanın sonucunda bulunan etkili İngilizce öğretmeni özellikleri, öğretmen yeterliklerinin belirlenmesinde, öğretmen yetiştirme programlarında ve hizmet için programlar oluşturulurken göz önünde bulundurulabilirler. Belirtilen farklılıklar incelenerek öğrenen ve öğreticiler arasındaki iletişim iyileştirilebilir ve bunun sonucunda da başarılı bir öğretim ortamı yaratılabilir. Örneğin, öğrencilerin motivasyona önem verdiklerine dair bulgular müfredat ve materyal geliştiriciler tarafından göz önünde

bulundurulabilir. Bunların yanı sıra, araştırmanın sonuçları göstermiştir ki öğrenciler için “İngilizce öğrenme motivasyonuna sahip olmak” ve “İngilizce dersini sevmek” önemli etkenlerdir. Bu sebeple, öğretmen yetiştirme programlarında öğrencilerin motivasyonunu arttırmaya yönelik aktivitelerin öğretmen adaylarına öğretilmesi konusuna daha fazla öncelik verilebilir. Ayrıca, çalışmanın sonuçlarından elde edilen çıkarımlar dikkate alınarak öğretmenlere yönelik hizmet için programlar geliştirilebilir. İlâveten, İngilizce öğretmenin başarısını etkileyen faktörlerin önceden bilinmesinin olumsuz faktörlerin önlenmesine, olumlu koşulların ise geliştirilebilmesine yardımcı olacağı düşünülmektedir.

Bu çalışmanın alana katkılarının yanı sıra dikkate alınması gereken eksiklikleri de bulunmaktadır. Bunlardan birincisi, araştırmanın gerçekleştirildiği kurum ile ilgilidir. Bu araştırma Türkiye’de üniversite giriş sınavlarında yüksek dereceler almış, alanlarında başarılı ancak İngilizce yeterliği düşük seviyelerde olan öğrencilerle gerçekleştirilmiştir. Buna ek olarak, çalışmanın yürütüldüğü üniversitede eğitim ve öğretim dili İngilizce’dir. Dolayısıyla, İngilizce yeterliği bu çalışmanın katılımcıları için bir zorunluluktur. Söz konusu nedenlerle, çalışmanın koşullarının Türkiye’deki diğer İngilizce hazırlık okullarından farklı olabileceği ve araştırma sonuçlarının tüm kurumlara genellenemeyeceği tabiidir. İkinci olarak dikkat edilmesi gereken nokta bu çalışmaya katılan öğrencilerin İngilizce’de başlangıç, alt-orta ve orta seviyelerde olmalarıdır. Çalışma yaz döneminde uygulandığından araştırma esnasında ileri seviye öğrenciler halihazırda bir önceki yeterlik sınavından gerekli puanı alıp hazırlığı atladıkları için bu araştırmaya dahil olmamışlardır. Aynı çalışma ileri ya da ileri-orta seviye İngilizce bilgisine sahip öğrencilerle uygulandığında daha farklı bulgulara ulaşılabilir. Bu sebeplerle, bu çalışmanın farklı kurumlarda ve farklı İngilizce seviyesindeki öğrencilerle tekrarlanması önerilmektedir.

## Appendix I: TEZ FOTOKOPISI İZİN FORMU

### ENSTİTÜ

Fen Bilimleri Enstitüsü

Sosyal Bilimler Enstitüsü

Uygulamalı Matematik Enstitüsü

Enformatik Enstitüsü

Deniz Bilimleri Enstitüsü

### YAZARIN

Soyadı : ATA KIL

Adı : Elifcan

Bölümü : İngiliz Dili Eğitimi

**TEZİN ADI** (İngilizce) : QUALITIES OF EFFECTIVE EFL TEACHERS  
AT HIGHER EDUCATION LEVEL: STUDENT AND TEACHER  
PERSPECTIVES

**TEZİN TÜRÜ** : Yüksek Lisans  Doktora

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.
3. Tezimden bir bir (1) yıl süreyle fotokopi alınamaz.

**TEZİN KÜTÜPHANEYE TESLİM TARİHİ:**