

**CHARACTERISTICS OF EFL TEACHERS
LEADING TO POSITIVE LANGUAGE LEARNING
BEHAVIORS IN STUDENTS**

**Betül CANIDAR
(Yüksek Lisans Tezi)
Eskişehir, 2010**

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LEARNING BEHAVIORS IN STUDENTS**

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MA THESIS

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**ÖĞRENCİLERDE OLUMLU YABANCI DİL ÖĞRENME DAVRANIŞLARININ
OLUŞUMUNU SAĞLAYAN ÖĞRETMEN ÖZELLİKLERİ**

Betül CANIDAR

YÜKSEK LİSANS TEZİ

İngiliz Dili Eğitimi Anabilim Dalı

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Eskişehir

Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü

Ocak, 2010

ÖZET

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Bu çalışmada, eğitimde kaliteyi arttırmada öğretmenin liderlik rolü üzerinde durularak, öğrencilerin kendilerinde olumlu yabancı dil öğrenme alışkanlıklarının oluşumunu sağlayan öğretmenlerde görmek istedikleri en önemli özelliklerin neler olduğunun ve bu özelliklerin önceden belirlenmiş olan kategorilerden hangilerine dahil olup olmadığının bulunması amaçlanmıştır.

Alanyazında bu amaca tam olarak hizmet edebilecek bir sormaca bulunamadığından, olumlu öğrenme davranışları kazandırdığı düşünülen lider öğretmen özellikleri, öğrenci görüşleri alınarak ve ilgili yazın taranarak belirlenmiş ve dört farklı kategoriye ayrılan bu özelliklerden, öğrencilere göre en önemli olduğu düşünülen kategoriye bulmayı amaçlayan bir sormaca geliştirilmiştir.

Bu sormaca, 2008-2009 bahar yarıyılı sonunda Eskişehir Anadolu Üniversitesi Yabancı Diller Yüksekokulu'nda 11 farklı sınıftaki 303 öğrenciye uygulanmıştır. Sormacadaki her bir madde, öğretmenlerin 'kişilik özellikleri', 'fiziksel özellikleri', 'mesleki bilgisi' ve 'alan bilgisi' ile ilgili ifadeler ve seçilen her bir ifade için 'ÇÜNKÜ' ile başlayan ve katılımcıların tamamlaması beklenen bir cümle içermektedir.

Veriler, belli bir ifadeyi seçen katılımcıların sıklık ve yüzdeleri hesaplanarak analiz edilmiştir. Bunun yanı sıra, öğrencilerin seçtikleri özellikleri niçin aynı maddedeki diğer ifadelerden daha önemli gördüklerine dair yaptıkları açıklamalarda en fazla üzerinde durulan fikir ve kavramlar belirlenmiş, sıklıklarına göre analiz edilip değerlendirilmiştir.

Öğrencilerin yabancı dil öğretmenlerinde görmek istedikleri özelliklerin analizi, ‘kişilik özellikleri’nin öğrencilerin çoğunluğu tarafından en önemli özellik grubu olarak görüldüğünü ve bunu sırasıyla ‘mesleki bilgi’, ‘alan bilgisi’ ve ‘fiziksel özellikler’ ile ilgili ifadelerin takip ettiği belirlenmiştir. Bunlara ek olarak, öğrencilerin yaptıkları seçimlerin sebeplerini açıklamaları beklenen ifadeye, özellikle öğretmenlerin öğrenci motivasyonunu arttırmadaki rolü, öğrenme ortamında öğrencilerin kendilerini rahat hissetmelerini sağlayan bu ortama ait özellikler, öğrenme sürecinde öğrencilerin başa çıkmak zorunda oldukları bazı temel meseleler, maruz kaldıkları girdinin nitelikleri ve öğretmen-öğrenci ilişkilerinin önemi, temel noktalar olarak belirlenmiştir. Bu sonuçlar dikkate alınarak bazı önerilerde de bulunulmuştur.

ABSTRACT

CHARACTERISTICS OF LANGUAGE TEACHERS LEADING TO POSITIVE LANGUAGE LEARNING BEHAVIORS IN STUDENTS

Betül CANIDAR

English Language Teaching Program

Anadolu University Graduate School of Educational Sciences, January 2010

Advisor: Asst. Prof. Dr. Aysel BAHÇE

Taking into consideration the role of teachers' leader characteristics in enhancing quality in education, this study aimed to identify what students think the most important characteristics of teachers who enable them to develop positive language learning behaviors are. Finding out whether these traits fall into a particular category or not was also aimed.

Due to the lack of a questionnaire directly serving this purpose, a questionnaire including some characteristics of leader teachers helping students develop positive language learning behaviors was constructed for this study. In determining the items in the questionnaire, a group of students' responses to an open-ended question and the review of the related literature were used as the main sources. This questionnaire aimed to find out the most significant category of teacher traits in students' opinion and the reasons why they thought the statements they chose were more important than the others in a particular item.

This questionnaire was administered at the end of 2008-2009 spring semester to 303 students in 11 different classrooms at Anadolu University School of Foreign Languages.

Each item in the questionnaire included statements belonging to the categories of 'personal characteristics', 'physical characteristics', 'pedagogical knowledge' and 'field knowledge'. Each item also included a sentence beginning with 'BECAUSE' and the participants were expected to complete these sentences to justify their choices.

The data were analyzed by calculating the frequencies and percentages of the respondents' choices. Besides, students' explanations concerning why they chose a particular statement as more important than the other statements in a particular item were divided into idea units and they were analyzed and evaluated according to their frequency.

The analysis of the data gathered indicated that 'personal characteristics' of teachers enabling their students to develop positive language learning behaviors were chosen as the most important group of teacher traits by the majority of students. The statements related to their 'pedagogical knowledge', 'field knowledge' and 'physical characteristics' respectively follow the ones concerning 'personal characteristics' in order of importance. Additionally, in the part in which students are expected to provide explanations regarding their choices, the main points students mostly focused on were the significance of the role of teachers in enhancing student motivation, characteristics of the learning environment which enable them to feel comfortable, some basic issues learners have to deal with during the learning process, the quality of the input they are exposed to and the importance of the quality of student-teacher relationships. After these main points were discussed one by one, some implications were also made in the light of these results.

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CHAPTER 1

INTRODUCTION

1.1. Background to the Study

In the educational context, finding out students' perceptions about the characteristics of effective teachers has been at the core of much research for many years, which has resulted in a great deal of controversy among experts. This controversy, most probably, stemmed from the fact that students' observations and their perceptions related to these observations may not give an exact description of teachers' real personality or the exact amount of professional and pedagogical knowledge they have. Almost all of the studies aiming to determine a list of teacher characteristics in the light of learners' perceptions focused on the concept of 'effective teacher'. Therefore, researchers have sought to define an 'effective teacher' in students' opinion and to find what they think the main characteristics of an effective teacher are. Some of the definitions researchers have come up with focused on the end result while the point on which others concentrate is the teaching process. For instance, Stronge (2002) claims that an effective teacher produces a class of high achievers and is evaluated positively by supervisors and administrators. On the other hand, Benson (2001) looks at this issue from a different perspective and defines an effective teacher as the one who transmits the required information to students in a clear, understandable and motivating way. The findings of research in business have been in parallel with all these. As a result, a comparative analysis of the research results in these two different areas indicated that effective teachers and good leaders, in fact, have a lot in common; in other words, leadership and teaching has been claimed to be strongly interrelated as effective teachers are expected to guarantee students' achievement in some way just like the effective leaders trying to guarantee success in their institutions. Along with this idea, researchers tried to define leadership, identify the characteristics of good leaders and put forward some leadership theories. Although there hasn't been much agreement on the definition and

characteristics, three types of leadership theories each of which focuses on a different aspect were developed: traits theory, behavioral theories and situational approaches.

When the studies related to effective leadership conducted in the field of business were thought to form the basis, some fundamental concepts having emerged in these studies started to be evaluated in the framework of education and teachers embodying some leader characteristics are thought to contribute to the quality and quantity of student learning. Thus, one of the most prominent roles of effective leader teachers ensuring students' success has been assumed to enable them to be the co-managers of their own learning as Tribus (1992) stated. This actually means that teachers aren't supposed to transmit knowledge only. Instead, their main goal is to teach students how to learn and to lead them efficiently during the teaching/learning process rather than managing them. All these things get people to focus on the concept of 'Teacher Leadership', which is actually a very comprehensive term including teachers' power and role in school management, too. This also requires teachers to assume more leadership functions not only at instructional but also at organizational levels of practice (Barr & Duke, 2004). Since research about teachers' role as leaders in the institutions they work for requires a change in the management system and it seems impossible to make all the related changes in a very short time, leader teachers' role in the classroom and the leadership traits required for better teaching have become a more plausible and researchable aspect of this concept.

As a result, various studies mentioned in the literature aimed to find out what should be done to make teacher leadership function flawlessly and how teacher leaders are supposed to act. For instance, in their book "Awakening the Sleeping Giant: Leadership Development for Teachers", Katzenmeyer & Moller (1996) state that the world we are living in is changing so rapidly that educators should respond to the call of change and try to fit all these alterations. Rather than taking schools as open systems sensitive to all changes happening around, they suggested taking leadership as an aspect of teachers' daily professional lives and their interactions with students. Likewise, Katyal and Ever (2004) looked into teacher leadership in detail and found that it can best be observed in teacher-students interaction since teachers have the potential to influence students and are perceived as role models. They also claimed that teacher leadership has both

instructional and social influences on the teaching/learning process, because teachers' personal traits are observed carefully by students. Another important point is that the widespread use of the Internet and students' finding some practices of school life as boring or meaningless necessitated the building of a bridge between school life and real life outside. In order to achieve this, learning is divided into two categories as school-site learning and autonomous learning, and making school-site learning more authentic or connected to the real life has become the principal duty of leader teachers.

Taking all these issues into consideration and attempting to find out the actual reasons why such profound changes in teachers' roles have been observed in recent years, Katyal and Evers (2004) claimed that easy access to information and a great emphasis on inquiry-based learning have led to a shift towards greater autonomy in student learning. Therefore, learning has started to occur out of the schools to a great extent, which has resulted in some shifts in the role of teachers in the teaching/learning process. Rather than providing necessary knowledge to students, teachers have taken on the role of promoting students' engagement in tasks and school, help them connect school curriculum to real-life and transmit the rapid changes in the environment into school systems. In other words, teachers are expected to educate students holistically, rather than just academically and the most important thing expected from them as educators is that they should enable learners to learn how to learn. When we look at this issue from the perspective of language learning, which is a long, on-going process in which the more students are exposed to the target language in and out of the school, the more improvement is observed, we realize that teaching students to spend their time and energy in the most efficient way is crucial. As a result of all these, it is possible to say that teachers should be good leaders who, in Goetsch's (1997) opinion, must inspire and motivate their students to learn.

As the ultimate roles of teachers are thought to determine the quality of education provided to a great extent and teacher leadership is estimated to be a key for school improvement in the near future, it seems useful to find out more about teacher leadership in the classroom at the instructional level (leadership beyond the classroom is also another issue being studied) and the desirable characteristics of leader teachers who

enable their students to develop positive language learning behaviors. In fact, characteristics of these leader teachers is an issue interrelated with various educational issues such as total quality management in education, classroom management, learner autonomy and the characteristics of effective teachers. Though classroom management has been a very popular subject for many years, the questions which have been waiting to be answered focus on the difference between leading and managing and the most frequently asked ones are ‘Should teachers be good managers or leaders to improve student autonomy and learning?’ and ‘What are the characteristics of leader teachers motivating and inspiring their students to learn?’. As the answers to these questions are based on what students think and need, carrying out a qualitative study seems to be the best way of learning about their thoughts and feelings, which can best be achieved through a well-prepared, comprehensible questionnaire.

1.2. Statement of the Problem

University students with different backgrounds usually come to the preparatory schools with diverse needs and interests, and it is the instructors who are expected to identify and meet their needs related to learning. As the quality and quantity of students’ expectations are dependent on the specific characteristics of students, instructors and teaching/learning environment, studies on these variables differ in every institution. Therefore, such studies are useful tools for analyzing the needs of a particular group of students in a particular school.

Moreover, the importance attached to autonomous, inquiry-based learning has led to some changes in the roles of not only students but also teachers in the teaching/learning environment. This also led to a great need to find out what new roles teachers were expected to take on and what type of teacher characteristics were favored by foreign language learners.

In order to find out the characteristics of effective teachers, many studies have been conducted in different contexts. Many students (Brown, 2004; Young, Whitley & Helton, 1998), teachers (Deal, 2005), pre-service teachers (Minor and Onwuegbuzie,

2000), administrators (McGee, 2006) and even parents (McDermott & Rothenberg, 2000) were involved in these studies; however, in none of them, the concept of 'leadership' has been dealt with as the main component of the studies. The participants also varied in terms of their ages, proficiency levels and the institutions they study or work in.

Furthermore, teacher characteristics have been studied in numerous studies and only in some of them researchers tended to categorize them. (Campbell, 2004; Feldman, 1986; Arıkan & Süzer, 2008; Benson, Lantz & Bird, 2001 and Açıkgöz, 2005). In a similar way, teacher traits are put into four broader categories (physical characteristics, personal characteristics, field knowledge and pedagogical knowledge) and rather than determining these characteristics, their order of importance, in students' opinions, aimed to be found out in the present study.

1.3. Purpose of the Study

Considering the benefits of students' ideas about the efficiency of their instructors to both the teachers themselves and to the institution they work for, this study aims to find out students' preferences about leader teacher traits. The first aim is to identify which one of the traits given as a set is the most important one for preparatory school students at Anadolu University. Second, to which one of the four categories (physical characteristics, personal characteristics, field knowledge and pedagogical knowledge) the majority of traits chosen as the most important belong was aimed to be found out. In addition to all these, the present study aimed to explore why students prefer the characteristic they have chosen by making them justify their choices in the open-ended part of the questionnaire administered.

Hence, the present study is designed and carried out for descriptive purposes and the data is gathered via a questionnaire.

1.4. Research Questions

1. ‘What are the most important characteristics of teachers, in students’ opinion, who enable learners to develop positive language learning behaviors?’
2. Which type of teacher traits (personal characteristics, physical characteristics, field knowledge or pedagogical knowledge) are viewed by students as the most important characteristics of teachers who enable learners to develop positive language learning behaviors?’
3. What are the most frequently mentioned reasons that underlie students’ choices related to the characteristics of teachers who enable their students to develop positive language learning behaviors?’

1.5. Definition of Key Terms

Leadership: The process whereby an individual directs, guides, influences, or controls the thoughts, feelings or behaviors of other human beings (Haiman, 1951 cited in Rost, 1993).

Teacher effectiveness: The impact that classroom factors, such as teaching methods, teacher expectations, classroom organization, and use of classroom resources, have on students’ performance (Kyriakides, Muijs & Robinson, 2004)

Quality: A dynamic state associated with products, services, people, processes and environments that meets or exceeds expectations (Goetsch & Davis, 1997).

Perception: The awareness of a process and the education and the consciousness of that process and its effect on the learner (Peter, 1998).

CHAPTER 2

REVIEW OF THE LITERATURE

2.1. Leadership Defined and Discussed

If we are to look into the importance of leadership in the success of institutions, the first thing to be done is to define it clearly. A great deal of research has been carried out to define leadership and, in the end, researchers seem to have come to an agreement on the definition of a good leader. However, they haven't been able to agree on the characteristics of a good leader and which leadership models are superior to the others. As mentioned before, researchers tend to put forward similar definitions of leadership and having a look at some of these may help to find out the common points included in these definitions. According to Baron (1990), '*leadership is the process whereby one individual influences other group members toward the attainment of defined group or organizational goals*' (p. 374). The first point he emphasized in his definition is that leadership is a process involving influence as leaders have assume responsibility in altering group members' attitudes and actions. It is also claimed that the existence of positive feelings between leaders and their subordinates is an important determinant of the leaders' success. In other words, why subordinates accept that leaders have influence over them is that they like, respect or admire them. It can also be inferred that leaders' making use of this 'influence' is due to the existence of a purpose. What leaders attempt to change are the attitudes or actions that are directly related to the goals set beforehand. Another definition of leadership belongs to Goetsch (1997) and he claims that '*Leadership is the ability to inspire people to make a total, willing and voluntary commitment to accomplishing or exceeding organizational goals*' (p.255). Similarly, leadership is defined as *the art of influencing others to direct their will, abilities and efforts to the achievement of leader's goals* by Agarwal (1982, p.224). He also adds that the focus of leadership is on 'peoples' aspect of management because it's assumed that the effectiveness of an organization is based on the employees' motivation, effort and abilities. As well as these definitions, Griffin (1993) dealt with

this issue from a different perspective and claimed that '*Leadership is both a process and a property. As a process, leadership is the use of non-coercive influence to shape the aims of a group or organization, motivate behavior toward the achievement of those goals and help define group or organization culture. As a property, leadership is the set of characteristics attributed to individuals who are perceived to be leaders.*' (p.392).

Moreover, Goetsch (1997) points to the difference between inspiration and motivation while defining leadership and clarifies this issue saying that inspiration is the internalized form of motivation. Also, motivated employees are defined by him as the ones committing to the organizational goals whereas inspired ones are known to make these goals their own.

As it can clearly be seen in the definitions above, some important terms included in nearly all of them are 'influence', 'motivating group members' and 'the achievement of group or organizational goals'.

2.2. Leadership versus Management

As can be understood from the definitions above, leadership involves influencing other people's behaviors and attitudes. This makes it different from management, which leads to another controversial issue 'leadership versus management'. Although these terms can be used interchangeably most of the time, there are certain points leading to slight but important differences between them. Griffin (1993) touches upon the importance of these differences by saying that *a person can be a manager, a leader, both or neither* (p392).

Agarwal (1982) is one of the researchers who try to make the distinction between these two concepts by claiming that duties of a manager include setting goals, developing plans and strategic policies, making job assignments, coordinating and controlling. He adds that if leadership role is assumed by these managers, they also need to integrate the individuals or groups with the organization. This is thought to encourage the individuals to make more effort to achieve the enterprise goals. Similarly, Baron and Greenberg

(1990) mention that leadership and management are not synonymous, because some managers act as leaders whereas some others do not. They also add that just the opposite is sometimes valid, which means that not all leaders are managers. Therefore, they think that it is essential to distinguish them from one another. So as to achieve this, they formed Figure 1.1. and attempted to indicate that there is no simple or necessary link between managers and leaders.

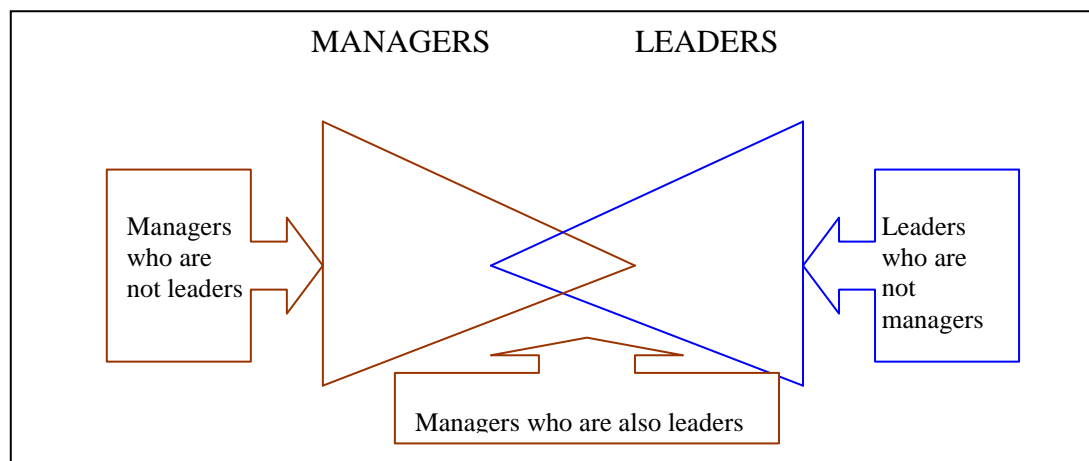


Figure 2.1. Leaders and Managers: Not Synonymous

In parallel with the opinions of many other researchers, John P. Kotter (1996) explains that leadership and management *'are two distinctive and complementary systems of action'*. Likewise, he works on the difference between these two concepts and lists some points distinguishing leadership from management. These points are:

- Management is about coping with complexity; leadership is about coping with change
- Management is about planning and budgeting for complexity; leadership is about setting the direction for change through the creation of a vision
- Management develops the capacity to carry out plans through organizing and staffing; leadership aligns people to work toward the vision.
- Management ensures the accomplishment of plans through controlling and problem solving; leadership motivates and inspires people to want to accomplish the plan.

Moreover, Goetsch (1997) quotes Field Marshall Sir William Slim on this matter like this:

Managers are necessary; leaders are essential... Leadership is of spirit, compounded of personality and vision... Management is of the mind, more a matter of accurate calculation, statistics, methods, timetables and routine. (p.272).

In addition to this quotation, Bennis (1999) himself claims that the most successful managers are the ones who carry the characteristics of both leaders and managers; therefore he finds it useful to compare leaders and managers in the following way:

- Managers administer; leaders innovate
- Managers are copies; leaders are originals
- Managers maintain; leaders develop
- Managers focus on systems and structure, leaders focus on people
- Managers rely on control, leaders inspire
- Managers take the short view, leaders take the long view
- Managers ask how and when, leaders ask what and why
- Managers accept the status quo, leaders challenge it
- Managers do things right, leaders do the right thing

As it can clearly be seen from what has been mentioned up to this point, there are notable differences between leaders and managers. In fact, managers who are really successful are the ones who embody leadership traits. Further, the only source of these differences is not leaders. Another factor playing part is the differences between management and leadership processes. Griffin (1993) clarifies this by giving an example and states that if a person just monitors the performance of his employees, he is a manager. But if he inspires them to work harder in order to enable them to achieve their goals, he is a leader. Therefore, managers and leaders have different roles and responsibilities in organizations and both of them seem to be essential for the success of a company or organization.

2.3. Leadership and Power

Bowditch and Buono (2005) remind that leadership is a process of influence including three underlying themes in its definition. The first one is that it is a relationship between people and in it, power is not distributed evenly. Second, it doesn't occur in isolation; thus, a context is required to surround these relationships. Third, the relationship between leaders and their followers results in various outcomes such as respect, goal attainment and customer satisfaction. As the focal point is 'influence' in leadership, the concept of power emerges as one of the most important components of this process. *Power is influence potential, the resource that enables a leader to gain compliance or commitment from others* is a definition that belongs to Hersey (1996, p.229). Similarly, power is defined as *the ability to influence various outcomes* by Bowditch and Buono (2005, p.195) and as the ability to affect the behavior of others by Griffin (1993).

Leaders make use of five types of power that are '*Position Power*', '*Reward Power*', '*Coercive Power*', '*Expert Power*' and '*Referent Power*'.

'Position Power' which is also called 'Legitimate Power' is believed to be the most common form of power for appointed leaders and it is related to the position the manager holds in the organization, according to Everard & Burrow (1996). For instance, as a manager is an employee's boss, it is assumed that the manager has the right to give directions and expect the employee to do the task. This indicates that position power is actually authority, it is impersonal and the individual's personal characteristics don't play a part in it.

If followers believe that managers have the ability to give appropriate rewards, they will probably try on some new behaviors even if they are unable. Hersey (1996) adds that this is true in the classroom as well as in many other types of organizations. In Everard & Burrow's opinion (1996), if managers can determine who really deserves awards, employees will probably respond to his/her requests. This type of power is called 'Reward Power'. A similar type is 'Coercive Power' as it is defined as a way of forcing compliance through psychological, emotional or physical threat by Griffin (1993). A

few examples of this are verbal and written reprimands and disciplinary layoffs. The more a manager uses coercive power, the more he resents other people; therefore, the less likely he is viewed as a leader.

‘Expert Power’ is the type of power held by people who are considered to be the most knowledgeable, because when people feel themselves incompetent about solving a particular problem, they may need to turn to an expert. Everard (1996) claims that a person with a lot of expert power is able to influence others thanks to the knowledge or skills s/he has.

The last type of power is ‘Referent Power’ that is also named ‘Identity Power’. It is defined by Bowditch and Buono (2005) as the *type based on personal magnetism or charisma* (p.196). They mention that certain personality traits or personal characteristics may be potent in influencing other people. Hersey (1996) elaborates on the issue mentioning that a manager with high referent power may be liked and admired by other people due to confidence, trust and rapport established, and these liking for, admiration for or identification with the manager are what actually influence employees.

As a result of determining the power types, researchers attempted to find out which one is the best type of power. A general conclusion about the studies conducted is given by Walter Natemeyer as follows:

Although expert and legitimate power bases appear to be the most important reason for compliance, and expert and referent power bases tend to be often strongly and consistently related to follower performance and satisfaction measures, the results are not clear enough to generalize about a best power base. In fact, the results suggest that the appropriate power base is largely affected by situational variables. (cited in Hersey, 1996)

2.4. Theories of Leadership

As well as the research on the relationship between leadership and management and the different power types used, a great deal of research carried out for hundreds of years resulted in the emergence of three types of approaches to the leadership issue. These three categories are: the trait approach, the behavioral or functional perspective and the situational or contingency view. Even though some of them became more popular than

the others at certain periods, none of these approaches actually explains all basic points of leadership in detail. Thus, the purpose of this section is to examine and find out the critical aspects of these three theories so as to understand 'leadership theory' better.

2.4.1. Trait Theory: Taking great leaders of the past into consideration, researchers adopted a view known as trait or great person theory. Followers of this approach claim that great leaders have some personal and physical characteristics which enable them to differ from ordinary people. These traits are also claimed to stay stable no matter where and when the leaders live and they can never be learnt. Agarwal (1982) adopted this approach and claimed that some traits distinguish the ones born as leaders from those who are not real leaders and these characteristics are:

- a. Physical traits such as height, health, vigour, appearance etc
- b. Intelligence and ability traits such as ability to comprehend conceptualize, plan etc
- c. Personality traits such as tolerance of ambiguity
- d. Task-related traits such as achievement, drive, initiative, persistence, etc
- e. Social traits such as cooperativeness, administrative ability, interpersonal skills, etc.

As it is obvious from the list above, traits of great leaders can be gathered under two headings: physical and personal characteristics. What researchers oppose in this approach is the great focus on physical characteristics. It was contended that all leaders are tall, good-looking, white males and the researchers tried to distort this opinion by giving good examples of great leaders not embodying some of these traits. They also believed that these findings led to a great loss in the popularity of trait theory.

Moreover, although many researches have been carried out in order to provide a complete picture of leadership, the results were often contradictory as the researchers failed to come up with lists consisting of lots of common traits. Baron & Greenberg (1990) stated that as a result of those studies, many researchers gave up in despair and

concluded that there are no clear and consistent differences between leaders and their followers.

In spite of the contradictions researchers faced, they started to design studies which aimed to examine the traits concerning effectiveness and success in organizations. Bowditch & Buono (2005) summarized the results of recent research on this issue by listing a number of traits that are thought to contribute to effective leadership. These are:

- *Drive* that is an indicator of high effort level through ambition, initiative, energy and achievement orientation
- *Leadership motivation* that is a strong desire to lead
- *Honesty and integrity*
- *Self-confidence* that also includes stability in emotions and the ability to encourage followers to build confidence
- *Resonance* which means having the ability to create and spread enthusiasm in the organization and create positive emotions
- *Cognitive ability and knowledge of the business* that involve good analytic skills, judgment and the capacity to think multi-dimensionally

When the physical traits of leaders lost popularity, researchers started to deal with their personal characteristics. They mostly focused on what the personal characteristics distinguishing leaders from the others are and designed their studies accordingly. This tendency resulted in a great improvement in behavioral and functional theories.

2.4.2. Behavioral and Functional Theories: As the researchers' aim to make a list of leadership traits failed due to the reasons mentioned above, they turned their attention to the behaviors of leaders. This meant that leaders and non-leaders differ from one another in terms of the concrete behaviors they exhibit. Many researchers developed theories based on behaviors and some of these are summarized in this section.

2.4.2.1 Leadership Styles Based on Their Use of Authority: The researches conducted focused on how leaders use authority and in the light of their findings concerning the

way in which they use authority, leaders have been put into three different categories each of which has its benefits and limitations. These three types of leaders can be explained as follows:

Autocratic leaders are defined by Everard & Burrow (1996) as the ones who give direct, clear and precise orders with detailed instruction as to what, when and how work is to be done. In this type of leadership, employees don't need to make decisions as leaders are always there in cases of problems to handle them. This causes less personal involvement of employees in the task being done. Newstrom & Davis (1993) adds that such leaders have full authority and responsibility. As to the advantages of this leadership style, it is effective as the product is exactly the same as what the manager expects. Second, autocratic leadership satisfies leaders, help them make quick decisions, ensures security for employees and it doesn't require workers with much knowledge and many skills. On the other hand, it has some major disadvantages. To begin with, employees don't think about what they are doing and this may discourage them and make them less interested in the tasks done. In such a case, a decrease in the quantity and quality of products is inevitable. Second, this autocratic style sometimes contributes to problems among humans working together as members of the organizations are not active in the decision making process, which may cause them feel resentful. Third, if managers adopt a highly autocratic style, this may create fear and frustration in employees and all these things seem to affect their performances negatively.

In ***democratic leadership***, employees are involved in the process of making decisions that they will implement. Though leaders make final decisions, they get the suggestions of group members prior to it. Problems and solutions are discussed with employees and they are, at least, informed about the changes made. Everard & Burrow (1996) claim that the major advantage of democratic leadership is that as employees are active in the decision-making process, they feel themselves important and carry out the decisions eagerly and enthusiastically. However, critics state that this leadership style causes leaders to make popular decisions and popular decisions are not always right. Although it ensures compromise, desired results may not always be attained.

The third leadership style is called *free-rein, open* or *nondirective leadership*. Such leaders have little control over decision-making. What they do is to give some information to the group members about the problem and provide them with opportunities to come up with appropriate solutions. Or, employees are given instructions about the work to be done by their leaders, but they decide on methods, details and decisions. Newstrom & Davis (1993) mention that it requires group members to train themselves and provide their own motivation. This style is criticized as it involves leaders' consensus building which takes a lot of time. Also, since members of different units in an organization aim to proceed at cross-purposes, a great deal of chaos may sometimes be unavoidable. This style works well only if the workers are experts at their jobs or when very few changes are required. The following figure made by Newstrom & Davis (1993) shows the results of leadership styles based on the use of power.

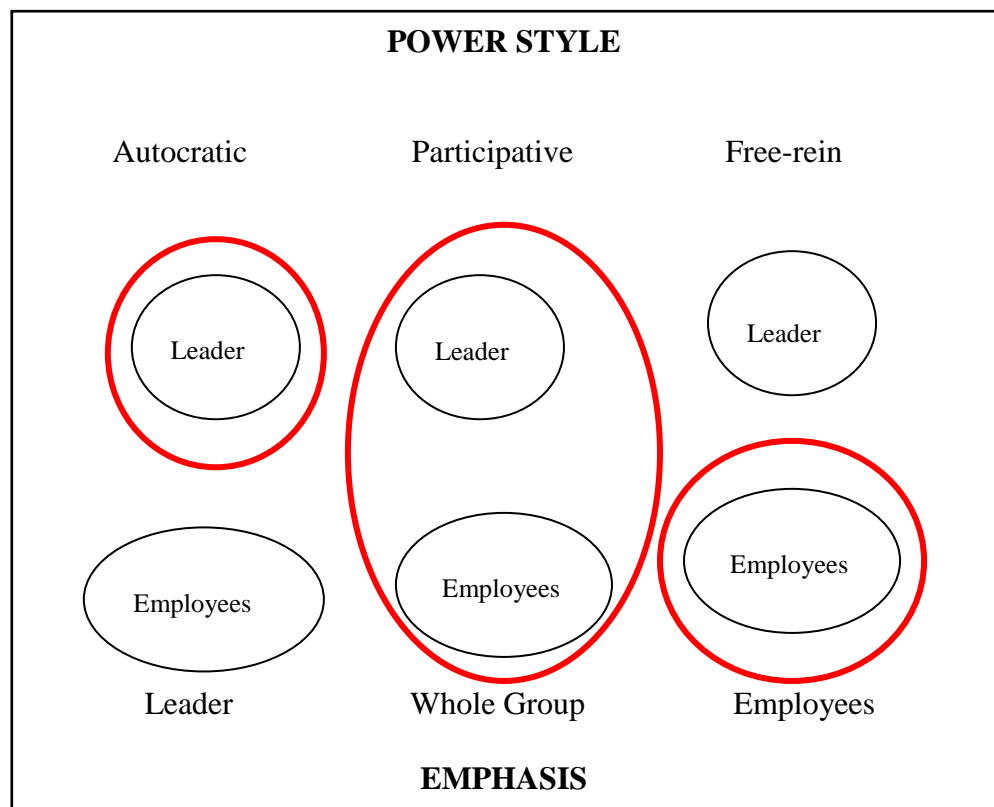


Figure 2.2. Results of Leadership Styles Based on the Use of Power

As it can be understood from what is mentioned above, all three leadership styles have advantages and disadvantages. In autocratic leadership, as leaders have full authority, they feel comfortable and effective; however, it doesn't take into consideration what other members of the organization think or feel. As opposed to the existence of only one decision-maker, in democratic leadership, all members have the right to express their opinions. But this makes decision making more difficult and complex while satisfying group members.

2.4.2.2. Ohio State Leadership Studies: A group of researchers at Ohio University initiated some leadership studies in order to determine different dimensions of leadership behaviors. As a result of extensive questionnaire surveys, two types of basic leader behaviors were suggested: **initiating structure behavior** and **consideration behavior**. Baron & Greenberg (1990) define the former as *a type of leader behavior which is mainly concerned with productions and focus primarily on getting the job done* (p.379). On the other hand, the latter is *primarily concerned with establishing good relations with their subordinates and being liked by them*. As clearly mentioned, initiating structure behaviors are focused on the existence of a line of communication between the parties so that everyone learns what is expected from them whereas consideration behavior is mainly concerned with creating a friendly climate.

Upon identifying these two dimensions, researchers developed the leader behavior description questionnaire to describe the way leaders carry out their activities. The questionnaire included thirty items fifteen of which are related to initiating structure and the remaining fifteen are about consideration. These questionnaires were administered to people who have the chance to observe leaders and they were asked to judge the frequency with which leaders are engaged in that particular type of behavior. In addition to these questionnaires, a leader opinion questionnaire was used in these studies in order that how leaders perceive their own leadership styles would be found out.

Griffin (1993) summarizes the results of these studies saying that leader behavior must not be interpreted as one-dimensional since each behavior is actually independent of one another. He also adds that it is possible for a leader to exhibit varying levels of

initiating structure and at the same time varying levels of consideration. This actually means that leaders high on one of these dimensions are not necessarily low on the other. The possible combinations of initiating structure and consideration are shown by Hersey & Blanchard (1996) in the following figure:

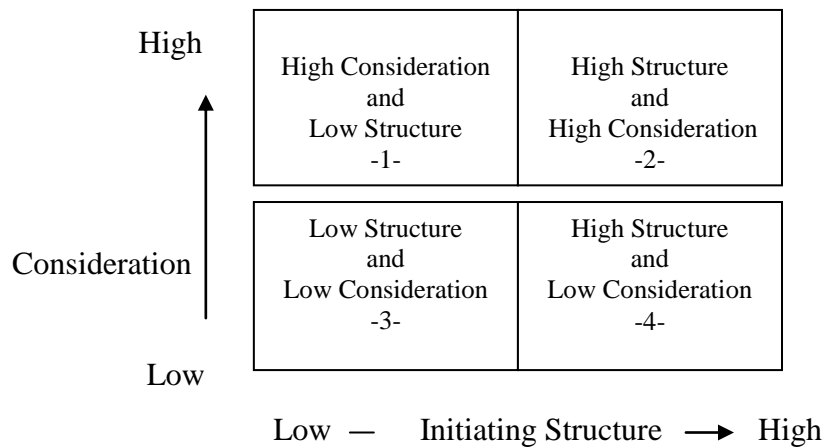


Figure 2.3. The Ohio State University Leadership Quadrants

This figure indicates that initiating structure and consideration are distinct dimensions and it is likely that the behavior of a leader may be a mix of these two dimensions. In order to make the distinction between these two dimensions clearer, some examples of the questionnaire items were given in the following table by Hersey and Blanchard (1996).

Table 2.1. Examples of LBDQ Items

CONSIDERATION	INITIATING STRUCTURE
The leader finds time to listen to group members.	The leader assigns group members to particular tasks.
The leader is willing to make changes.	The leader asks the group members to follow standard rules and regulations.
The leader is friendly and approachable.	The leader lets group members know what is expected of them

2.4.2.3. *The Leadership Grid (Blake and Mouton's Leadership Model)*: Blake and Mouton developed two dimensions similar to the ones mentioned in Ohio State studies. They named these dimensions as 'concern for people' and 'concern for production'. This grid aims to make it clear how these two dimensions are related to each other and to make leaders think about their own leadership styles. Bowditch and Buono (2005) attempted to explain this theory stating that the 9.9 approach which includes a high concern for both people and production is considered to be a more effective leadership style than the others (solely task-oriented 9.1, highly accommodating 1.9, impoverished 1.1 and middle of the road 5.5) as leadership requires not only working with people but also accomplishing various tasks.

In this grid, based on these two types of dimensions, five types of leadership are placed in four quadrants. Concern for production is illustrated on the horizontal axis which means that if a leader has a rating of nine on this axis, s/he has a maximum concern for production. Similarly, a leader with a rating of nine on the vertical axis has maximum concern for people (Figure 2.3). The five leadership styles suggested by this theory can be described as follows:

1.1. Impoverished Management: Exertion of minimum effort to get required work done is appropriate to sustain organization membership.

1.9. Country Club Management: Thoughtful attention to the needs of people for satisfying relationships leads to a comfortable, friendly organization atmosphere and work tempo.

9.1. Authority-Obedience Management: Efficiency in operations results from arranging conditions of work in such a way that human elements interfere to a minimum degree.

5.5. Middle of the Road Management: Adequate organization performance is possible through balancing the necessity to get work out while maintaining morale of people at a satisfactory level.

9.9. Team Management: Work accomplishment is from committed people; interdependence through a 'common stake' in organization purpose leads to relationships of trust and respect.

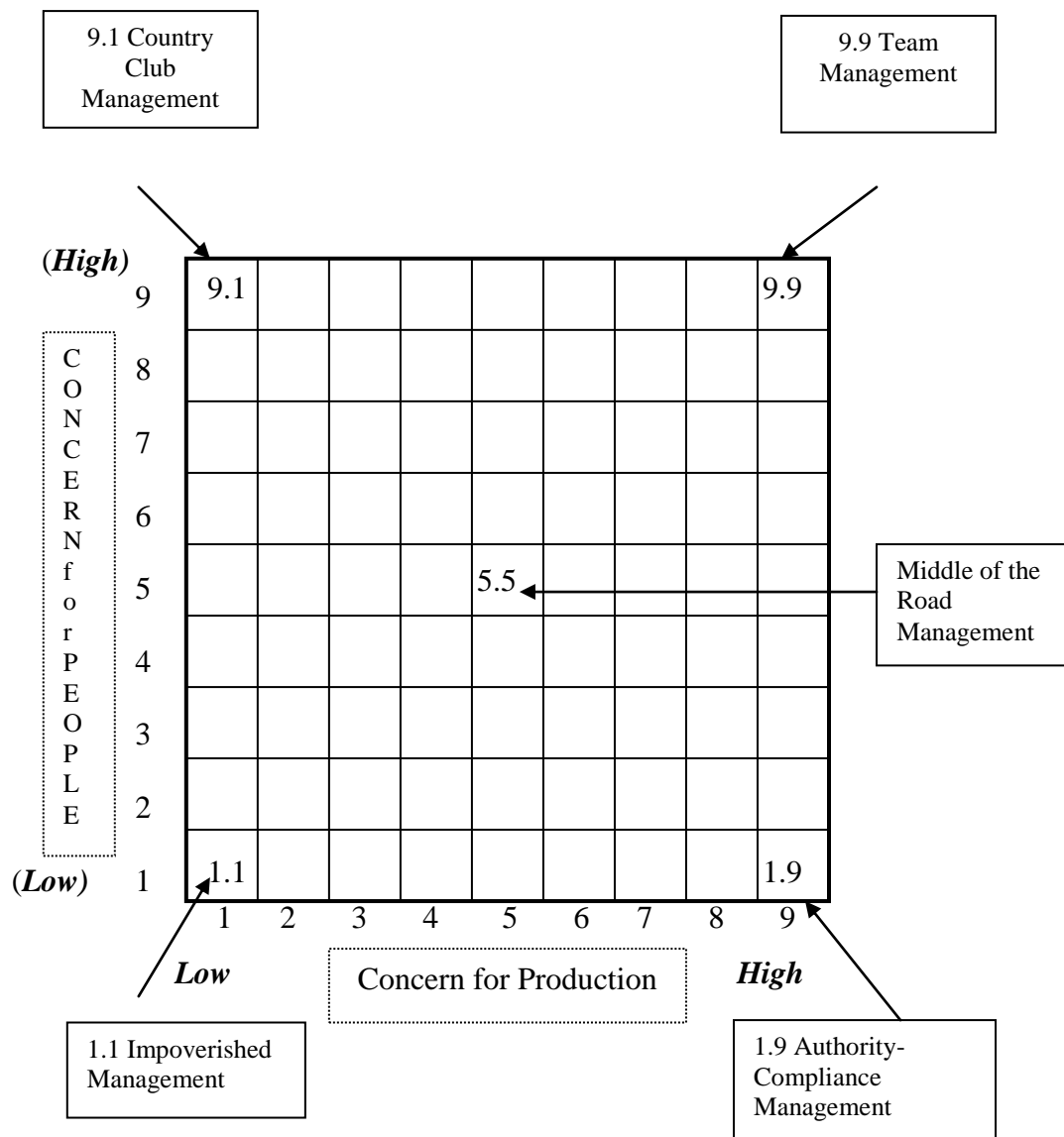


Figure 2.4. The Leadership Grid

Finally, Hersey & Blanchard (1996) clarify the distinction between Ohio State Studies and the Leadership Grid saying that the first one is an attitudinal model measuring the feelings and values of a manager while Ohio State Studies encompass both behavioral concepts and attitudinal items.

2.4.2.4. *Michigan Studies and Likert's Management Systems:* Studies on leadership behaviors started to be conducted at Michigan University following the World War II and Likert was the one who did extensive research to identify the general pattern of

leadership. As a result of these studies, a model which aims to help the understanding of the focus of leadership was developed by Likert. He found that '*supervisors with the best records of performance focus their primary attention on the human aspects of their employees' problems and on endeavoring to build effective work groups with high performance goals*' (Hersey & Blanchard, 1996; p.108). While these supervisors are labeled as employee-centered, the others who mainly deal with the issue of production are called job-oriented. These employee-centered supervisors are considered to have high-producing sections and they clarify the objectives for their employees and set them free to do the job. In parallel with the results of these studies, Bodwitch & Buono (2005) defined effective leadership as the ability to exert influence *upward* and *lateral* (peer managers) as well as leading those *below*.

In his model, Likert depicted management styles in four different groups with their own assumptions and particular behaviors:

System 1: Management has no confidence in employees and they are rarely involved in the decision-making process. Managers at the top generally make the decisions and set the goals. Only physical and safety level needs are met. Employees are fearful, threatened, punished and occasionally rewarded.

System 2: Management has only condescending confidence in employees and many decisions made at the top are within a prescribed framework at lower levels. Rewards and punishment are made use of so as to motivate employees.

System 3: Management has substantial, but not complete confidence in employees. Although general decisions are made at the top, employees are allowed to make more specific decisions. Communication between upper and lower levels at the hierarchy is quite strong. Rewards and occasional punishments are used.

System 4: Management has complete confidence in employees. Decision-making can be seen throughout the organization. A friendly management-employee interaction exists. Employees participate in setting goals, improving methods and appraising progress towards goals.

When the common characteristics of behavioral theories are looked into carefully, it can easily be seen that all of these theories claim that effective leadership must attach importance to variables pertaining to both humans and products. Though leaders are

expected to value both, it is not essential for both of them to be ‘high’. As followers have different needs, wants and opinions, leaders are required to enable communication to flow up and down all the time. All these models and the results of the studies put greater emphasis on the human aspect than on the product aspect; therefore, the leaders adopting this approach have been found to be more successful. This is explained by the fact that motivating employees guarantees that they will make greater effort to achieve the goals set. Another common point behavioral theories mention is that the key determinant of the leadership process is leadership style. In addition to these main points, behavioral theories have been criticized for several reasons. First of all, they just attempt to list a set of behaviors or styles although they managed to go beyond the trait theory. Also, the results of the empirical studies are quite inconsistent, which necessitates studies on the effects of individual differences and situational factors.

2.4.3. Situational Approaches to Leadership: Trait theory and behavioral theories are thought to fail to explain the factors influencing effective leadership and to take no notice of the situations in which managers need to exhibit leadership behaviors. Therefore, situational leadership approaches which supposed that leader behaviors vary from situation to situation have emerged. They aimed to identify main situational factors and find out how they interact and determine leader behaviors. As opposed to what other theories claimed, situational theories support the idea that there is no ‘one best way’ to lead in all situations. They claim that the most effective leadership style is contingent or dependent on the situation and that’s why these are called ‘contingency theories’. The most popular and widely-accepted ones are Fiedler’s Contingency Theory (LPC Theory), Hersey and Blanchard’s Situational Leadership Model, Path-Goal Theory, and Vroom and Yetton’s Decision-Making Model.

2.4.3.1. Fiedler’s Contingency (LPC) Theory: This theory developed by Fred Fiedler is accepted as the first true situational theory. This is also built on the distinction between task-oriented and relationship-oriented behavior made previously as Costley and Todd (1991) stated. It is also suggested that the degree to which the situation faced is favorable determines the appropriateness of the leadership style and the favorableness of a situation is defined as *‘the degree to which the situation enables the leader to exert*

influence over the group' by Hersey & Blanchard (1996). Furthermore, he adds that, according to Fiedler, it is highly difficult for a relationship-oriented leader to turn into a task-oriented leader or vice versa as leadership style is dependent upon the personality of the manager. Because the main idea lying behind this approach is that one of these leadership styles is not superior to the other, researchers started to investigate when different types of leaders are most effective. Baron (1990) explained Fiedler's suggestions about this saying that *'low LPC leaders (ones who are task-oriented) are superior to high LPC leaders (ones who are people-oriented) when situational control is either very low or high. In contrast, high LPC leaders have an edge when situational control falls within the moderate range'* (p.385). As to how these leadership styles (low or high LPC) are determined, Fiedler used a questionnaire called the **least preferred co-worker** measure. How it works was clarified by Griffin (1993) who mentioned that the manager is asked to describe a person with whom s/he is able to work least well. A set of sixteen scales each of which has a positive and a negative adjective at each end are used. A high total score is considered to show a relationship orientation whereas a low score reflects a task orientation.

As the favorableness of a situation is in the core of this model, Fiedler's three basic situational variables affecting the favorableness of the situation for a leader were listed by Bowditch (2005) as follows:

1. Leader-member relations
2. Task structure (structured or unstructured, clear or ambiguous)
3. Position power of the leader over the subordinates

Although Fiedler is known as the first person who adopted a situational perspective, his LPC theory is criticized on the grounds that it is mostly difficult to assess situational variables such as favorability. Also, the validity of Fiedler's scale is discussed a lot by experts and his assumptions about the inflexibility of leader behaviors are viewed as unrealistic.

2.4.3.2. *Hersey and Blanchard's Leader Effectiveness Model*: This model developed by Hersey and Blanchard suggests that the most important factor that influences the style of a leader is the development (maturity) level of a subordinate. Newstrom & Davis (1993) state that both *competence (ability)* to perform a specific task and the *commitment (willingness)* to carry it out can show variety among employees, which requires leaders to give various responses as the development levels of these employees are expected to differ. For some other cases in which people can't be labeled as unwilling because the source of the problem is their not having any experience with it, the word 'insecurity' is chosen. In parallel with these terms, another concept put forward in situational leadership is 'readiness' which Hersey & Blanchard (1996) defines as *the extent to which a follower demonstrates the ability and willingness to accomplish a specific task* (p.193). Taking this definition into consideration, experts claim that people's readiness levels tend to differ depending on the task they are expected or asked to do. Also, readiness is not viewed as something related to a person's traits and values. Rather, it is believed that readiness has something to do with situations. Actually, the significance of readiness is based on the idea that only if a follower is ready to perform a certain task or skill, they are open to the influence of the leader. So as to make things clearer and show the relationship between followers' readiness levels and their ability and willingness, Hersey and Blanchard made a continuum of follower readiness and divided it into four levels as seen in Figure 2.5.

HIGH	MODERATE		LOW
Readiness Level 4	Readiness Level 3	Readiness Level 2	Readiness Level 1
Able and willing or confident	Able but unwilling or Insecure	Unable but willing or confident	Unable and unwilling or insecure

Figure 2.5. Continuum of Follower Readiness

Making use of task and relationship orientations, Hersey and Blanchard have come up with four leadership behaviors, and these styles are matched with the readiness levels of the employees.

- a. *Readiness Level 1 – Leadership Style 1 (Telling)*: A follower or group at this readiness level must be provided with a great amount of guidance and little support. This style involves telling the followers what to do, where to do it and how to do it.
- b. *Readiness Level 2 – Leadership Style 2 (Selling)*: This individual or group is trying despite being unable; thus, it is beneficial to support their motivation and commitment. In this style, leaders make decisions, inform their followers about them, clarify these decisions and try to persuade them to accept that specific decision.
- c. *Readiness Level 3 – Leadership Style 3 (Participating)*: High amount of two-way communication and supportive behavior rather than guidance is important in this style of leadership behavior. Discussion, supportive and facilitating behaviors of leaders are believed to work well with this type of individuals or groups.
- d. *Readiness Level 4 – Leadership Style 4 (Delegating)*: Leader’s responsibility is to monitor what’s going on and to provide the followers with opportunities to take responsibility and implement on their own.

Though this model gained a lot of popularity and enabled many managers to realize the significance of contingency approaches, it is claimed to take no notice of some basic elements of leadership. Another problem mentioned is that an adequate amount of research hasn't been conducted on this leadership style; hence, it is criticized for not having a sound base.

2.4.3.3. Path-Goal Theory: Another contingency theory called Path-Goal Theory was developed by Robert House, who based his theory on the issue of motivation. According to this theory, the most effective factor enabling subordinates to react favorably to their leaders is, according to Baron (1990), whether these employees perceive their leaders as contributing to their progress towards desired outcomes or not. These leaders are expected to achieve this by creating clear paths to such rewards since this automatically increases employees' motivation. In short, leaders' role is defined as *using structure, support and rewards to create a work environment that helps employees reach the organization's goals.* (Newstrom & Davis, 1993; p.233). This means that the effectiveness of a leader depends on the rewards s/he offers and the extent to which s/he can satisfy the employees.

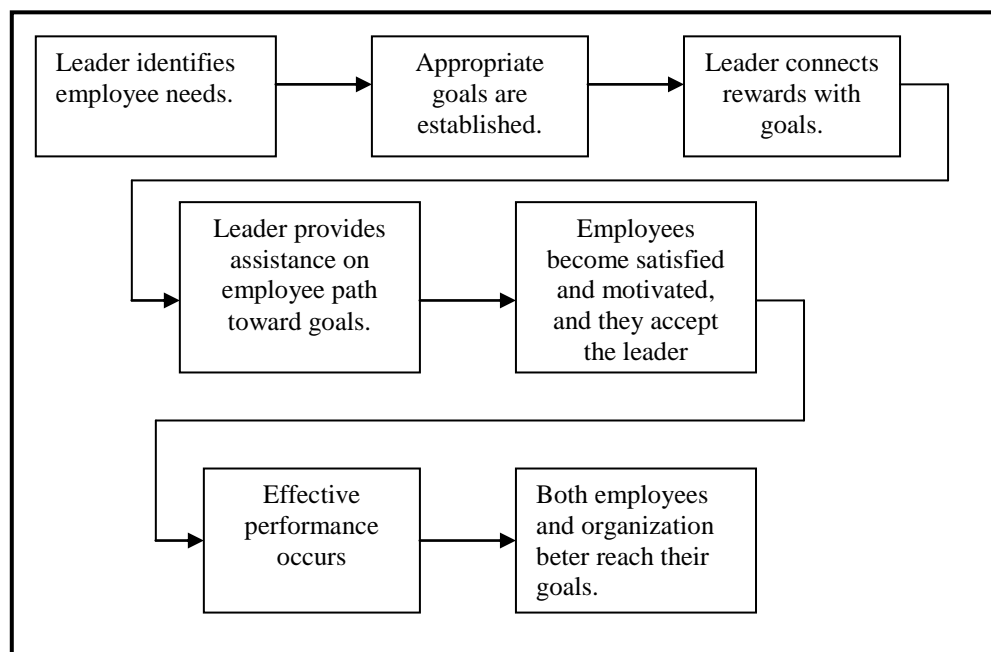


Figure 2.6. The Path-Goal Leadership Process

The figure that Newstrom and Davis (1993) make use of to explain this process lists the expected results of it as job satisfaction, acceptance of the leader, and greater motivation.

When the differences in followers' needs and expectations are taken into consideration, it can be suggested that different leadership styles be used in different situations. It is leaders' primary duty to help employees understand what to do, how to do it and what the benefits of accomplishing that particular task will be for them and the organization. Leaders, however, must choose the style they will use with each employee and the path-goal theory offers four different styles:

1. Instrumental (directive): focus on specific guidance, successful work schedules and rules

2. Supportive: focus on good relations with subordinates, satisfying their needs and creating a pleasant work environment

3. Participative: focus on leaders' consulting with subordinates and encouraging them to provide input to decisions to be taken.

4. Achievement-oriented: focus on setting challenging goals, communicating confidence in employee's ability to achieve the desired goals and modelling the desired behaviors as leaders of those particular groups

In addition to this group of leader behaviors, path-goal theory also suggests that environmental characteristics of the work place and subordinates' personal characteristics are also influential on subordinates' motivation to perform. Perceived ability and locus of control fall into the category of subordinates' personal characteristics whereas task structure, authority system and work group are elements of environmental characteristics.

To begin with, as Griffin (1993) explains, how subordinates perceive their own ability determines the leadership style they prefer. If they perceive they are not able enough, they tend to favor directive leadership. However, if they think they have a lot of ability, this leadership style may resent them. As for locus of control, a person with an internal

locus of control believes that what happens to him/her is due to his/her own behaviors and s/he is likely to prefer participative leadership. On the contrary, a person with an external locus of control is of the opinion that fate, luck or system is responsible for what happens to him/her and this causes him/her to favor directive leadership. Taking all these into account, managers agree on the opinion that they can not influence subordinates' personal characteristics to a remarkable degree. Rather, they attempt to take advantage of their influence on environmental characteristics. When the environmental factors that the subordinates cannot control are studied, task structure comes up as the first one. When structure is low, directive leadership is more effective; because if employees are asked to do a routine job, they don't need to be continually told what to do. Similarly, the more formal the authority system is, the less directive leader behaviors subordinates tend to accept. Work group is another characteristic of the environment and if this group provides enough support for the employees, the worker don't look to the leader for this support; so, supportive leader behavior becomes less essential in such cases.

This model is appreciated as it is thought to have broadened the range of leader behaviors. Moreover, as Newstrom & Davis (1993) state, what makes this theory unique is that it is the first situational approach based on a motivational model. As for the criticisms against it, the entire model isn't fully tested and there are still speculations about it. Also, studies have found that employees are satisfied with this leadership style; however, there is not enough evidence about its effect on their performance. Bowditch & Buono (2005) also add that this theory describes leader-subordinate behaviors while it fails to explain leader-peer relations.

2.4.3.4. Vroom-Yetton-Jago Model: The model was developed to find an answer to the question 'How much participation in decisions by subordinates should leaders allow?'. In other words, the aim of this model is to determine the ideal form and amount of employee participation in decision making in different situations. Vroom and Yetton claim that just like the absence of a single best leadership style, there is no single best strategy for making decisions. After meticulous studies on the issue, researchers found

that there are five basic leadership decision styles which range from highly autocratic to group-oriented. Baron (1990) clarifies these five decision strategies as follows:

AI (Autocratic) : Leader solves problems or makes decisions unilaterally, using available information.

AII (Autocratic): Leader obtains necessary information from subordinates but then makes decisions unilaterally.

CI (Consultative): Leader shares the problem with subordinates individually, but then makes decisions unilaterally.

CII (Consultative): Leader shares problems with subordinates in group meetings but then makes decisions unilaterally.

GII (Group Decision): Leader shares problems with subordinates in group meetings and decision is reached through discussion to consensus.

Since decision-making strategies are supposed to differ from situation to situation, a set of questions about the characteristics of the particular problem are given to the managers. In this way, how the leader makes decisions and what decision-making style s/he adopts could be found by making use of the decision-tree consisting of eight questions. Leader are asked to answer these questions and their answers to these questioned determine their leadership style. These eight questions are listed by Griffin (2003) as follows:

1. *QR Quality Requirement*: How important is the technical quality of this decision?
2. *CR Commitment Requirement*: How important is subordinate commitment to the decisions?
3. *LI Leader's Information*: Do you have sufficient information to make a high-quality decision?
4. *ST Problem Structure*: Is the problem well-structured?
5. *CP Commitment Probability*: If you were to make the decision by yourself, is it reasonably certain that your subordinate(s) would be committed to the decision?

6. *GC Goal Congruence*: Do subordinates share the organizational goals to be attained in solving this problem?
7. *CO Subordinate Conflict*: Is conflict among subordinates over preferred solutions likely?
8. *SI Subordinate Information*: Do subordinates have sufficient information to make a high-quality decision?

In this model, it is persistently stressed that there is no best way to make decisions. Situations determine the nature of the decisions to be taken and the most important point is thought to involve subordinates in the decision-making process as much as possible so as to make right and effective decisions. Bowditch & Buono (2005) also mention three important factors that influence decision-making process. These are 1) the quality and rationality of the decision 2) the acceptance or commitment on the part of subordinates necessary for effective implementation and 3) time constraints.

Briefly, VYJ model highlights the importance of the way leaders make decisions and how they make their followers accept these decisions. It is appreciated as subordinates take part in making decisions and get clear guidance about choosing among many methods to reach decisions. However, there are some criticisms on it. First, the model is thought to be inherently complex, which makes it quite difficult for managers to understand. Second, that managers can accurately classify problems, that they are willing to fit their leadership styles to contingency models and that employees are ready to accept different styles for different problems are all just assumptions; therefore, the validity of these assumptions determine the usefulness or effectiveness of this model.

2.5. Teacher Leadership Defined

Due to this great emphasis on the idea of leadership and the development of many leadership theories based on numerous studies conducted, experts tended to associate leadership with the concepts of education and change. When the issue of leadership and change is evaluated in the educational context, it can obviously be seen that new trends around the world lead teachers and administrators to undertake various roles. Cranston

(2000) mentions one of these trends, beyond doubt, as the application of school-based management organizational reforms that will eventually lead to some radical changes, especially in the roles of teachers. It is also clarified that the main idea lying behind this new notion is that teachers' responsibilities and roles had better be rethought, and with reference to the requirements identified; teachers should take on some of the responsibilities of school administrators. Therefore, it becomes vital that opinions about the skills, knowledge and competencies teachers are expected to have in order to be effective should be revised. Hinton (1997) and Seddon (1999) claim that 'current reforms are leading to a reconceptualisation of 'what school is' and 'what teachers do' (cited in Cranton, 2000); however, how a school is structured and resourced are not the only things that change. The learning-teaching process also undergoes various changes, which causes teachers to face some challenges. As well as these changes, factors such as developing technology, globalisation and social changes are supposed to make a lot of alterations in the roles of teachers. In Cranston's (1998) opinion, teachers need to become expert curriculum leaders, networkers and partnership builders for succeeding in what they are doing; because young people are prepared by them for a world that contains lots of changes in the traditional concepts. This makes it vital for teachers to have great responsibility to improve student learning.

Upon realizing the changes in educators' roles, the concept of 'teacher leadership' has come to the fore and appropriate definitions for this term as well as what makes a teacher a good leader have started to be studied. Although many authors and researchers assert this concept's importance and try to describe different forms of teacher leadership, they mostly fail to give a fully explanatory definition of it. In Katyal and Ever's study (2004), teacher leadership was defined as an influence teachers have on students, not only in terms of their instructional guidance but also pastoral care. Although this seems to be a simple definition, teacher leadership is, in fact, a quite complicated issue which has two main facets. The first one is instructional leadership, which makes it necessary for teachers to help students in the process of meaning-making and applying school-based learning to situations out-of-school. The second one is the social aspect of teacher leadership. When experts look at this issue from this aspect, they usually perceive teacher leaders as role models and their personal

characteristics as well as work habits are thought to have an influence over the development of students to a great extent. Moreover, Childs-Bowen, Moller, and Scrivner (2000) define it as follows:

"We believe teachers are leaders when they function in professional learning communities to affect student learning; contribute to school improvement; inspire excellence in practice; and empower stakeholders to participate in educational improvement" (p. 28)

Wasley (1991) also states that teacher leadership is *"the ability ... to engage colleagues in experimentation and then examination of more powerful instructional practices in the service of more engaged student learning"* (p. 170) (cited in York and Duke, 2004)

As it can obviously be seen in these definitions, the expertise of teachers about teaching and learning makes up the core of this concept as it is viewed as the most efficient way to enhance student learning. Briefly, in York and Duke's (2004) words, the concept of teacher leadership actually means that teachers hold a central position in how schools operate and in the core functions of teaching and learning.

In order to better understand the importance of teacher leadership and its various aspects, looking into three important models of teacher leadership in the literature could be a good starting point. The earliest model defined teacher leaders as effective managers (Evans, 1996). Leithwood and Jantzi (1999, 2000) also approved that managing classrooms is related to leadership, however, they claimed that this is only one aspect of leadership and that leadership of teachers extends beyond the classroom.

In the second model, according to Katyal & Evers (2004), teachers are viewed as instructional guides, which is not considered very important these days. Students taking part in these studies stated that teachers' faulty pedagogical knowledge, their lack of communication skills and their work habits have an unfavorable influence on the consequences of teachers' leading students. Their leadership skills are also claimed to be influenced by their personal knowledge.

As for the current method of teacher leadership, the concept of collegial professionals who build collaborative cultures in schools has become important. This model emphasizes the vitality and effectiveness of building strong interrelationships within

members of the teaching community and it is claimed that the ambiguity about what makes teachers good leaders in the eye of students prevents this model from fully proving its effectiveness.

In the light of these three methods of leadership and several studies conducted in this area, several components of teacher leadership have been determined as the most important ones. First of all, teachers are advised to ignore the constraints stemming from the organization they work for and to spend most of their energy and time to improve their interactions with students. This is expected to promote students' *engagement*. Hence, student engagement has shown itself as one of the key elements of teacher leadership. As a result of this focus on students' engagement, Leithwood and Jantzi (1999, 2000) stated that it contains behavioral and affective components that are shown by their willingness to participate in school activities (behavioral) and their sense of belonging to the school (affective). Moreover, Finn (1989) mentioned that the more students engage in school activities, the more they can build self-esteem and become identified with schools. He also identified four levels of engagement which are:

- (i) School attendance.
- (ii) Taking initiative in the classroom.
- (iii) Participation in activities outside the formal curriculum and added motivation in their own learning.
- (iv) Participation in the school governance.

The findings of the studies conducted have actually explored *collaboration* as another important construct of teacher leadership as it is thought to be indispensable in institutions. Therefore, some studies were designed and conducted about the role of collaboration in teacher leadership. For instance, Campbell and Southworth's (1992) study of cultures of collaboration found that individuals should be given value as people since they make contributions to others as part of a team. For achieving this, great openness is highlighted and this was fostered by the creation of a secure environment. Thus, it is absolutely necessary for leaders to take into consideration the relationship between people, how interaction is developed within the school and how individuals are

developed. Further, Jeffrey and Woods (2003) attempted to find out what collaboration must involve and argued that ‘valuing individuals, interdependence, openness and trust’ are significant components of it. (cited in Hammersley & Brundrett, 2005) Moreover, Atkins (2002) stresses the importance of feeling valued and claims that the devolution of power and distributed leadership which occur as a result of feeling valued encourage teachers to get involved in innovation and change. In addition, values of the members of a society have an important role, because leadership is closely related to the philosophies on which education and school practice is based. Obviously, it has been agreed that these values have an effect on the style of leadership preferred.

In another study the results of which Hammersley & Brundrett (2005) reported, West-Burnham (2002) focuses on the concept of *interpersonal intelligence* in honest communication, the sharing of responsibility and interdependency. He claims that this kind of intelligence that is thought to be a strong motivation encourages tolerance, respect for others, self-esteem and understanding. This interpersonal intelligence concept is also supported by the subject leadership which encourages teachers to respect all forms of intelligence and to provide preparedness for all forms that are likely to be developed.

After trust, collaboration and student engagement are identified as three important components of teacher leadership, the characteristics of teacher leaders and some activities they should be engaged in started to be investigated. When the related literature is reviewed, the following activities are given by Cranston (2000) as the ones in which teacher leaders are expected to be engaged:

- *working as members of a school council and/or other major committees concerned with strategic decision-making and resourcing*
- *leading curriculum change, not only in their own classroom but school-wide as the impact of technology and globalisation require new directions in the teaching-learning process*
- *establishing partnerships with community members beyond the immediate school community to gain support for the teaching-learning process*
- *establishing and participating in global and local professional networks*
- *participating in professional development beyond that provided by ‘the system’ to ensure they maintain currency and relevancy in their curriculum*
- *developing external and internal accountability processes which require extensive monitoring, recording, and explanation of student learning outcomes, and providing effective addressal of deficiencies when they are detected; and*

· promoting and advocating for their school in the wider community in a highly competitive market-driven environment to ensure their school maintains student numbers and adequate resourcing. (p. 126)

Another thing that absolutely requires strong leadership is planned change in education. As Sherman and Camili (2002) stated, there are inconsistencies among the findings about the importance of the role of the teachers, principals and superintendents. No matter which one of these has the most important role, there are some necessary functions that contribute to the successful implementation of an innovation. These functions can be listed as:

1. shared vision
2. principal support
3. resource support

According to Fullan (2007), shared vision means the values, purpose and integrity for both what and how of improvement. Crichton (1990), on the other hand, describes vision as *'the ability to see the future. The ability to marshal resources to make that future vision reality'* (p. 380) *In the field of education, vision includes both a shared and sharable vision of what the school could look like that helps direct and drive the change and a strategy and plan for the change process* (Miles, 1987) (cited in Camilli & Sherman (2002)). As to the significance of the second factor, while trying to implement an innovation, principal support in the form of encouragement and the recognition of your efforts are essential (Sieber, 1981). Camilli and Sherman (2002) also transmit Firestone's (1989) remark that implementing an innovation usually necessitates special costs for teachers, principals and district supervisors and these are mostly in the form of increased effort, greater uncertainty and deviation from desired goals. When resource support is taken into account, it can be said that such kind of a support is essential as it includes getting money, time, personnel, materials and facilities

When the main components of teacher leadership and all necessary functions for the implementation of an innovation are provided, the influences of teacher leadership on the implementation process need to be discussed. It is possible to say that this process is influenced by some teacher orientations as well as leadership variables. The most

important ones of these orientations are teacher participation in school-based decision-making, teacher efficacy and pupil control ideology; and the most closely inspected one of them is teacher participation in decision making which has gained momentum over the past 10 years. This strategy aims to include teachers in the work of the school and redistribute power as Smylie and Brownlee (1996) reported. Its vitality is also highlighted by Rowan (1990) as he notes that involving teachers in the decision-making process enables them to be more committed to the school community and to enhance their expertise and effectiveness in the classroom. It also improves communication among teachers and administrators (Estler, 1988) and contributes to the quality of teachers' school life (Conley, Schmidle). As opposed to the results of these studies favoring teacher's participation in decision-making, there are some other studies which prove that it doesn't always lead to an instructional improvement in the classroom (Griffin, 1995) (cited in Sherman&Camilli, 2002).

In spite of the controversial results of numerous studies on teacher leadership, it has been confirmed that being a teacher-leader is a demanding and challenging task for both teachers and students. The main difficulty lies in cultivating a productive learning environment as it requires the teacher to spend a lot of time and energy. Likewise, it necessitates students to invest time, show initiative and take risks throughout the learning process as Fawcett and Brau (2005) mention. The main reason for the challenges a modern leader faces is that modern students are not eager to collaborate in their education. After all, the data collected in Fawcett and Brau's (2005) study in which learners are asked to evaluate the effectiveness of their professors indicate that pulling students out of their comfort zones and holding them responsible for their performance often cause teacher-effectiveness ratings to be too low for the professor. Also, the results of this study indicate that the modern teacher tends to yield to learners' expectations. Teachers' attention and encouragement usually have a positive influence on students; nevertheless, they mostly resist the risk involved in new learning. Hence, it is obvious that strict internalization and responsibility help the acquisition or improvement of some competitive skills, but at an uncomfortable, painful price. As a result, students tend to repay this pain in the form of low teacher evaluations as it can be seen from the data collected. In addition, it is mostly impossible for students to see the

long-term benefits of the new knowledge and the skills achieved during the education process. They usually appreciate demanding workloads, the necessity of active participation and the high standards employed only when they encounter the difficulties of the real world. In addition to the three core constructs of Jesus' teaching approach (1) empathy and motivation 2) rigor and internalization and 3) accountability and measurement), it is claimed that Jesus uses a rich variety of teaching techniques that enables the learners to broaden their horizons, step out of their comfort zones and become better people contributing to their society's prosperity.

After reviewing the definitions of teacher leadership and discussing the components and core functions of this concept, it will be useful to understand, in detail, the need to further the concept and its practice. First of all, employee participation is considered to be one of the most beneficial practices available since person power is essential to run the operations in an organization and employee perspectives can inform management so that they will be able to make more efficient decisions. Also, whenever employees participate in the management of an organization, this leads to great ownership and commitment to organizational goals. Second, expertise about teaching and learning is valued. Paulu and Winters (1998) explained its importance saying that teachers have "*front-line knowledge of classroom issues and the culture of schools, and they understand the support they need to do their jobs well*" (p. 7)(cited in York and Duke, 2004). Thirdly, the issue of how students benefit from teacher leadership is important. Barth (2001) claims that students have an opportunity to observe and experience democratic leadership thanks to the practice of teacher leadership. There are also such positive factors as higher teacher morale and better decisions about student life in school as their teachers are involved in decision making and leadership. Barth also adds that in order for students to learn, their teachers must learn first.

As for what teachers' responsibilities are, they take on formal and informal roles. They may sometimes be union representatives, department heads, curriculum specialists, mentors or members of some management teams. Also, they may coach peers to solve instructional problems, encourage parents to participate, work with colleagues in

groups, model reflective practice and continue their positions as classroom teachers, as Yoke and Duke (2004) note.

To sum up all those mentioned above, the modern era and its challenges necessitate effective leadership in all areas of life. As a result of the necessity of keeping up with all these developments and dealing with all these challenges, Fawcett and Brau (2005) state, teachers have taken on the responsibility of cultivating the knowledge worker and learning organization. What teacher-leaders are expected to do is to inspire people to make their best efforts and ideas so that they will be able to identify and implement creative solutions both in the society and in the school.

2.6. Characteristics of Leaders

As it was found out that leadership is viewed as the driving force of the system and there has been considerable debate about the value of leadership and the importance of being a 'learning community', it is now necessary to explain what are expected from leaders. All studies conducted and all models put forward aimed to identify some leader characteristics and each of them came up with a list of traits congruent with their viewpoints. What is important here is that these lists of characteristics determined show parallelism to one another to a great extent. In order to understand it better and determine which characteristics experts or researchers are like-minded about, some of these lists of traits are compared.

As a result of the comparisons made, it has been found that leaders are expected to be enthusiastic about their work and role as a leader. This necessity is said to stem from people's tendency to respond more openly to a person who is passionate and dedicated. Furthermore, leaders need to be confident so that they will be able to inspire confidence in others by reassuring them. If a person looks confident as a leader, s/he can gain the trust of the team and the members make much more effort to complete the task given in the best way possible. (Goetsch,1997; White,2005; Blanchard,2005). Third, it is vital for a good leader to set a good example as challenging others to do their best and establishing an ethical framework enable an organization to function as a whole. So as

to achieve this, leaders are expected to set a consistent example of the most important characteristics of leaders, be a role model for the team members and reinforce appropriate behaviors of the members of the organization. (Goetsch,1997; Bennis and Nanus,1986; Blanchard,2005). A good leader must also be trustworthy in order to lead other people. Moreover, great leaders must be tolerant of ambiguity and calm whatever the situation is. It is claimed that storms, emotions and crises come and go; thus, what a good leader should do is to see them as part of the journey and remain calm (White,2005 and Goetsch,1997). Another requirement for being a good leader is acting as a source of inspiration and motivator. Because good leaders enjoy their job, which helps them empower, inspire and motivate people towards the desired goals as well as keeping them focused on the goals. Inspiring others to make their best efforts and to bring their best thinking to their works surely enables an organization function well. It has also been mentioned that a real leader identifies needs, help people agree on a common vision, mobilize resources, and inspire people to make decisions and empower them to implement them. Therefore; inspiring words, actions and emotions that encourage people to go beyond their limits may be effective tools contributing to an organization's success (Tichy,1997; Cole, 1996, White,2005 and Goetsch,1997). The sixth trait good leaders are thought to have is openness and honesty. Leaders are expected to maintain an open door policy which means that they need to be open, honest and easy to talk with. The most common explanation about why it is essential for leaders to be honest is that if they are open and honest, their followers trust them and they are convinced that it is possible for them to make difficult situations even if the situations are unpleasant. In short, integrity, honesty and a strong moral compass are indispensable for effective leadership and leaders must be honest and fair not only in their decisions but also in the way they treat people (Everard and Burrow, 1996; Cole,1996, Blanchard,2005 and Goetsch,1997). In addition, gaining respect is viewed as the primary requirement by some as it is necessary for building and maintaining a following. As well as gaining respect, leaders must respect others and expect from them to do high quality work. (Drucker,1999; Goetsch,1997, Cole,1996 and Everard and Burrow,1996). The eighth most important characteristic of leaders is that they are committed and knowledgeable. Balanced commitment to the job to be done and to the people who must do it is essential. It is also vital for excellent leaders to be committed

to the organizational goals and their own personal and professional development in addition to the people they work with. They may also need to be committed to excellence, have high standards and encourage their followers to achieve excellence in all areas (Evans,2004; Reimann,1991 and Goetsch,1997). Cole (1996) also states that leaders must take responsibility for themselves and their behavior. Tenth, being empathetic and understanding is a basic trait of great leaders. Leaders must try to encourage people to express what they think and how they feel. They must also make these people feel that they are members of the organization (Blanchard,2005; Cole,1996, Goetsch,1997 and Everard and Burrow,1996). Leaders are also expected to be firm but fair as credibility is quite an important characteristic and it can best be achieved by acting knowledgeably, consistently, fairly and impartially. This means that so as to be credible, a good leader should always be equitable and fair in their treatments towards employees (Goetsch,1997 and Blanchard,2005). Next, courage is another important trait in the list as leaders are expected to be willing to take risks and try new methods or approaches in order to solve problems (Everard and Burrow,1996; Blanchard,2005 and Goetsch,1997). Additionally, sense of humor and a humbleness that is inspiring are two other traits of good leaders. Leaders are considered to need the ability to renew themselves and others through story, humor and reflection (Goetsch,1997; Blanchard,2005 and Cole,1996). They are also considered to be optimistic, patient, supportive and good listeners. They must let other people solve most of their own problems and make their own decisions, but support them during this process. They must also listen to other people well and keep the promises they make (Goetsch,1997 and Blanchard,2005). Another trait required is objectivity and this necessitates careful thinking about all aspects of an event and individual differences. Leaders must also think about the possible consequences of each action (Goetsch,1997 and Everard and Burrow,1996). Finally, it is important for a leader to be trusted and live with honesty and integrity as s/he gains his/her authority thanks to people's respect for his/her character and trustworthiness (Goetsch,1997 and White,2005).

Subsequent to the emphasis on the vitality of these traits, a number of characteristics that are supposed to build respect are itemized by Blanchard (2005). The first one of them is sense of purpose as knowing who they are, where they fit in the organization and what kind of contributions they should make are important. The second one is self-

discipline as it is thought to prevent leaders from yielding to their own wishes; they can control their emotions such as anger, and handle problems with a positive attitude. Honesty is the third item in this list and the explanation about why it is essential is that if they are open and honest, their followers trust successful leaders and these followers are convinced that they can make difficult decisions in unpleasant situations consistently. Another characteristic required is credibility. Good leaders are said to achieve it by acting knowledgeably, consistently, fairly and impartially. Next, common sense makes leaders successful as they must distinguish important points from unimportant ones in a particular situation and make logical decisions about when to act flexibly. The sixth item is stamina which means that as leaders are likely to face more intense pressures compared to the other members of an organization; they need energy, endurance and good health. Moreover, excellent leaders are expected to have commitment as it is vital for them to be committed to the organizational goals, the people they work with and their own personal and professional development. Finally, steadfastness is included in the list of essential characteristics, because successful leaders are firm and resolute since people mostly tend to refuse to follow a noncommittal, indecisive person.

Apart from the traits mentioned above, Goetsch and Davis (1997) add some other leader characteristics to his list. They claim that successful leaders must keep the main goal in focus and think analytically, explains the reasons for instructions and procedures, cares about his/her employees and how they are doing, doesn't let others give up, gives at least a second chance, works as hard or harder than anyone else, gives personal guidance and direction and corrects others' performance in private, celebrates success, wants to hear and act on others' ideas, gets everyone involved, handles disagreements privately, sets attainable milestones, says 'we' instead of 'I', insists on training and communicates philosophy and values. They also add that whatever the backgrounds of good leaders, they must have good communication skills to establish strong relationships with employees, have positive influence on others by using their power appropriately and efficiently and be persuasive.

The characteristics of excellent leadership were listed by Reimann (1991), too. In addition to being knowledgeable and committed, leaders should also be personally involved in education and interact with employees, customers and suppliers regularly. Second, they are thought to have a missionary zeal. The more effort leaders make, the more change they lead to, which requires them to work actively to promote quality not only inside but also outside the company. Thirdly, excellent leaders have aggressive targets. They should seek for ways of making large gains and finding out different processes as just improving processes is not sufficient. Fourth, they are strong drivers as they need to set and maintain some targets used for driving improvements. One of the best ways of doing this is to have clearly defined objectives. Next, they facilitate the communication of values by determining some bases such as written policies and guidelines for clear and consistent communications. The sixth characteristic is that excellent leaders are wary of the structure of the organization. This means that everything should be organized in such a way that employees at lower levels must have a certain degree of authority and managers must coach employees rather than manage them. Lastly, they care about customer contact since it is essential for customers to have access to managers all the time.

As to what Warren Bennis & Burt Nanus (1986) think about effective leaders, in addition to some of the traits aforementioned, they believe that leaders must overcome resistance to change by guaranteeing voluntary commitment to common goals and values. Furthermore; when the needs of the organization and one of the members conflict, a good leader must find some ways of bringing the needs of both together without giving harm to either.

Similarly, Drucker (1999) sets some criteria to determine what makes a manager a good leader. He claims that leaders clearly define and share the mission of the organization, they set goals, priorities and standards, and they think that leadership is just a responsibility, not a privilege of rank. Moreover, he mentions that leaders must surround themselves with strong and knowledgeable people capable of making contributions to the success of the organization.

Goetsch and Davis (1997) also deal with a different aspect of the issue and state that in order to be able to motivate or inspire people, a good leader must first understand individual needs and apply Maslow's model to satisfy these needs in the appropriate order. Next, s/he must understand individual beliefs, which can only be achieved by observing, listening, asking and taking the time to establish trust. The reason why this is so important is that employees are shown the relationship between the organizational goals and their own beliefs. Another way of motivating employees is certainly collecting, logging, tracking and acting out particular input, encouraging the employees to improve weak suggestions instead of rejecting them and rewarding employees for improvements.

Other researchers who made a long list of basic leadership traits are Everard and Burrow (1996). They focused on the importance of leadership and mentioned that the direct relationship between the success of an organization and leadership makes it obligatory for managers to possess certain leadership traits. Despite numerous traits having come to the fore as leader characteristics, eleven of them were considered to be the most fundamental ones by them. The first one of them is '*intelligence*' as leaders are expected to use it not only to study, learn and improve their management skills but also to help other people to learn and develop new skills. The second one is '*judgment*' and the vitality of this trait lies in the fact that since leaders have to make a lot of decisions, they need to take all relevant factors into consideration, apply new information or experience and use good judgment. Another trait is '*objectivity*'. Leaders must take into consideration everything related to an event and become aware of the importance of individual differences. Moreover, leaders need to have '*initiative*' because it is necessary for them to be ambitious about reaching their goals, be highly motivated and encourage others to act or make decisions. The fifth one is '*dependability*'. Leaders must be consistent and make promises they can fulfill. They are committed and expect others to be so. So, people working with them rely on them. In addition to all these characteristics, '*cooperation*' seems to be an essential trait leaders must have as they must be aware of the importance of working together. They also attempt to develop cooperative relations among people around them. Next, leaders need to be '*honest*' and fair towards other people. The eighth trait in this list is '*courage*' and leaders are

expected to be eager to take on responsibility in risky situations and to solve their problems using new approaches. Another important characteristic leaders must embody is '*confidence*' and the explanation about its vitality is that leaders must confide in themselves and their own judgment. The tenth leader trait is '*stability*' which requires leaders to be consistent in their reactions towards people or events. In addition, they must not be very emotional and must contribute to the solution of other people's problems and to the reduction of conflicts. The last one is that leaders must be '*understanding*' and try to encourage people to share their thoughts and feelings.

Finally, in addition to the traits mentioned, Evans (2004) attempted to determine the responsibilities of a leader in an organization and claimed that the development of the workforce and the encouragement of participation, learning, innovation and creativity are only a few of them. Leaders must also serve as role models, reinforce the values of the company and encourage leadership in other sections of the organization through their personal commitment.

At the very end of this section, it is worth mentioning that although there hasn't been much research aiming to distinguish these two concepts, Newstrom and Davis (1993) found it necessary to find out the differences between leader traits and leader behaviors. They claimed that traits provide the latent potential while behaviors are successful release these traits. They also added that although these two are interrelated, traits are mostly fixed whereas behaviors can be learnt or altered. As a result of these distinctions, they claimed that leaders use three types of skills: technical, human and conceptual. Technical skill is concerned with the knowledge or ability in a particular type of process or technique. As the subordinates of leaders or managers are responsible for the job performance at operating or professional levels, this type of skill is viewed as less important than the other types. As to the use of human skill, it refers to the ability to communicate effectively with people and build and work as teams. This is actually a major component of leadership emphasized quite often. Third, conceptual skill helps a leader think in terms of models, frameworks and broad relationships. What makes each of these three types of skills different from each other is that technical skill involves things, human skill is about people and conceptual skill is concerned with ideas.

In the light of all these definitions and comparisons, it is quite easy to understand that leadership is a very demanding and challenging task. Effective leaders know that true leadership doesn't only include commanding and controlling as Noel Tichy (1997) mentions. Although they have a lot of crucial roles in the process, the most critical one of them is undoubtedly empowering and inspiring people as it contributes to the creation of the 'knowledge worker' who can recognize opportunities, analyze problems and make effort to find creative solutions. He also adds that the best way of inspiring individuals is surely teaching and states that great leaders use every opportunity to teach, accomplish key goals through the people they teach, and teach others to be leaders so that leaders are developed throughout the organization.

2.7. Characteristics of School Leaders and Effective Teachers

A great focus on teachers' role as leaders caused the experts in this field to look into the characteristics of good leaders and good teachers. The ultimate goal of most of these studies conducted was to find out if the traits of effective teachers and good leaders overlap and if they do, to what extent similarities can be found. Therefore, the definitions of 'effective teacher' concept was analysed first. Benson (2001) defined it as a person who *'provides information to students in a way that is clear, understandable, and motivating'*. In the light of another study, Young and Shaw (1999) claimed that in order to teach effectively, it is vital for a teacher to have qualities such as effective communication, a comfortable learning atmosphere, concern for student learning, student motivation and course organization. A similar list was also given by Clark and Walsch (2002) who noted that effective teachers must have strong content knowledge, appropriate pedagogical skills, personal knowledge including the ability to forge strong relationships with learners and knowledge of the context where teaching/learning occurs. Furthermore, as well as the traits these teachers should have, the things they tend to do are explained by Cheung (2006). He states that they tend to spend more time on teaching and curricular planning, work with problematic students for longer periods of time, remain in their posts for a long time, be enthusiastic to teach, be tolerant towards students' mistakes, be sensitive to learner needs and participate and build onto the learning experiences of their students.

Campbell (2004), on the other hand, touched upon the multidimensionality of teacher effectiveness by making use of the previous researches and identified six dimensions which are personality traits, professional development and field knowledge, communication skills-verbal ability, classroom management, instructional organization and measurement & evaluation.

When the related literature is reviewed and the results of these studies conducted are analyzed, it can obviously be seen that the characteristics of effective teachers are not very different from the traits mentioned above. When the characteristics of good leaders in general are applied to the educational setting, it is possible to discover that effective teachers must be capable of meeting all these requirements in order to be called 'good' or 'successful' leaders. There are numerous studies focusing on this issue and it is possible to find some key elements essential for effective school leadership in the literature.

To begin with, Hammersley and Brundrett (2005) claim that some of these good leader teacher characteristics are enthusiasm and self-confidence, sharing their expertise and knowledge, listening to colleagues and valuing their opinions, working with colleagues to develop a vision and strategies to realize that vision, communicating honestly and building a culture of mutual trust and respect and being clear about their educational values and philosophies.

If we are to look at the educational setting more closely, we realize that the most important thing to be kept in mind is that the only way of interaction within the classroom is between students and teachers; therefore, to what extent teacher can keep students engaged depends on his/her personal attributes. In the light of this assumption, Bryk and Schneider (2002) designed a study on teachers' personal attributes and found that students believe hardworking and approachable teachers look like leaders rather than the highly professionalized ones. Students also want to see a certain amount of passion for teaching and enthusiasm in teachers. Furthermore, they mentioned that trust has an enormous influence on school improvement. Bottery (2003) also emphasized the vitality of having genuine two-way trust so as to create self-worth and job satisfaction.

As a result, leadership styles have become important at schools so that a culture of trust, sharing and learning will be established.

In the study conducted by Hammersey and Brundrett's (2005), teachers involved in this study also highlighted the importance of being consultative leaders who encourage the staff in decision-making and developing policy. Openness to the ideas and expectations of other people was mentioned as another essential in the establishment process of a supportive community as it helps create an atmosphere of excitement and creativity. These will also help the staff take more risks and contribute their ideas without hesitation or fear. Also, these people will see their contributions were important. These results were also evaluated in the context of education and it was noted that the aim of the teacher leader should then be to create a no-blame culture in which right people do the right things by taking the initiative of what they are doing. Also, it is an agreed-upon fact that the role of teachers in the classroom or the managers in organizations is to be able to spot the potential of the people around and direct them into channels that would expand their abilities as well as keeping them lively during this process. In order to be able to do all these, getting involved in professional development activities is essential. According to the head teachers involved in the study, school improvement can only be achieved through encouraging staff to develop their skills, enabling them to bring new ideas and initiatives into the school and appreciating their contributions in an open, supportive and trustworthy atmosphere.

The results of the studies mentioned up to now indicate that leader teachers' personal traits are seen as one of the most important factors affecting the teaching-learning process and students' engagement in the activities used in an educational setting. In order to elaborate on this issue, the results of a study carried out by House and Howell (1992) can also be mentioned. They indicate that teacher leaders motivate, communicate and nurture the growth of students and, in this way, they facilitate the complex dynamics of pedagogical interactions. Also, people are motivated to change individual behaviours to cooperative group behaviours and they give direction to other people's lives. Also, leaders are supposed to determine their visions according to their followers' key values and it is vital for them to establish a culture in which there are shared

meanings. Nonetheless, the case was a bit different in the classroom as students and teachers interact a lot there. Thus, there is little stress on vision-building and shared goals. At this point, since teachers are expected to help students socialize, teachers' personal characteristics have gained greater importance. This could be inferred from how the participants of this study defined the characteristics of a teacher-leader and the explanations in parentheses belong to the students attempting to justify their opinions. They stated that teacher leaders are committed to their students (Some teachers are always thinking of us. Not just thinking of the subjects but care about other things), fair, humane (I would like her to speak to me as her daughter), free from personal biases (Teachers should not have biases. They may hate one girl and do a lot of mean things to them), empathetic (They treat us with respect), supportive (They give support and counseling. Equal opportunities to all the kids. Sometimes the teachers do not do this they give too much attention to some kids and not enough to others), approachable (If there is a teacher with a young heart, we can get close to her because s/he understands what we think. So it is easy for us to talk to these people who understand us. Some are young and active and they care about our lives not just the studies and they like to play with us. But some are serious, they always deduct marks because of our uniform) and hardworking (If the teachers are putting in work, it is obvious. Others do not put in the work. Some teachers are slackers. When you know that teachers are slackers, I do not respect them. Thus, only the charismatic dimension of the transformational leadership model seems relevant to the form of leadership that teachers practice in these three schools. (And this may even be explained by appeal to the earlier trait theories of leadership). They also have good communicative skills (Some talkative teachers are good. Teachers are very busy but some teachers find time to talk to us) and good pedagogical skills

Moreover, Hammersley and Brundrett (2005) emphasized attempted to find out the characteristics of good subject leaders in their study. Some of these characteristics are listed as having good subject knowledge and a high level of interpersonal skills, being enthusiastic and a motivator (having ideas and sharing thinking), being a good role model and subject practitioner, leading an area of school life in ways relating to whole school approaches, developing others' expertise, being persuasive and being

approachable. Some more practical skills such as maintaining and developing resources, keeping records and evidence of progression, meeting standards through monitoring and keeping their subject knowledge up-to-date are also noted. Flexibility is also viewed as another quality of a leader as it is essential to be able to adapt to the needs of a situation or change tactics in case of a problem. Also, as mentioned before, teachers as leaders should look beyond the curriculum boundaries and think about learning as a wide concept. That is, teacher-leaders must move away from a purely subject oriented view of learning and believe in looking at cross-curricular issues. Rather than just looking at subjects, they should look at the tools that cross all subjects. Correspondingly, both head teachers and the subject leaders in Nordvik and Bergsvik's (2008) study considered leadership to be about setting the vision and communicating that vision throughout the whole organization. Because they thought that the successful communication of vision would involve leaders in managing people towards particular goals and establishing values.

Another set of characteristics of good teachers are also listed and they are reported to have good knowledge of subject area, energy, the knowledge of child development, a sense of humor and passion. Moreover, it was added that they constantly learn, work in collaboration with other teachers and school mission, maintain the balance between direct teaching and "personal-global-creative" approach, want to teach; see teaching as a lifestyle, not a job, make a lot of effort to differentiate the curriculum to challenge every student and seek outside resources as well as integrating them into the curriculum. Such teachers are also expected to be respectful of children and parents while still authoritative, caring and capable of helping students get engaged and excited about learning. They set high standards for self and students, are named as one of the best teachers by students and their voice is not shrill or mumbling. (*retrieved from <http://msfrizzle.blogspot.com/2005/08/observable-characteristics-of-good.html> 2005*)

As to the studies carried out in the Turkish context, they mostly came up with a similar list of teacher traits. Taşkafa (1989), for instance, found giving positive reinforcement and being friendly as the most desirable characteristics of teachers. Likewise, in Telli, den Brok and Çakıroğlu (1008)'s study, positive teacher-student interaction came out to be more important than the other teacher traits such as subject-matter knowledge.

Feldman (1986) looked at this issue from a slightly different perspective and pointed to the fact that there may be some differences between students' perceptions and teachers' actual personalities. Nonetheless, his previous research indicated that some traits such as positive self-regard, energy, enthusiasm and positive regard for others were viewed as the most important ones.

Some other studies conducted in Turkey, on the other hand, especially focused on the characteristics of foreign language teachers. To illustrate, the characteristics of an effective teacher show great parallelism in Demirel (1990) and Saraç-Süzer (2007)'s studies which indicate that students prefer teachers who have personal strategies to teach, create a positive classroom atmosphere, are good role models, are knowledgeable on target cultures, have positive personal characteristics, have correct pronunciation of English sounds and use effective classroom materials and technology. Similarly, Arıkan, Taşer and Saraç-Süzer (2008) found that an effective teacher is friendly, young, enthusiastic, creative and humorous. Students also preferred teachers who are native speakers of Turkish, but fluent in English. Moreover, participants found it essential that effective teachers have correct pronunciation, teach grammar through real life situations and make use of educational games during the lessons.

When all these traits classified as favorable for being a good leader and a good teacher are investigated carefully, it can easily be seen that characteristics of successful leaders and characteristics of effective teachers overlap to a great extent. Students mostly define 'effective instructors', 'great teachers' and 'good leader-educators' using terms that closely resemble each other in whichever field those studies are conducted. The findings also indicate that traits pertaining to their subject knowledge and pedagogical knowledge as well as their physical and personal characteristics are mentioned in nearly all of these studies.

CHAPTER 3

METHODOLOGY

3.1. About the Study

The main concern of this study was to find out the most important characteristics of teachers who, in students' opinion, enable them to develop positive language learning behaviors. In other words, the opinions of students at Anadolu University School of Foreign Languages about the personal characteristics, physical characteristics, pedagogical knowledge and field knowledge of English teachers that embody the features of effective leaders as teachers were investigated and which group of characteristics students view as the most important was identified. In this chapter, the overall research design, participants of the study, the data collection instrument and the data analysis procedures are included.

3.2. Participants

The study was conducted at Eskişehir Anadolu University School of Foreign Languages and a total of 375 preparatory school students with elementary and lower intermediate levels of English took part in it. These students constituted seven elementary and eight lower intermediate classes which were randomly chosen. All of these participants were supposed to have been taught a foreign language for about eight to nine years before they started university and they all had past experiences of language learning. Moreover, as the study was carried out at the end of the year, these subjects had the opportunity to participate in English classes for an eight-month-period at Anadolu University School of Foreign Languages. The questionnaire was given to 375 students in fifteen classrooms; however, 72 of them were eliminated from the study for various reasons such as choosing more than one statement or providing no answers to some of the items in the questionnaire. Therefore, the remaining 303 questionnaires provided the data to be analyzed.

3.3. Instrument

Due to the lack of a questionnaire in literature directly categorizing the characteristics of English teachers as ‘personal characteristics’, ‘physical characteristics’, ‘pedagogical knowledge’ and ‘field knowledge’ and aiming to put students’ opinions related to these traits’ in order of importance, a ‘‘Students’ Opinions About The Characteristics of Leader Teachers Questionnaire’’ was developed to be used for this study.

The questionnaire is defined by Brace (2004) as one of the ways of ensuring the communication between the researcher and the subject. A questionnaire enables the researcher to articulate what s/he wants to know in the question form and to get answers to these questions through it. In other words, questionnaires are the medium of conversation between the two parties of a study. Brace also focuses on many different types of surveys and discusses the advantages and disadvantages of each one. In the light of the information given by him, a self-completion survey was determined to be the most appropriate way of conducting this study. He claims that the absence of an interviewer in self-completion surveys reveals the potential of respondent bias in the responses and helps the participants of the study to be more honest. Further, little time pressure on respondents is listed among other advantages of using self-completion surveys. It is also the easiest and quickest way of gathering data from a large population. As for the planning phase of a questionnaire, the first thing to be done is to define the objectives that the study is to answer and the following steps are as follows:

1. *Define the principal information that is required*
2. *Determine what else is required for analysis purposes*
3. *Map the flow of the subject areas or sub-sections within the questionnaire (p43)*

When all these things are taken into consideration, it becomes obvious that determining the objectives of the study, providing some information about the subjects and the setting if necessary and deciding upon the parts and the function of each part in the questionnaire are all essential if the study is based upon a questionnaire.

About the use of questionnaires, Büyüköztürk (2004) cites two assumptions Wolf (1988) claims a questionnaire holds. First of all, it is assumed that the respondent reads and understands the questionnaire items. Second, the respondent is supposed to be ready to answer the items in an honest way. He also emphasizes the necessity of going through some basic steps while planning a questionnaire and itemizes them as defining the problem, writing the items, getting feedback from experts and piloting. In the remaining part of this chapter, how all these steps were followed during the planning phase of the instrument that was used in this study is explained.

3.3.1. Defining the Problem: It is obvious that teachers are expected to have some characteristics so as to be called as ‘good leader teachers’ or ‘effective teachers’ and these characteristics increase in variety depending on the individuals who are asked to list these traits. Surely, who should be involved in such studies is students as their opinions and expectations are highly influential on the teaching/learning process. Therefore, this study aims to find out which group of traits students tend to view as the most important set of teacher characteristics; hence, the most efficient way of discovering students’ opinions seems to be using a questionnaire. After the problem and the route to be followed during the study had been determined, what should be done in the second step started to be thought about.

3.3.2. Writing the Items: When the ways of determining the items of a questionnaire are investigated, the most probable methods suggested seem to be asking a small group to write a composition about the subject under study (Büyüköztürk, 2004) or to answer one or more open ended-questions related to this (Gillham, 2000). What the investigators repeatedly mention here is that while gathering data for a new questionnaire making use of these ways, choosing and working with a group embodying similar characteristics to your target group’s is essential.

Having determined the problem and deciding on the type of the instrument to be used, the researcher gave an open-ended question to 124 students studying at Eskişehir Osmangazi University Department of Foreign Languages (See Appendix A). The statement given asked these students to write what they think the characteristics of English teachers that help them develop positive language learning behaviors are, and it

was given in Turkish and students were asked to write their responses in their mother tongue-Turkish- as well so that they would be able to feel comfortable and express their opinions more clearly and easily. Following this first step towards determining the questionnaire items, the content of students' responses were analyzed and the idea units were found. As a result of this analysis, 60 distinct items were formed (See Appendix B) and the frequency with which they had been mentioned by students was identified.

In addition to students' responses, literature was reviewed to find out the characteristics of effective teachers and good leaders. As a result, the most frequent items written by students and those found out in the previous studies conducted were listed. For instance, 'Effective teachers have sense of humor' is written as a response to the open-ended question by 43 students and it is also mentioned as one of the characteristics of good leaders by Goetsch and Davis (1997). Likewise, 'An effective language teacher doesn't have difficulty in pronouncing English words' was stated by 23 preparatory school students as one of the most important characteristics of effective English teachers. Next, all these items mentioned frequently were put into four different categories labeled as 'physical characteristics', 'personal characteristics', 'pedagogical knowledge' and 'field knowledge' by the researcher and two other instructors so that there would be no confusion about which characteristics must fall into which category. Figures 3.2., 3.3., 3.4. and 3.5. show the questionnaire items divided into four different categories.

Table 3.1 – Items Pertaining to Teachers' Physical Characteristics

Teachers must appeal to the eye with their good-looking appearance.
Teachers must have non-monotonic voices.
Teachers must use their gestures and postures effectively.
Teachers must have a clear and understandable speech manner.
Teachers must have an impressive tone of voice.
Teachers must speak fluently.
Teachers must use their voices effectively.
Teachers must use appropriate intonations while speaking.
Teachers must choose plain clothes appropriate for the learning environment.
Teachers must have an appropriate speech pace while communicating with students.

Table 3.2 – Items Pertaining to Teachers’ Personal Characteristics

Teachers must keep their promises.
Teachers must be self-confident.
Teachers must be sensitive to the problems of students or groups.
Teachers must be respectful to students in the process of teaching/learning.
Teachers must not be judgmental while correcting students’ mistakes.
Teachers must be patient at all phases of teaching/learning process.
Teachers must be empathetic towards students in case of difficulties they face.
Teachers must treat all students fairly.
Teachers must have sense of humor.
Teachers must be problem-solvers.

Table 3.3 – Items Pertaining to Teachers’ Pedagogical Knowledge

Teachers must monitor students’ language learning performances closely.
Teachers must set attainable goals for students.
Teachers must use a variety of techniques during the teaching process.
Teachers must be aware of the fact that students have different interests, abilities and needs.
Teachers must have the necessary pedagogical knowledge.
Teachers must provide students with opportunities to make their own decisions related to their learning.
Teachers must motivate students for learning.
Teachers must inform students about the learning goals set beforehand.
Teachers must help students feel comfortable during the learning process.
Teachers must deal with poorly motivated students individually.

Table 3.4 – Items Pertaining to Teachers’ Field Knowledge

Teachers must speak English with a good accent.
Teachers must provide students with information about the use of English in real life.
Teachers must have the necessary knowledge about English grammar.
Teachers mustn’t have difficulty in pronouncing English words.
Teachers must determine the points which are difficult to teach/learn in English.
Teachers must have the necessary knowledge about English idioms and collocations.
Teachers must have mastery over the subject aimed to be taught during the lesson.
Teachers must know an adequate amount of English vocabulary.
Teachers must speak English nearly as fluently as a native speaker.
Teachers must make use of the techniques supposed to contribute to the improvement of language skills such as reading and listening.

Having categorized all these items, the researcher came up with a questionnaire with three different sections including different question types. In it, there were questions including some teacher characteristics which needed to be ranked in order of importance, ones which required participants to give explanations as to why they are important and ones which ask them to choose the most important one for them. Moreover, this questionnaire was prepared in Turkish so as to avoid facing problems related to students’ English proficiency levels or the high levels of anxiety caused by the possible difficulty of understanding and answering the question in English. Hence, the Turkish version was administered to the participants and the questionnaire was later translated into English by the researcher. This was thought to enable the researcher to analyze the results better and more easily.

3.3.3. Getting Feedback from Experts: Following the formation of the items, a questionnaire consisting of three different parts with different question types was sent to three experts from English Language Teaching and Educational Sciences Departments for expert opinion. All of these experts were academicians at Anadolu University

Faculty of Education. One of them was an associate professor, one was an assistant professor and the other one was a lecturer having a PhD degree. These experts were asked to comment on and evaluate the content of the instrument. They were actually expected to express their opinions about whether the statements were clear enough for all participants to perceive in the same way, whether they were appropriate for finding out what was aimed at and whether all of the statements belonged to appropriate categories or not. Moreover, they were asked to suggest changes as well as the elimination and addition of some items.

In parallel with the suggestions and feedback obtained, the questionnaire was revised and two parts of the questionnaire were incorporated into the third part as all those sections were thought to measure nearly the same things. Furthermore, some of the statements that were said to be a bit ambiguous were reworded in the light of experts' suggestions. For instance, one of the statements taking part in the first version of the questionnaire was 'Effective teachers must encourage students to take risks and initiative during the learning process'. The experts found this statement a bit complex and unclear. Thus, it was eliminated. Finally, the inappropriate items were replaced by the new ones and some minor changes were made on some others.

As a result of all these feedback and comments obtained from experts and the revisions following them, a ten-item-questionnaire was constructed and each of these items included four teacher characteristics (See Appendix C). Of these four statements, one is a 'physical characteristic' and one is a 'personal characteristic' while the other two are supposed to be the indicators of teachers' 'pedagogical' and 'field knowledge'. This means that each item included a statement belonging to one of those four categories and the assignment of these statements (statements) to the ten items was done randomly.

In the questionnaire, students were asked to choose only one of these teacher characteristics which they thought were the most important. Also, students were asked to explain the reason why they thought it was more important than the other three items; thus, they were required to complete a sentence beginning with 'BECAUSE' written below each item.

3.3.4. Getting Feedback from Students: Before the administration of the questionnaire, it was given to four students by the researcher in order to check if the items are clear enough for them to understand. The researcher worked with these students one by one and asked them to read and think aloud while choosing the items. During this process, the researcher took some notes about the parts that are thought to be ambiguous by these students and they were asked if there were any problems related to the pattern of the pages. In the light of all these feedback students gave, these parts were later revised and necessary changes were made.

3.4. Data Collection Procedures

Permission needed to be got from Anadolu University Rectorate in order to conduct the study. Once the permission had been granted, the questionnaires were given to participants at the end of the 2008-2009 spring term. At the beginning of the questionnaire, participants were informed about the aim of the study and it was mentioned that the questionnaire was part of a Master's Degree Study and their comments and explanations would be beneficial. After informed consent had been obtained from the participants, they were asked to choose the most important items for them and explain the reasons why they think so in the questionnaire. To ensure anonymity, students were asked not to write their names on their questionnaires. They were given about 20 minutes to complete it. Finally, the questionnaires were collected from teachers by the researcher.

In the data collection process, the participants were asked to choose one of the four statements written under each item. In this way, identifying which group of teacher traits are viewed as the most desirable ones by students was aimed. In the second step, their explanations about why the item they had chosen was important for them were asked for.

3.5. Data Analysis Procedure

The data gathered was analyzed using descriptive statistics. So as to find an answer to the first research question ‘What are the most important characteristics of teachers, in students’ opinion, who enable learners to develop positive language learning behaviors?’, the first thing done in the analysis process was to calculate the counts and percentages of students’ answers to each item. These frequency and percentage calculations for each statement aimed to provide an answer to the second research question ‘Which type of teacher traits (personal characteristics, physical characteristics, field knowledge or pedagogical knowledge) are viewed by students as the most important traits of teachers who enable students to develop positive language learning behaviors?’ and information about students’ choices among the four statements given and their distribution within each item. Secondly, participants’ responses were calculated in terms of frequency and percentage holistically and their general tendency pertaining to the characteristics which belong to four different categories was tried to be identified.

As for the way in which students are made to articulate why they think in the way they do about the statements they have chosen and contemplate about their choices in a more detailed way, students’ explanations about their preferences pertaining to teacher characteristics that help them develop positive language learning behaviors were analysed. Therefore, the third research question ‘What are the most frequently mentioned reasons that underlie students’ choices related to the characteristics of teachers who enable their students to develop positive language learning behaviors?’ was answered. Their answers to the open-ended part were classified into some main themes by the researcher and another person studying in the same field, which means that thematic analysis was used in this part of the study. As a result, the most frequent reasons mentioned for each item were identified and the most important ones underlying students’ preferences concerning language teaching/learning were identified.

CHAPTER 4

RESULTS AND DISCUSSION

In this section, the results of the present study are presented in accordance with the students' preferences about the characteristics of teachers who lead and help them to develop positive language learning behaviors. In the first part, students' choices are evaluated in order to answer the first and second research questions whereas, in the second part, students' opinions about the reasons why they think the traits they have chosen are essential are analyzed, and at the very end of the chapter, a summary of the findings are presented.

4.1. Aims of the Questionnaire

In the present study, a ten-item-questionnaire was used in order to find out what kind of teacher traits, in students' opinions, belong to 'good leaders' or 'effective teachers' in the classroom. The first aim of using such a questionnaire was to encourage students to think and mark the most important teacher traits for them. In this way, four different leader teacher characteristics could be compared in a single item and all these statements belonged to the categories labeled according to what type of teacher traits they were. Therefore, the second major aim to be achieved was to look at all the items given in the questionnaire as a whole and determine what type of characteristics (pertaining to teachers' physical appearance, personality, pedagogical knowledge or field knowledge) took the lead among all the others. Moreover, it was supposed that the explanations and justifications of students about their choices would not only guarantee that students thought carefully about all the statements but they would also be informative in that this question type would make it possible to understand how students thought and why they preferred to see some basic characteristics in their English teachers.

4.2. Students' Choices about Leader Teacher Characteristics

Table 4.1.presents the counts (N) and percentages (%) of students' responses to each item in the questionnaire, which also represents the respondents' distribution in relation to their choices about the statements (A, B, C and D) given.

Table 4.1. Counts and Percentages of Students' Responses to the Items Related to Teacher Characteristics in the Questionnaire

ITEMS		KEYWORDS	NUMBER	PERCENTAGE
1	A	Appealing to the eye	26	8.5
	B	Keeping promises	17	5.6
	C	Monitoring student progress	220	72.6
	D	A good accent	40	13.2
2	A	Setting attainable goals	55	18.1
	B	Self-confidence	40	13.2
	C	Non-monotonic voice	84	27.7
	D	Inform students about the use of English in real life	124	40.9
3	A	Sensitivity to problems	31	10.2
	B	Good use of gestures & posture	39	12.8
	C	Knowledge of grammar	62	20.4
	D	Use of various techniques	171	56.4
4	A	Pronunciation	34	11.2
	B	Being aware of individual differences	130	42.9
	C	Clarity of speech manner	57	18.8
	D	Respect towards students	82	27.0
5	A	Nonjudgmental attitudes	147	48.5
	B	Impressive tone of voice	42	13.8
	C	Determining difficult points beforehand	39	12.8
	D	Pedagogical knowledge	75	24.7
6	A	Fluent speech	47	15.5
	B	Patience	116	38.2
	C	Letting students make their decisions	73	24.0
	D	Knowledge of idioms & collocations	67	22.1
7	A	Mastery over subject matter	109	35.9
	B	Motivating students	51	16.8
	C	Effective use of voice	32	10.5
	D	Empathy	111	36.6
8	A	Fairness	144	7.5
	B	Informing students about goals	55	18.1
	C	Knowledge of vocabulary	60	19.8
	D	Appropriate intonations	44	14.5
9	A	Sense of humor	132	43.5
	B	Fluency	28	9.2
	C	Helping students feel comfortable	130	42.9
	D	Appropriateness of clothes	13	4.4
10	A	Dealing with poorly-motivated learners	62	20.4
	B	Problem solving	61	20.1
	C	Appropriate speech pace	49	16.1
	D	Use of techniques improving language skills	131	43.2

The analysis of the results showed that, in the first item, 72.6% of students chose the statement *'A teacher who enables students to develop positive language learning behaviors must monitor students' language learning behaviors closely'*, which means that they thought the statements *'must speak English with a good accent'* (13.2%), *'must appeal to the eye with their good looking appearance'* (8.5%), and *'must keep their promises'* (5.6%) and are less important for these participants.

As for the second item, the number of participants who believe that *'A teacher who enables students to develop positive language learning behaviors must provide students with some information about the use of English in real life'* is 124 (out of 303) and this figure constitutes 40.9% of the respondents involved in this study. The following mostly preferred characteristics in these items are *'must have non-monotonic voices'* (27.7%), *'must set attainable goals for students'* (18.1%) and *'must be self-confident'* (13.2%) respectively.

Moreover, the statement *'A teacher who helps students develop positive language learning behaviors must use a variety of techniques during the teaching process'* was pointed out to be the most important statement of the third item (56.4%) by 171 out of 303 participants. The other statements given were *'must have the necessary knowledge about English grammar'* (20.4%), *'must use their gestures and postures effectively'* (12.8%), and *'must be sensitive to the problems of students or groups'* (10.2%).

The responses given to the fourth item indicate that nearly half of the students (42.9%) expect from the teachers they describe as effective *to be aware of the fact that students have different interests, abilities and needs*. While 82 of them (27%) think that they *'must be respectful to students in the process of teaching/learning'*, 18.8% emphasizes the vitality of their *'having a clear and understandable speech manner'*. On the other hand; the remaining 11.2% state that these teachers *'mustn't have difficulty in pronouncing English words'*.

As can be seen from Table 4.1. below, 147 of the participants (48.5%) focused on the attitude of the teacher while correcting errors; thus, the statement *'A good leader*

teacher must not be judgmental while correcting students' mistakes' took the lead as the most important one. The other statements were *'must have the necessary pedagogical knowledge'* (24.7%), *'must have an impressive tone of voice'* (13.8%) and *'must determine the points which are difficult to teach/learn in English'* (12.8%).

As for the next item, 116 students (38.2%) found the statement *'A teacher who enables students to develop positive language learning behaviors must be patient at all phases of teaching/learning process'* to be the most important one while the second most important statement for them was *'must provide students with opportunities to make their own decisions related to their learning'* (24%). The others were *'must have the necessary knowledge about English idioms and collocations'* (22.1%) and *'must speak fluently'* (15.5%).

In Item 7, the statements *'A teacher who helps students to develop positive language learning behaviors must be empathetic towards students in case of difficulties they face'* (111 out of 303 participants, 36.6%) and *'They must have mastery over the subject aimed to be taught during the lesson'* (109 out of 303 participants, 35.9%) were considered to be the most important ones by nearly the same number of respondents. While making their choices among the statements in this item, 16.8% of the respondents mentioned that *'motivating students for learning'* was the most important characteristics of leader teachers and the remaining 10.5% of them preferred the statement *'must use their voices effectively'*.

Furthermore, a teacher who *'treats all students fairly'* was thought to lead students to develop positive language learning behaviors by 144 students (47.5%) and 60 of the participants (19.8%) found the one who *'knows an adequate amount of English vocabulary'* to be more effective than the others. For this eighth item, 18.1% of the respondents chose the statement *'must inform students about the learning goals set beforehand'* whereas only 14.5% emphasized that such teachers *'must use appropriate intonations while speaking'*.

The percentages of students' responses to item 9 reveal that the number of students that prefer teachers who *'have sense of humor'* (43.5%) and *'help students feel comfortable'*

during the learning process' (42.9%) is approximately the same. 28 of the subjects (9.2%) would rather these teachers *'spoke English nearly as fluently as a native speaker'* and the remaining 13 students (4.4%) expressed that they were required to *'choose plain clothes that are appropriate for the learning environment'*.

As to the last item of the questionnaire, the number of the participants having opted for the statement *'A teacher who enables students to become learners with positive language learning behaviors must make use of the techniques supposed to contribute to the improvement of language skills such as reading and listening'* was 131 (43.2%). When the percentages were looked into carefully, it was found that 20.4% preferred teachers who *'deal with poorly motivated students individually'* and 20.1% appreciated teachers who *'are problem solvers'*. The other 49 participants (16.1%) stated that these effective teachers *'must have an appropriate speech pace during their communication with students'*.

In response to the first research question, the list of most commonly chosen characteristics teachers who enable their students to develop positive language learning behaviors must have are:

1. monitoring students' language learning behaviors closely (72.6%)
2. providing students with some information about the use of English in real life (40.9%)
3. using a variety of techniques during the teaching process (56.4%)
4. being aware of the fact that students have different interests, abilities and needs (42.9%)
5. not being judgmental while correcting students' mistakes (48.5%)
6. being patient at all phases of teaching/learning process (38.2%)
7. being empathetic towards students in case of difficulties they face (36.6%)
8. having mastery over the subject aimed to be taught during the lesson (35.9%)
9. treating all students fairly (47.5%)
10. having sense of humor (43.5%)
11. helping students feel comfortable during the learning process (42.9%)

12. making use of the techniques supposed to contribute to the improvement of language skills such as reading and listening (43.2%)

As the numbers of students' choosing the statements A and D in Item 7, and A and C in Item 9 are approximately the same, all the characteristics in these items are thought to be the ones leader teachers must have.

4.3. Students' Choices according to the Categories of Leader Teacher Characteristics

The main aim of this study is to find out the most important, in students' opinion, characteristics of teachers enabling students to develop positive language learning behaviors and which one of the four categories determined beforehand these traits belong to. The counts (N) and percentages (%) of respondents' answers with respect to the categories under study are presented in Table 4.2. below.

Table 4.2. Counts and Percentages of Students' Responses Related to Teacher Characteristics and Four Main Categories

	Physical Characteristics		Personal Characteristics		Pedagogical Knowledge		Field Knowledge	
	N	%	N	%	N	%	N	%
1	26	8.5	17	5.6	220	72.6	40	13.2
2	84	27.7	40	13.2	55	18.1	124	40.9
3	39	12.8	31	10.2	171	56.4	62	20.4
4	57	18.8	82	27.0	130	42.9	34	11.2
5	42	13.8	147	48.5	75	24.7	39	12.8
6	47	15.5	116	38.2	73	24.0	67	22.1
7	32	10.5	111	36.6	51	16.8	109	35.9
8	44	14.5	144	47.5	55	18.1	60	19.8
9	13	4.4	132	43.5	130	42.9	28	9.2
10	49	16.1	61	20.1	62	20.4	131	43.2

Once the results obtained are analyzed, it can easily be seen that, in the first item, participants view the item related to teachers' pedagogical knowledge as the most important one (*must monitor students' language learning performances closely - 72.6%*). The second most important statement is about the field knowledge of teachers.

(*must speak English with a good accent* - 13.2%) and only a minority of the respondents think that physical (*must appeal to the eye with their good-looking appearance* - 8,5%) and personal (*must keep their promises* - 5,6%) characteristics of teachers are much more important than the other ones.

For Item 2, the result is a bit different from the first one as 124 out of 303 (40.9%) students believe that teachers who *provide students with information about the use of English in real life* (field knowledge) lead them to become better learners while 84 of them (27.7%) emphasized the importance of teachers' physical characteristic, which is a *non-monotonic voice* in this item. Items representing personal characteristics (*self-confidence*-13.2%) and pedagogical knowledge (*setting attainable goal*- 18.1%) are in a lower rank in terms of their importance.

As for the third item, the statement about the pedagogical knowledge of teachers (*must use a variety of techniques during the teaching process*) come to the fore as 56.4% of the respondents point to it as more important than the other three. 62 students (20.4%) proved that field knowledge is the second most important statement (*necessary knowledge about English grammar*) while 12.8% think the physical characteristic mentioned in this item (*the effective use of gestures and posture*) is more important than the others. The least preferred statement of this item belong to the category of personal characteristics (*must be sensitive to the problems of students or groups* -10.2%).

Similar to the participants' responses to the first and third statements, the figures that belong to the fourth one indicate that 130 (out of 303) students prefer the item pertaining to teachers' pedagogical knowledge (*must be aware of the fact that students have different interests, abilities and needs*) and this figure comprises 42.9% of the participants. Items concerning personal characteristics (*must be respectful to students in the process of teaching/learning* - 27%), physical characteristics (*must have a clear and understandable speech manner* - 18.8%) and field knowledge (*must not have difficulty in pronouncing English words* - 11.2%) follow it respectively.

Different from the first four items, the most important characteristic 48.5% of the students chose belonged to the category of personal characteristics (*must not be judgmental while correcting students' mistakes*). 75 of them (24.7%) emphasized the necessity of teachers' *having the necessary pedagogical knowledge* while the statement concerning teachers' physical characteristic in this item (*must have an impressive tone of voice*) ranked third when the distribution of responses were studied. Therefore, in the fifth item, the statement related to leader teachers' field knowledge (*must determine the points which are difficult to teach/learn in English beforehand*) was pointed out to be the most important one by only 39 out of 303 participants (12.8%) and this made it the least preferred statement of Item 5.

The percentage of the respondents who opted for the personal characteristic (*must be patient at all phases of teaching/learning process*) given in the sixth item was 38.2 and 24% of the participants believed that the statement regarding the pedagogical knowledge (*must provide students with opportunities to make their own decisions related to their learning*) was more important than the other three statements. 'Teachers enabling their students to develop positive language learning behaviors must have the necessary knowledge about English idioms and collocations' (field knowledge) was the statement chosen by 67 of the students (22.1%) whereas only 47 of them stated that *speaking fluently* (physical characteristic) is the most crucial teacher trait given in this item.

When students' responses to Item 7 were examined, it was discovered that two statements falling into the categories of 'personal characteristics' (*must be empathetic towards students in case of difficulties they face* - 36.6%) and 'field knowledge' (*must have mastery over the subject aimed to be taught during the lesson* - 35.9%) were claimed to be the most important characteristics of leader teachers. The findings indicate that there was no significant difference between the numbers of respondents having chosen these statements. 51 out of 303 students (16.8%) selected the statement concerning the pedagogical knowledge (*must motivate students for learning*) and the rest of them (10.5%) preferred to define an effective teacher embodying leader characteristics as the one who *uses his/her voice effectively*.

Moreover, nearly half of the students (47.5%) filling out the questionnaire thought that to lead students to become language learners with positive learning behaviors, it is vital for a teacher to *treat all students fairly* which is an item belonging to the personal characteristics category. Also, the number of students having chosen the items concerning teachers' pedagogical knowledge and field knowledge was quite close to one another since 55 of them (18.1%) preferred teachers' *informing students about the learning goals set beforehand* and 60 (19.8%) focused on the importance of their field knowledge (*must know an adequate amount of English vocabulary*). Finally, a minority of the subjects (14.5%) insisted on the significance of *using appropriate intonations while speaking* (physical characteristic).

Teachers who *have sense of humor* (personal characteristic) were favored by 43.5% of the students as they thought this was the most crucial trait given in the ninth item. Likewise, another group consisting of 130 (42.9%) participants chose the statement in the pedagogical knowledge category, which was '*Teachers helping students to develop positive language learning behaviors must help students feel comfortable during the learning process*' as the most important teacher characteristics. 9.2% of them preferred teachers that *speak English nearly as fluently as a native speaker* (field knowledge) while only 4.4% viewed *choosing plain clothes appropriate for the learning environment* (physical characteristic) as the most important leader teacher characteristic.

As for the last item of the questionnaire, 131 respondents (43.2%) stressed the importance of teachers' field knowledge by ticking the statement '*teachers must make use of the techniques supposed to contribute to the improvement of language skills such as reading and listening*' as the most crucial one. Also, the distribution of the number of participants having chosen the items pertaining to physical characteristics (*must have an appropriate speech pace while communicating with students* - 16.1%), personal characteristics (*must be problem solvers* - 20.1%) and pedagogical knowledge (*must deal with poorly motivated students individually* - 20.4%) is similar.

4.4. Students' Justifications of their Choices Related to Leader Teacher Characteristics

303 preparatory school students filled out the questionnaire and chose the most important leader teacher characteristics in their opinions. However, only 128 of them (42%) completed the sentences beginning with 'Because' and aiming to find out students' justifications of the choices they had made. As participants did not explain the reasons why they had chosen a particular statement in some of the items, the number of their explanations regarding the statements chosen differed. The counts and percentages of these respondents are given in Appendix D.

In order to better understand in which way students thought while trying to choose the most important statements for them and how they brought some of their ideas to the consciousness level while justifying their choices, it is useful to have a look at how they completed the sentences beginning with 'BECAUSE' for each item in the questionnaire. While analyzing respondents' answers to the open-ended part, the researcher and another expert studying in the same field put students' justifications into five main categories that are named 'Learning Process', 'Learning Environment', 'Language Input', 'Motivation' and 'Teacher-Student Relationships'. These categories are defined by clustering the ideas that seem to fall together and aim to give similar messages, the numbers of students agreeing on a particular point are given and their opinions are quoted directly in this part of the chapter.

First, students' expectations and teachers' attitudes towards the particular courses of actions which aim to achieve the desired results in terms of foreign language learning fall into the category of learning process which is actually a mental process students are not directly aware of. In this category, students dealt with nine main issues related to their and their teachers' effort to make this process more effective and these are '*making mistakes*', '*getting answers to all their questions*', '*error correction and feedback*', '*permanency of learning*', '*difficulty of learning something new*', '*assessment and evaluation*', '*understanding the rationale behind what is being done*', '*understanding expectations*' and '*being realistic*'.

Second, rather than the physical characteristics of the environment in which learning activities take place, students tended to emphasize the characteristics of the atmosphere created, its effect on students' feelings and attitude towards learning and some basic differences among students which are likely to affect their learning. Therefore, *'creation of a positive environment'*, *'individual differences'*, *'sense of safety and comfort'*, *'a well-managed classroom'* and *'learner autonomy and sense of responsibility'* are included in this category.

Third, what kind of target language use students expect to be exposed to helps the formation of another category named 'language input'. In other words, the characteristics of English language teachers speak during the lessons and in what ways it is expected to contribute to students' language learning are the main determinants of the items included in this category. These items, as a result, are *'comprehensibility'*, *'different uses and functions of English'*, *'real use of English in daily life'* and *'improvement of language skills'*.

Fourth, one of the most frequently mentioned factor influential on language learning led to the formation of another category labeled 'motivation'. In this category, items related to how motivation can be observed and what motivates students can be found. These items are *'student willingness and participation'*, *'fun, informative and non-monotonous lessons'* and *'attracting students' attention'*.

Finally, the last category focuses on the quality of the relationships between teachers and students. As well as students' and teachers' needs, roles and personal traits, some requirements for the flawless course of the lessons thanks to the strong relationships among the members of the learning environment provide the basis for the formation of some items that fall into this category. These basic points concerning teacher-student relationships are *'strong communication and interaction'*, *'students' need to be cared about, supported and viewed as individuals'*, *'trust'*, *'self-confidence'*, *'tolerance and patience'*, *'respect'* and *'teachers as role models'*.

In the following parts of this chapter, these categories and items will be examined in a more detailed way and the number of students referring to these basic points in their justifications will be given.

4.4.1. Learning Process: Of all the justifications written, 84 were found to be related to some basic points students and teachers must be wary of while trying to acquire new knowledge, skills, preferences or understanding. In other words, what students want to know and experience while learning English and what kind of applications and activities they think make language learning more effective are dealt with in this category. Table 4.3. shows these basic points respondents touched upon and by how many of these respondents they were mentioned.

Table 4.3. Basic Points Related to Learning Process in Students' Justifications and the Number of Students Mentioning Them

1. making mistakes	26
2. getting answers to all their questions	24
3. error correction and feedback	12
4. permanency of learning	11
5. difficulty of learning something new	8
6. assessment and evaluation	6
7. understanding the rationale behind what is being done	5
8. understanding expectations	3
9. being realistic	3

4.4.1.1. Making Mistakes: In total, 26 students expressed their opinions about making mistakes while learning English while they were justifying their preferences concerning different statements.

To begin with, when students who chose the statement ‘teachers must be respectful towards their students during teaching/learning process’ in Item 4 were asked to justify their choices of the statement , seven of them focused on making mistakes. Nearly all of these participants seem to agree and one of them justified this statement as follows:

Teachers must keep in mind the fact that it is natural for students not to know anything about English and how to learn it. This makes it highly possible for them to make mistakes while learning and especially students with lower proficiency levels need respect in such cases.

Similarly, in Item 5, 147 students preferred to have teachers who act nonjudgementally while correcting students' mistakes. Most of them emphasized various points indicating why they thought it was the most important statement for them and five of them attempted to solve the problems that might stem from judgmental attitudes of teachers. One of them said:

I suggest that teachers give students the message that mistakes is a natural part of the language learning process and it is crucial to correct them as soon as possible in a friendly and encouraging manner.

In response to the same item, 3 students pointed to the discouragement teachers' judgmental attitudes lead to. They reminded that a student who has just started to learn a language is already shy and aware that s/he doesn't know much. In response to teachers' judgmental attitude, these students are likely to avoid participating in the lesson as they are afraid of making mistakes and this fear may lead to more and bigger mistakes as well as indifference to the lesson.

In the sixth item, 116 respondents believed that patience is the most important trait of teachers at all phases of teaching/learning process. 4 of them stated that teachers may sometimes have to explain the same thing and encounter the same mistakes many times. Hence, teachers must stay calm, be as patient as possible and not offend students owing to the things they can't fully understand or the mistakes they make repeatedly.

Three students having chosen the statement that a leader teacher must treat all students fairly as the most important in Item 8 touched upon the issue of making mistakes while justifying their choices and one completed the sentence beginning with 'because' as in the following way:

Students, especially the less successful ones, lose interest in the lesson when they aren't treated equally. They don't want to have a word whatever the issue is in the classroom and are affected by this treatment in a negative way. Even if teachers are the managers of the classroom, they don't have the right to discourage and look down upon students due to the knowledge they lack or the mistakes they make.

Finally, 4 of the students who claim that teachers must deal with poorly motivated students individually expressed their thoughts by saying that some students may not comprehend things in a very short time and in order to be successful, they need to be persuaded that having problems in comprehension and making mistakes are normal facts in the learning process and they are not serious problems.

4.4.1.2. Getting Answers to All Their Questions: For 20 of the students sharing their ideas with the researcher, it is vital for teachers to provide their students with the correct answers to their questions. They stress that teacher efficacy is one of the most essential parts of the learning process. They actually relate this item to many others such as motivation, willingness, trust and respect. However, the main emphasis seems to be on the things they believe are required while learning English.

In the third item, 11 respondents having chosen the statement about having the necessary knowledge about English grammar elaborated on this requirement using the following words:

We want to get answers to our questions all the time and believe that this brings teachers in authority and respect. If they fail to answer them, we don't take these teachers seriously. Also, teachers' failure in providing the correct answers for students mostly brings about unwillingness to participate in the learning activities and less trust in the teacher.

Similarly, as they were justifying their choices concerning teachers' pronunciation in Item 4, four respondents mentioned that not knowing something is usually much better than knowing it in the wrong way. They added that if the teacher doesn't have the capacity to fill in the missing parts in their knowledge of English or learning in general or if they mislead students in some cases, they will prefer not to learn English from those people. They also wrote that students want to be sure that their teachers are better than them in a certain field and hesitation is unacceptable. They strongly claimed that the first requirement for a teacher is to know everything about the topic to be taught and to meet students' demands about it.

In Item 6, 67 students were reported to think that teachers' knowledge about English idioms and collocations is the most important statement of this item and two of them justified their choices in the following way:

As grammar is not the only important component of English, teachers must be able to use English idioms and collocations appropriately. Teachers who can achieve this seem knowledgeable and equipped with the knowledge most other people don't have.

Finally, another statement leading students to think about the importance of teachers' mastery over the subject matter belonged to the seventh item. 109 participants clarified that teachers must know all aspects of the subject matter they are supposed to teach and this is the most important characteristic given in this item for them. 3 participants believed that teachers must be aware of the significance of main points, explain them clearly and use them in appropriate contexts. In order to be able to do all these things, they must know about all these points in detail. They also wrote that it is vital for teachers to know everything about the topic targeted because they may be asked questions about other related topics and teachers must always be prepared to talk about these things. They explained the reason why they are so in favor of this idea and summarized what the majority of them thought as follows:

Teacher's mastery over the subject matter determines the flow of the lesson. In addition, it helps them teach clearly and without hesitation. So, students aren't left with lots of questions in their minds.

4.4.1.3. Error Correction and Feedback: Of all the respondents having justified their preferences, 12 focused on the issue of 'error correction and feedback' in their explanations. These are mostly mentioned in the first item in which students are expected to explain why they think leader teachers must monitor students' language learning performances closely. Six students explained that students need to be warned about the mistakes they have made and teachers' monitoring is one of the best ways to make them become aware of these mistakes. They also believed that their errors are corrected at once in this way. One of these six respondents went on explaining his/her reasons as follows:

Teacher feedback about how students are doing is essential so that students will have an idea about what they must or mustn't do.

Two more students having chosen the item regarding monitoring as the most important one looked at this feedback and error correction issue from a different perspective and stated that monitoring brings along the need to provide learners with the necessary feedback and this feedback helps many students see the missing parts and improve themselves.

Moreover, monitoring students is an effective way for teachers to have an idea about students' progress. However, it can also be used by teachers as a means of following their own progress as three students mentioned:

As well as students, teachers can get feedback about their own performance by closely looking into how much students have progressed.

Another item students focused on the error correction and feedback issue is the fifth one in which the majority of respondents pointed out that teachers'

nonjudgmental attitudes while correcting students' mistakes influence their learning performances to a great extent. Although their main concern while explaining this item was how teachers treat students during the error correction phase, they also commented on the importance and vitality of it. In this item, students emphasized that errors must be corrected as soon as possible and reminded that it is teachers' duty to teach students what they don't know, interfere when they insist on making the same mistakes repeatedly and tell students how they are progressing in an appropriate manner.

4.4.1.4. Permanency of Learning: Another point many students agree upon is that the primary goal of students and teachers must be to make learning permanent and more memorable in order to call it 'effective'. 11 students repeated the necessity of this while justifying their choices in different items of the questionnaire. Four of those who believed that a leader teacher must provide students with information about the use of English in real life (Item 2) mentioned about student motivation and ways of making learning permanent. They claimed that learning something they would be able to make use of makes the subject matter and lessons more interesting for students and this would, therefore, enable them to keep this functional knowledge in their memory for a longer period of time when compared to the knowledge they find quite meaningless.

In the third item, likewise, three students claimed that using a variety of techniques during the teaching process is crucial as it helps every student find the most convenient way for him/her. This will also, in their opinion, prevent these students from forgetting the subject targeted as well as giving them clues about the best path they should follow during learning.

In addition, the last statement of Item 8 concerning the use of appropriate intonations while speaking was found to be the most important by a group of respondents 16 of whom attempted to share why they thought so with others. Two of them stated that how teachers make use of intonation makes things to be learnt easier to comprehend and remember.

Finally, the mostly preferred statement of the ninth item was about the sense of humor teachers have. One of the students justified his/her opinion as follows:

Although it may disrupt the flow of the lesson when repeated very often, teachers must sometimes make use of jokes and let students do it. Because this makes things more memorable for students.

4.4.1.5. *Difficulty of Learning Something New:* In their justifications of different statements, eight students insistently noted that what students are supposed to do is rather difficult for them. Firstly, in Item 4, 22 respondents claimed that it is essential for an effective teacher to have a comprehensible speech manner and one of them explained the reason using these words:

Perception may be slower while students are trying to learn something completely new; therefore, teachers must be as clear as possible to facilitate learning.

Similarly, in the sixth item, the majority of participants preferred to see teachers who are patient at all phases of teaching/learning process. Although 17 of the students having chosen this item as the most important one, three of them used nearly the same words to express their thoughts and the explanation of one of these students is as follows:

Language learning is a long process that requires time, energy and patience of both teachers and students. Thus, students need patient and understanding teachers as only in this way they can feel secure and comfortable.

In addition, Item 9 also includes a statement which is in the list of the characteristics of leader teachers and this was chosen by nearly half of the students as the most important one. In their justifications of this item related to feeling comfortable during the learning process, the fact that learning English is difficult and boring for students was repeated

by five participants while they were trying to explain the necessity and value of creating a safe and comfortable environment conducive to learning for students.

4.4.1.6. Assessment and Evaluation: The explanations of six students include the issue of assessment and evaluation although each one mentions about it in different contexts, which indicates that these students might look at this issue from different perspectives. To begin with, in the first item, the significance of monitoring student progress was remarked by many students and two of them wrote that monitoring helps teachers distinguish students who are enthusiastic and who really want to learn from unwilling and demotivated ones. They also added that this enables them make less effort while evaluating students' performance.

Second, the most important statement in the fourth item belongs to the 'pedagogical knowledge' category and emphasizes the necessity of being aware of the existence of students with different interests, abilities and needs. In their justification, one of the students uttered these words:

If teachers are aware of this diversity and act accordingly, they will probably have less difficulty in not only planning their lessons but in evaluating their students as well.

Lastly, the relationship between fairness and assessment was stressed in Item 8. 144 respondents stated that a leader teacher must treat his/her students fairly and this is the most important teacher trait given in that item for them. The need for teachers' being fair and unbiased was indicated by three students and two of them wrote that it is vital especially while deciding upon students' grades.

4.4.1.7. Understanding the Rationale Behind What is Being Done: In the second item, participants preferred to have teachers who provide students with information about the use of English in real life. Four of them found it worth mentioning that teachers must make learning goals and activities as clear to students as possible and one of them expressed this opinion as follows:

Aims of the lesson must be as clear to students as possible. Also, teachers must make plausible explanations and give sensible reasons to us. Only in this way, we can understand why we are learning what we are learning and whether it will be useful for us or not. This may help us grasp the importance of learning a foreign language.

The same point is stressed in Item 8, too. Of 13 participants having written why they viewed teachers' informing students about the learning goals set beforehand as the most important trait of leader teachers, two looked into how this makes students feel and claimed that knowing what to do guarantees success all the time. They believed that teachers must explain why they are learning a particular topic and what it will bring in. They also claimed that this would make students feel prepared and more conscious about what they are expected to do.

4.4.1.8. Understanding Expectations: Of 23 students that explained why they thought it is essential for effective teachers to set attainable goals, three mentioned that informing students about what is expected from them increases their motivation more easily. In parallel with their high motivation, students get much more interested in the lesson. They also related achieving the goals set and a higher level of motivation with increased self-confidence in students to prove that this is a multi-faceted issue.

4.4.1.9. Being Realistic: Three students emphasized the importance of being realistic in the learning process while justifying their choices. Two of them states that they think teachers must set attainable goals for students and that they expect from their teachers to act in a realistic manner not only while setting goals but also while leading students about how to achieve these goals.

In Item 4, a student who strongly agrees with the statement that teachers must be aware of the existence of students with different interests, abilities and needs explains why s/he thinks so in the following way:

If teachers know the characteristics of learners, they may determine their goals and expectations in this respect and think in a more detailed way. The main idea lying behind this is that demanding more than what students can do affects both students and teachers negatively.

4.4.2. Learning Environment: 82 of the justifications participants mentioned viewed the characteristics of the learning environment as an important determinant in how students perform while learning a foreign language. In this category, as mentioned before, students tended not to point to the physical characteristics of the classroom or the school. Instead, they aimed to give the message that how teachers and students feel and how they cause one another to feel determine the atmosphere in which learning occurs. Table 4.4. shows these basic points stated and the number of the respondents having emphasized these items.

Table 4.4. Basic Points Related to Learning Environment in Students' Justifications and the Number of Students Mentioning Them

1. creation of a positive environment	37
2. individual differences	21
3. sense of safety and comfort	12
4. a well-managed classroom	11
5. learner autonomy and sense of responsibility	5

4.4.2.1. Creation of a Positive Environment: Many participants believe that being in a positive environment in which teachers and classmates display positive attitudes influence student performance to a great extent and they relate this issue with various other issues concerning education. The first one is error correction and teachers' nonjudgmental manners while correcting students' mistakes. Eight students claimed that positive attitudes always bring about positive outcomes and teachers' friendly treatments contribute to the positive atmosphere in the classroom. In the same item, 75 respondents noted that it is essential for teachers to have the necessary pedagogical knowledge and fourteen of them asserted that there is a strong connection between teachers' pedagogical knowledge and the learning environment. One of them summarized their thoughts in the following way:

Teachers with this knowledge never fail to understand what students think and how they feel. This ensures better relationships among the members of the classroom and the creation of a positive learning environment.

Similarly, in Item 7, a group of participants wrote about the importance of empathy especially in case of difficulties students encounter during the learning process. Seven of them focused on students having no prior knowledge and the difficulties they experience in understanding how the system works. They mentioned that these problems can only be overcome with the help of teachers' positive attitudes and their attempts to create a positive environment conducive to learning. In short, they expressed their belief that there is a link between teachers' role in determining the nature of the problems and the atmosphere created in the learning environment.

Students' reactions to the ninth item show parallelism to their explanations mentioned previously in this section. Eight of the students who preferred to have teachers with sense of humor explained that having fun during the lesson has a big influence on students' and teachers' performance. One of these students uttered the following sentences to touch upon this point:

Jokes during the lesson motivate students and laughing facilitates the creation of a positive environment in the classroom. This is good not only for teachers but for students, as well. Thanks to these, lessons and students are livelier and, therefore, the relationships among learners are sounder.

4.4.2.2. Individual Differences: Another point worth mentioning, in students' opinion, about the language learning process seems to be individual differences as 21 students included this in their explanations regarding different statements. This is mostly emphasized in their justifications of Item 3. In this item, more than half of the respondents (56.4%) wanted their teachers to use a variety of techniques

during the teaching process and nine of them believed that it is individual differences that require diversity and one of them explains it in detail as follows:

The potentials and the capacities of groups differ from one another and it is impossible to satisfy everyone by doing the same thing. Therefore, different techniques may attract students' attention and arouse curiosity. Moreover, I think the variety of techniques facilitates and enhances learning.

The mostly preferred statement of Item 4 is also directly related to the issue of individual differences as it accentuates the necessity of being aware of the existence of students having different abilities, interests and needs. Eight students who tried to justify their opinions agreed on the fact that students' way and speed of perception may differ and they may come to the learning environment with different capacities and learning styles. Two of them looked at this issue from a narrower perspective focusing on language learning only and mentioned that the ability to learn a language may show variety in students. They suggested that teachers be knowledgeable enough about multiple intelligences. Furthermore, one of these students added that as well as the differences in students' perceptions, learning styles and interests, the differences in students' prior knowledge of the target language also affects students' performances and teachers must take this into consideration.

Additionally, one of the reasons why patient teachers are seen as an important component of the learning process for students as in Item 6 was explained in the following words by one of the three students focusing on this same point in their justifications:

Teaching something new is a hard task in itself and teaching a group means coming face to face with many people with different needs, wants and capacities. Teachers have to deal with all these people at the same time and they may have to explain the same thing many times. Hence, teachers must stay calm, be as patient as possible and not offend students.

Finally, in the seventh item, participants stressed that a good leader teacher must be empathetic towards students in case of difficulties they face while learning something new and one of them opposed to the idea of comparing students with one another as they each have a different capacity to learn.

4.4.2.3. Sense of Safety and Comfort: Feeling safe and comfortable during the learning process is viewed as a requirement for students to be successful. This can be understood from the explanations of 12 participants trying to justify their choices. Firstly, a comprehensible speech manner was claimed to be necessary by two students since they believed that only when students understand everything clearly and ambiguities are avoided can they feel comfortable, which is essential for effective learning.

Second, three students focused on the possible problems in communication due to teachers' judgmental attitudes in the fifth item and stated that the first requirement for effective learning is that students feel themselves comfortable and ask any question to their teachers without hesitation. One of them added the following words:

Teachers must prevent students from feeling incompetent and they must never humiliate them in front of other people. Otherwise, tension and unwillingness come out and they become reactive towards both their teacher and the lesson.

39 respondents preferred to have teachers who determine the points which are difficult to teach/learn in English in Item 5 and two of them summarized their ideas by saying that students are psychologically affected by being aware of the difficulties they are to face. They believed that if they are informed about these challenges beforehand, they will feel better-prepared and more secure.

Also, in Item 7, some students wrote about the influence of empathetic teachers on students' psychology and readiness for language learning. They thought that an empathetic teacher will probably help students stay calm, which will make them

interested in the lesson and participate in it more. One of these students said that if students feel understood, they feel more comfortable.

In the next item, two respondents looked into how students feel when there is discrimination in the classroom. In their opinion, unfair treatment of teachers causes students to feel inferior and uncomfortable. In addition, when they are criticized harshly by other people, their self-esteem decreases and they feel under threat.

Another point one of the students stressed is that how serious a classroom is affects if students are in the mood for learning or not. S/he explained this as follows:

Too serious an environment is inappropriate especially for language learning, because such an environment absolutely leads to tension and uneasiness among students.

The statement which is directly related to this idea in the questionnaire is included in Item 9 and 130 participants considered feeling comfortable during the learning process as the most important requirement. While justifying this statement, students voiced their opinions about the difficulty of learning English and the effect of teachers' attitudes on students' feelings. One of these students wrote that student morale before the exams was directly related to teachers' treatments and attitudes in the classroom and one of them summarized what is necessary for effective learning in the following way:

As well as teachers' characteristics, students' willingness to learn and the comfort of the environment created by both sides are the determinants of the quality of teaching/learning.

4.4.2.4. *A Well-Managed Classroom*: 11 participants used the phrase 'managing the classroom' repeatedly as they were justifying their opinions, which indicates that they consider it as a prominent duty of effective teachers. In the second item, for instance, three students chose the statement concerning self-confidence as the most important teacher trait saying that teacher's stand in the class determines how well s/he can

manage students and their learning. Moreover, five students stressed the vitality of pedagogical knowledge in teachers in Item 5. One of them explained its vitality saying:

If teachers lack pedagogical knowledge, they cannot manage the class and, as a result, students get distracted and don't have high opinions of their teachers.

Finally, in the last item, some students focused on teachers as problem-solvers. Three of them wrote that only a teacher who leads them to solve their problems or provides them with plausible solutions can make them follow his/her instructions or advice. They also added that this is connected with the feelings of trust and respect, too.

4.4.2.5. *Learner Autonomy and Sense of Responsibility*: Another group of students meant that learners must be given the opportunity to be autonomous and the more responsible they feel themselves towards other people, the harder they try to achieve something. In response to the first item, one of the students expressed his/her thoughts using these words:

The idea of being followed makes students feel more responsible. When they feel under control, they are, in a way, forced to study.

In the second item, it can be seen that 55 students wanted their teachers to set attainable goals for them and two of them stated that giving responsibilities and setting goals for students are likely to make them more willing to learn.

Additionally, 73 students noted that an effective teacher must provide students with opportunities to make their own decisions related to their learning and only 2 of them related their choices with learner autonomy and responsibility. The justification of one of these students is as follows:

Being involved in the decision making process helps us feel responsible and important and, in such cases, we would be more ambitious to prove the accuracy of our decisions.

4.4.3. Language Input: In addition to students' perceptions of some main points related to learning process and learning environment, 48 of them focused on the importance of how teachers use the target language, in what ways this affects students' learning and how much it contributes to the improvement of their language skills. Table 4.5. shows these basic points and the number of the respondents having mentioned these items.

Table 4.5. Basic Points Related to Language Input in Students' Justifications and the Number of Students Mentioning Them

1. comprehensibility	18
2. different uses and functions of English	13
3. real use of English in daily life	11
4. improvement of language skills	6

4.4.3.1. Comprehensibility: In the explanations of various statements, students stressed that understanding teachers during the learning process affects the performance students display as how they feel is affected by this to a great degree. In the first item, 40 students expressed their beliefs that effective teachers must speak English with a good accent and nine of them explained it as follows:

It is important for me to understand what the teacher is speaking about and how s/he is speaking. A teacher who speaks in an unclear way is unbearable, in my opinion.

In the fourth item, similarly, respondents focused on the importance of teachers' comprehensible speech manner which three of them think helps students feel better and more secure. Also, another student chose to share his/her ideas uttering the following sentences:

Teachers' speech must never hinder understanding as we need to understand him/her and the lesson clearly. Thus, it's necessary for teachers to speak fluently and clearly with an appropriate speed and manner if they want us to learn better.

Another statement that belongs to the same item is about how teachers pronounce English words. Five participants having chosen this statement as one of the most important teacher traits expressed their worries about the possible misunderstandings brought about by teachers' mispronunciation of the words.

4.4.3.2. Different Uses and Functions of English: The first statement in which students emphasized the vitality of being aware of different functions and uses of English is about teachers' accents while speaking English. Eight respondents explained that teacher's effective use of the language and the curiosity aroused by his/her native-like accent is expected to help students adapt more easily and listen more carefully. They added that listening may be a good way of learning a foreign language because students are likely to realize many different uses and functions.

In Item 2, 71 students chose the statement concerning giving students information about the use of English in real life as the most important one and five of them tried to establish a link between the communicative role of English and learning different uses of it. One of them summarizes this issue as follows:

English is a language spoken widely all over the world, so we must speak it fluently and correctly to ensure stronger communication. All these require us to learn its areas of use.

4.4.3.3. Real Use of English in Daily Life: The most meaningful thing 11 participants find regarding foreign language learning is being able to use that particular language in daily life. This means that a group of students attached great importance to the functionality of speaking English. To begin with, in Item 2, three students stressed the importance of being provided with information about the use of English in real life by their teachers and one of them dealt with the communicative role of foreign languages and mentioned that as they needed to use the language in real life, it must be considered as a tool for communication. Also, another student explains it in different words:

Theory is extremely boring, so examples from daily life enrich the lesson and motivate me. Also, I hate unnecessary knowledge and only what is functional in real life is precious for me.

Moreover, two participants stated that teachers must have knowledge about English idioms and collocations. They claimed that using idioms and collocations is necessary to understand and speak informal English. These are also thought to facilitate communication with native speakers and to enhance fluency.

Item 7 also contained a statement about motivating learners. Two students dealing with the ways of motivating students suggested that teachers provide students with information they will be able to make use of in daily life, which actually calls attention to the connection between functionality of English and student motivation. Finally, four students who chose the statement ‘a leader teacher must know an adequate amount of English vocabulary’ as the most important teacher trait in Item 8 tried to give logical reasons about why they thought so. One of them explained it as follows:

I think vocabulary is the most essential component of English. Because it offers communication opportunities for learners and only if students can communicate with native speakers, can they be called ‘good speakers of English’.

4.4.3.4. Improvement of Language Skills: In the justification of three different statements, 6 participants referred to the improvement of language skills. Three of them made use of it as they were trying to explain why they thought an effective teacher must have a good accent. They claimed that a teacher speaking the target language with a good accent boosts the improvement of listening and speaking skills to a great extent. Another student mentioned about to support the idea that teachers’ knowledge of English idioms and collocations is important. S/he wrote that the use of idioms and collocations in speaking and writing classes affect the quality of the product. The last item in which a student touched on the same issue is the ninth one. S/he claimed that an effective English teacher must speak English nearly as fluently as a native speaker

because, in his/her opinion, speaking and listening skills can only be improved through exposure to good speakers' fluent speech.

4.4.4. Motivation: The issue of motivation comes out as one of the most striking features of effective language learning in this study. While students were giving reasons to justify their choices related to teacher characteristics, they mostly mentioned about keeping students' desire to learn as high as possible, which characteristics of teachers and lessons enable them to be highly-motivated and how can highly-motivated learners can be distinguished from others. All these explanations resulted in the formation of a new category labeled 'motivation' and 59 respondents referred to this issue directly or indirectly in their explanations. Table 4.6. shows these basic points and the number of the respondents having mentioned these items.

Table 4.6. Basic Points Related to Motivation in Students' Justifications and the Number of Students Mentioning Them

1. student willingness and participation	59
2. fun, informative and non-monotonous lessons	28
3. attracting students' attention	14

4.4.4.1. Student Willingness and Participation: Among the ideas put forward by the respondents, student willingness and participation is the most frequently mentioned one as 52 people included it in their explanations. First of all, teachers' monitoring student progress and promoting their willingness and participation are thought to be interconnected. Nine students claimed that teachers are supposed to enhance the performance of poorly-motivated students and encourage them to participate more. They believed that following their progress may be useful in this respect. They also added that teachers must help students feel success. Because students become more willing to learn and feel more satisfied, when they see that they can achieve what is expected from them. Also, three of the students who preferred a teacher who speak English with a good accent stated that it has an influence on student motivation and one of them expressed his/her ideas as follows:

Exposure to target language contributes to our improvement and how teachers speak it affects the way we learn and use that language. If we are impressed by the teacher's speech, we will be encouraged to speak English and strive more to learn more.

In the first statement of Item 2, students pointed to the importance of teachers' role in setting attainable goals and five of them believed that there was a strong connection between goal setting and student motivation. A group consisting of three students focused on the nature of the goals set and mentioned that they wanted their teachers not to expect too much from them and that they found the word 'attainable' very meaningful in that context. Moreover, three students trying to justify their choices related to this statement agreed on the importance of motivation and one of them summarized their thoughts using the following words:

When a goal is set for me, I make effort to reach it. That is, goals are good motivators; but, unattainable goals are likely to demotivate students as they make them feel desperate.

Another point related to students' levels of interest is teachers' voice. Three students wrote that teachers' voice mustn't make students feel bored and increase their levels of interest, attention and motivation. They added that to what extent students listen to their teachers is determined by the way teachers use the language and their voices.

In addition, in the justification of the mostly chosen statement of the third item (an effective teacher must use a variety of techniques during the teaching process), seven students mentioned about its effect on student participation and motivation and one of them explained it as can be seen below:

Language learning requires change because monotony slows down learning. In my opinion, if students are not bored, they participate more and lessons become more active, interesting and less ordinary both for the teacher and the students.

Two students also tried to establish a link between teachers' knowledge of English grammar and motivation and they noted that it is essential for teachers to know what they are expected to teach as the lack of teachers' knowledge breaks the continuity of the lesson and decreases students' motivation to learn that particular subject.

Further, in Item 5, five students expressed their thought that student motivation and willingness increases when teachers are not judgmental during the error correction phase. They said that teachers' judgmental attitudes cause students to avoid participating in the lesson as they feel afraid to make mistakes, which will lead to their indifference to lessons. In the same item, one of the students who believed that determining the points difficult to teach/learn in English is one of the most important duties of teachers explained what teachers must do to motivate students in these words:

After informing or warning students about the upcoming difficulty, teachers must provide them with possible solutions and encourage them to be involved in the lesson all the time.

Another statement in which students made use of the issue of motivation and willingness is about letting them make their own decisions *related to* their learning in Item 6. Three respondents believed in the success of this practice in making lessons more attractive and interesting for students. They stated that students tend to keep up with the lesson in order to see whether their decisions really work or not. In addition, fluent speech of teachers was chosen as the most important teacher characteristic in this item by two students who claimed that the more fluently a teacher explains something, the more likely it is for students to understand it and listen to him/her. They also stated that fluency turns lessons into shows and keeps students alert as they find it impressive.

Teachers' mastery over the subject matter was chosen by the majority of students as one of the most important factors influencing their motivation and willingness. One of the participants said that if a teacher is not sure about what to teach, it may lead to chaos and unwillingness in the classroom. The third statement of Item 7 is directly related to motivation, so one of those three students justified his/her preference saying:

Unwillingness means failure for me, so what facilitates learning most is a high level of motivation. Only in this way I can concentrate on the thing I need to learn.

Another statement related to motivation and willingness in a way is about informing students about the learning goals set beforehand and two respondents asserted that what make learning process important for students are actually the goals they set for themselves or others set for them as these are the things motivating them to learn most.

As to students' reactions towards the statements in Item 9, the ones regarding teachers' role in making students feel comfortable and their choice of plain clothes appropriate for the learning environment were found to be influential on student motivation, participation and willingness. A group consisting of six students said that teachers must be smiling all the time and warn students only when it is necessary to help them relax, to participate more and to enhance their motivation. Moreover, one of the students believing in the necessity of teachers' wearing plain clothes explained it as follows:

Instead of concentrating on the lesson, we comment on teachers' clothes a lot if they are not plain enough and this prevents us from listening to the lesson and answering teachers' questions.

Finally, many students believed that teachers must deal with poorly-motivated students individually so that they feel someone finds it worth striving to motivate them towards learning. One of them looked at this issue from a different perspective and mentioned about the negative effect of poorly-motivated students on other students. S/he suggested that these learners must always be supported and encouraged by their teachers to participate in the learning activities in order to lessen this negative effect on others. One of them also added that *'teachers' principal duty is to make effort to teach ALL students whatever the circumstances are'*. In another statement that belongs to Item 10, two students focused on the relationship between teachers' speech pace and

students' participation in the lesson. One of them summarized this issue in the following way:

If teachers' speak too fast or slowly, this hinders understanding and affects our participation in the lesson. A clear speech and an appropriate pace enable us to listen to the teacher enthusiastically and this leads to stronger interaction.

4.4.4.2. *Fun, Informative and Non-monotonous Lessons*: Fun and informative lessons were mentioned while students were accentuating the importance of teachers' monitoring student progress in the first item. Three students reminded that it is essential for students to be aware of what they are capable of doing. In their opinion, this will make lessons much better, enjoyable and even informative.

Similarly, five students who had chosen the statement concerning the use of various techniques during the learning process tried to explain why they thought having fun is so important during language learning and one of them uttered the following sentences:

The variety of teaching materials and techniques makes lessons fun and beneficial at the same time. Also, using the same technique all the time bores me; so, teachers should make use of games and songs to prevent this.

Another group of students were quite confident that teachers' tone of voice is one of the factors which determine if a lesson is monotonous or not. Four of them wrote that an effective tone of voice helps to keep students alert and active during the lesson and prevents monotony to a certain degree. They also believed that a calming and persuasive tone increases students' level of interest and motivates them to listen to the teacher attentively.

In the sixth item, also, 22.1% of the respondents asserted that teachers must have the necessary knowledge about English idioms and collocations and one of these students

thought that using them correctly helps teachers avoid monotony and increase their interest in the lesson. Likewise, in item 7, 51 participants focused on the issue of motivation and four of them emphasized the importance of not making students feel bored while teaching.

Monotony turned out to be, in students' opinion, an inhibiting factor when student motivation was the main issue. The statement concerning teachers' use of appropriate intonations in Item 8 was chosen as the most important teacher trait by 14,5% of the participants and two of them clarified the ground for its vitality saying that appropriate intonations are helpful in avoiding monotony and boredom in the class and a good use of them will probably make lessons more absorbing and effective for the majority of students.

Additionally, 132 students claimed that teachers must have sense of humor and this is the most important teacher trait given in Item 9. Six of these students also added that this works well in making lessons less boring and more enjoyable. One of them elaborates on this in the following way:

I really don't like teachers who talk about the lesson all the time. I think being in the same environment doing the same thing is unbearable especially after the first 20 minutes of the lesson and I need to have breaks to refresh at certain points of the lesson.

Lastly, teachers' speech pace was thought to be very important by 49 students having responded to the last item of the questionnaire. One of them insistently pointed to the difficulty of learning something new for students and the need for time to internalize this new knowledge. In their opinion, if teachers speak too fast, students get overloaded and can not keep up with the lesson. On the contrary, if they speak too slowly, students get bored and distracted by this. They both disrupt the flow of the lesson and make it ineffective. In the same item, two participants supported the idea of using the techniques supposed to contribute to the improvement of language skills and noted that only teachers open to innovations use both old and new techniques as their aim is to

facilitate and accelerate learning. They mainly believed in the influence of these techniques on avoiding monotony during the lesson. Another student expressed his/her opinion in the following words:

As well as making learning fun, use of various techniques whose efficiency has been proved enables students to find out how they learn most easily.

4.4.4.3. Attracting Student Attention: The results of the questionnaire indicated that students approved teacher traits which attract their attention as they are thought to enhance their motivation and interest. In the first item, for instance, six students agreed on this point in their justifications of the statement ‘a leader teacher must appeal to the eye with his/her good-looking appearance’. They said that such a teacher attracts students’ attention and added that clean, tidy and energetic teachers increase students’ interest in the lesson.

Further, three participants claimed that teachers’ use of gestures and posture is an important component of teaching ability in the third item. In their opinion, these visual effects are powerful tools attracting students’ attention and increasing their potential to listen to the teacher.

In a similar way, two students expressed their thought that a comprehensible speech manner is a must for a good teacher and one of them explained it as follows:

The way teachers express their ideas or explain things to students greatly influences their attention levels. The more impressively the teacher uses the language, the more focused the students are on the lesson.

Another point 32 students agreed on is that teachers’ use of his/her voice effectively is the most important statement in Item 7 and all three justifications related to this

statement included the idea that it works in attracting students' attention and helping them adapt to the lesson more easily.

4.4.5. Teacher-Student Relationships: Of all the justifications students wrote, 95 were directly related to how sound the relationships between the two main parties of the learning process –teachers and students- are. In this category, the most fundamental things students took into consideration were their needs. In parallel with these needs, they clarified what teachers' roles are and what kind of activities they want to be engaged in. They also identified some main components which enhance the communication and strengthen the relationships between teachers and learners. These basic points can be seen in Table 4.7.

Table 4.7. Basic Points Related to Teacher-Student Relationships in Students' Justifications and the Number of Students Mentioning Them

1. strong communication and interaction	23
2. students' need to be cared about, supported and viewed as individuals	21
3. trust	12
4. self-confidence	9
5. tolerance and patience	9
6. respect	9
7. teachers as role models	5

4.4.5.1. Strong Communication and Interaction: The first point at which two participants pointed to the importance of teachers' being close to students was the third statement of the first item. In their justifications of this statement related to teachers' monitoring student progress, they stated that teachers indifferent towards students lead to indifference in students towards the lesson and the teacher. In other words, they believed that how close the teacher to students is a determinant in their learning performances. One of them summarized his/her beliefs as follows:

Communication between students and teachers lets them become closer and this encourages students. I think students get the energy to learn from their teachers

In another item, six students justified their choices regarding the necessity of teachers' sensitivity to the problems of individuals or groups and they wrote that such teachers make students feel closer to them, which makes sure that students and teachers get on very well and the better the relationship between them, the more effective the learning outcome.

Furthermore, teachers' pedagogical knowledge was found to be the most important teacher characteristic given in Item 5 by 75 participants and three of them attempted to make a connection between this and the communication between teachers and students. They thought that teachers must know how to deal with students and how to approach them and reminded that this is also related to making students feel comfortable. One of them looked at this issue from a broader perspective and explained it as follows:

Teachers having the necessary pedagogical knowledge are undoubtedly successful in anything related to teaching or human relationships.

Similarly, one of the respondents focused on the issue of human relations in general while explaining why she/he thought teachers must be empathetic towards students (Item 7). S/he wrote that empathy is vital in life in general in order to be able to establish strong relationships with people.

Another factor influencing teacher-students communication was believed to be the way teachers treat their students, so one of the participants focused not only on teacher-student relationships but they mentioned about students' relationships one another, as well. They said that the treatment of teachers affect these relationships and may lead to problems among learners.

Also, five of the respondents who preferred teachers having sense of humor (Item 9) touched upon the link between the establishment of sound relationships and the jokes in the learning environment. They thought that jokes may help students feel that their teacher is close to them.

Lastly, teachers' role and support as problem solvers were believed to strengthen the communication between teachers and students by four participants justifying their choices in the last item of the questionnaire. On the other hand, 49 students chose another characteristic as the most important one and claimed that effective teachers must have an appropriate speech pace. One of these students explained it using the following words:

A clear speech and an appropriate pace enable us to listen to the teacher more willingly, answer his/her questions and sometimes comment on what s/he says. That is, this helps us interact better.

4.4.5.2. *Students' Need to Be Cared About, Supported and Viewed as Individuals*: One of the most frequently mentioned expectations of students from their teachers is absolutely care and respect. They include this in their justifications of various statements that belong to different items of the questionnaire. This means that they relate care and respect to many different issues concerning language learning.

To begin with, three of the students having noted that teachers' monitoring student progress is vital explained their main reasons as follows:

Learning English is a time-taking and difficult process and students want to be cared about in this process. Especially beginner level students want to feel that teachers are interested in their progress and believe that this enables them to perform better. That is, teachers' appreciating students and their progress makes them more active and enthusiastic while learning something new.

Also, in the fourth item, 130 respondents wanted their teachers to be aware of the fact that students have different interests, abilities and needs and five of them expressed their desire to feel themselves valuable. They added that if teachers' treatments indicate that they are viewed as individuals different from one another, they strive more to prove that they have strengths distinguishing them from others. As to the participants' demand

for respect, two of them mentioned that they expected from their teachers to view them as adults rather than teenagers. Likewise, in another item, students focused on the importance of teachers' patience during the teaching/learning process. One of the four participants justifying their choices uttered the following sentences:

Patience is the most essential component of education and both sides must be patient whatever happens in the classroom. Also, students aren't mature enough and they go through a painful course of time while learning a foreign language. So, they need support from more experienced people.

Additionally, four students attempted to explain why they thought that teachers must deal with poorly-motivated learners and it was explained in the following words:

I like being cared about. When teachers deal with me, I feel equal with others and strive more to succeed. Obviously, I think this is one of the best ways of making students, especially the poorly-motivated ones, feel important.

The last statement in which students repeated their need to be cared about and supported was included in the last item of the questionnaire. Of the 23 students having completed the sentence 'Effective teachers must be problem solvers because', three mentioned that they didn't expect their teachers to teach English only and that they also wanted these teachers to listen to them and find solutions to their problems. One of them justified his/her choice in the following way:

As first year students, we experience many problems related to school, friends and teachers, and we can not express ourselves well without first overcoming the difficulties or our problems. Thus, teachers' support strengthens the communication between us. Also, if teachers do this, they show that they care about us and we this support makes us feel valued.

4.4.5.3. *Trust*: Trust first came out as an indispensable component enhancing the quality of teacher-student relationships in the first item. The statement was about the necessity of teachers' keeping promises. Three students agreed on the fact that whether teachers keep the promises they have made or not determines how much students trust them.

In the next item, the statement concerning teachers' self-confidence was also thought to be related to trust. One of the students having justified why they chose it as the most important teacher trait in this item, one explained why self-confidence is so important as follows:

*I need to trust my teachers and if they are not confident enough, I can never be sure about the benefit and functionality of what I am learning.
I also want to believe that teachers can transmit their knowledge to me.*

Another statement in which students emphasize the importance of this component is included in the third item and it claims that a leader teacher must have the necessary knowledge about English grammar. In their explanations, two participants touched upon the influence of students' getting answers to their questions and one of them stated that the idea of a teacher who himself/herself doesn't know what s/he is supposed to teach sounds very ironic. They added that if teachers fail to provide students with appropriate answers, students don't take them seriously and this will probably bring about more unwillingness and less trust in students.

Moreover, a respondent believed that teachers' tone of voice was another factor affecting students' feelings. S/he stated that students are impressed by charismatic voices and this is directly related to how much students care about and trust their teachers.

In Item 8, also, a group including 60 participants noted that effective teachers must know an adequate amount of English vocabulary and one of the three students who justified their choices summarized his opinions in the following words:

Teachers must give plausible and convincing answers to our questions, because this is a way of preventing our indifference to learning and this can also ensure a relationship based on trust between teachers and us.

Finally, the statement regarding teachers' role in making students feel comfortable during the learning process in the ninth item caused two participants to comment on this issue. They mentioned that they wanted to be sure that their teachers have faith in them and added that what make them feel comfortable and highly-motivated are, in fact, these traits or behaviors of teachers. In short, they strongly believed in the necessity of trust in teacher-students relationships; however, students' trusting their teachers is not enough, in their opinion. Teachers must also show that they trust their students so that students can feel comfortable in the learning environment.

4.4.5.4. Confidence: As well as communication, support and trust, participants pointed to the vitality of confidence in the establishment of sound relationships between teachers and students. This component was mentioned in students' justifications of nearly all items of the questionnaire.

To begin with, two respondents thought that teachers must monitor student progress and provide them with some feedback about it as students may have difficulty in following their own progress. In their opinion, this leads to higher motivation in students and they feel more active and self-confident. Likewise, 55 students believed that setting attainable goals for students was the most important teacher trait given in the second item and one of them explained the reason why s/he thought so saying that achieving the goals set for them increases students' self-confidence.

Furthermore, in Item 7, one of the participants who stated that teachers must be empathetic towards students pointed to this issue in the following way:

If I feel that I'm understood, I feel more comfortable. This also makes me think that I can achieve whatever the circumstances are. That is, I feel much more confident when I feel that I'm supported.

The statement concerning teachers' mastery over the subject matter in the same item was also favored by many participants as one referring to of the most important teacher traits and one of the three students having justified their preferences explained it as follows:

Teachers make a lot of effort to bring up self-confident learners and I believe that they must be confident about the things they are supposed to teach in order to ensure this.

Lastly, 144 participants having responded to Item 8 claimed that fair treatment of teachers is more important than the other teacher traits given in this item. Two of them wrote that when teachers' attitudes lead to discrimination among students, this not only decreases students' trust in their teacher, but this lowers their self-confidence, as well.

4.4.5.5. Tolerance and Patience: Being tolerant and patient is considered to be one of the most desirable characteristics of teachers as learning environment is prone to many different kinds of problems. Therefore, students included tolerance and patience in the many of their explanations as key factors in the creation of an effective learning environment. For instance, in Item 5, many students focused on teachers' nonjudgmental attitudes during the error correction phase and four of them stated that when teachers humiliate students, they probably feel tense and reactive towards the lesson and added that tolerance is absolutely needed to prevent students from developing negative attitudes towards learning.

In addition, this issue was mostly dealt with in students' explanations regarding the sixth item which directly asks students how important it is to work with a patient teacher for them. One of the three students agreeing on its importance uttered the following sentences to clarify this:

Teaching something new must be hard and teaching a group means coming face to face with many people with different needs and capacities. So, teachers have to deal with all these people at the same

time and have to explain the same thing many times. They must stay calm and patient all the time.

Another point respondents emphasized is the vitality of teachers' attitudes while they are dealing with poorly-motivated learners. Two students wrote that if it is teachers' duty to make students feel comfortable and confident; they must tolerate their mistakes and misbehaviors. Also, they need to explain them patiently that language learning is not a very easy task, so they must be patient and tolerant, too.

4.4.5.6. *Respect*: Although the majority of the participants believed that teachers must be respectful towards students, some of them touched upon the issue of mutual respect at certain point. However, the main argument here is that respect is an important component strengthening teacher-student relationships.

To begin with, in the second item, self-confidence turned out to be an important teacher characteristic and four of the respondents agreeing on this point stated that a teacher who lacks self-confidence doesn't deserve students' respect as teacher is an authority figure in the classroom. They added that his/her faltering about anything during the lesson may disrupt this image of teachers.

Second, the statement directly related to 'respect' is the fourth one in Item 4. One of them commented on its vitality and said:

Respect is vital in all kinds of relationships and everyone deserves it whether they are learners or teachers.

Another student looked at the issue from a slightly different perspective and called attention to the necessity of mutual respect as it can be seen below:

Mutual respect is necessary, because I think showing respect guarantees being respected. Also, we as students tend to listen to and care about those who respect us as individuals.

Additionally, two students tried to make a connection between making mistakes and respect. They said that they feel less stressed out when respected. Because if they feel teachers or other members of the classroom look down on them, they are likely to develop negative feelings about language learning. They also added that respect enhances the quality of the relationships between people in the educational environment and the quality of education.

Finally, one of the participants believing that teachers must be respectful towards students tried to prove that there is a relationship between respect and patience, so s/he noted that patient teachers are respected more by their students.

4.4.5.7. Teachers as Role Models: Apart from the main components affecting the quality of teacher-student relationships, five participants looked into teachers' role as models. One of them claimed that if teachers are self-confident, they bring about self-confident students, because teachers are role models for students. In Item 4, also, many students stated that teachers' pronunciation has a great influence on students' improvement and one of them explained why s/he thought so as follows:

If a teacher has problems with the pronunciation of the words in the language s/he teaches, we will inevitably experience the same problem, because teacher is the model for us.

Also, another student looked at this issue from the same perspective in Item 8 and believed that teachers must use appropriate intonations because students get used to and use the intonation they are exposed to during learning. S/he strongly supported the view that teachers' use of language, whether it is their mother tongue or the target language, determines how students use it. In the same way, a respondent chose the statement 'an effective teacher must know an adequate amount of English vocabulary' as the most important teacher trait in Item 8, because s/he believed that students wanted to see variety in teachers' use of English vocabulary so that they would be able to learn more and make use of that knowledge in practice. Finally, in Item 9, one of the students wrote that teachers must speak nearly as fluently as a native speaker as this impresses students and make them enthusiastic about speaking in the same way.

4.5. Summary of the Results

The analysis of the data for the first research question, which aimed to explore students' preferences related to the characteristics of teachers who enable them to develop positive language learning behaviors, revealed that students mostly agree on a certain set of teacher traits. Their responses to the items in the questionnaire indicated that students tend to favor teachers who monitor their language learning behaviors closely, inform them about the use of English in real life, use a variety of techniques during the lessons, treat all students fairly, have sense of humor, have mastery over the subject matter to be taught, help students feel comfortable during the learning process and make use of the techniques contributing to the improvement of language skills. In addition to these characteristics, they expect effective teachers to be fair, non-judgmental, patient, empathetic and aware of the differences in students' interests, abilities and needs.

Furthermore, the second research question was intended to find out which of the four categories (personal characteristics, physical characteristics, pedagogical knowledge and field knowledge) the most frequently chosen statements belonged to. When the participants' choices were looked into carefully, it was found that statements regarding teachers' personal characteristics were thought to be more important than the other statements in 50% of the items. In 30% of them, pedagogical knowledge of teachers was considered to be the most important while respondents chose the statements about teachers' field knowledge as the most important in only 20% of the items. Moreover, in none of the items in the questionnaire, statements concerning teachers' physical appearance turned out to be the most important ones. All these indicate that when the categories of teacher traits are put in order of importance, their personal characteristics come first and pedagogical knowledge, field knowledge and physical characteristics follow them respectively.

Finally, the third research question, the aim of which was to learn why students believed that the statements they had chosen was the most important for them, contributed to the formation of a list including some key points mentioned by the participants repeatedly in their justifications. These points were put into five different categories labeled as

‘Learning Process’, ‘Learning Environment’, ‘Language Input’, ‘Motivation’ and ‘Teacher-Student Relationships’. First of all, the points related to learning process included making mistakes, getting answers to all their questions, error correction and feedback, permanency of learning, difficulty of learning something new, assessment and evaluation, understanding the rationale behind what is being done, understanding expectations, and being realistic. Second, the main topics which came into prominence in the category of learning environment were the creation of a positive environment, individual differences, sense of safety and comfort, a well-managed classroom and learner autonomy and sense of responsibility. Third; comprehensibility, different uses and functions of English, real use of English in daily life and improvement of language skills belonged to the ‘language input’ category. The other main points were about motivation and the most distinctive ones were student willingness and participation; fun, informative and non-monotonous lessons and attracting students’ attention. Finally, the remaining points were directly related to teacher-student relationships and these were strong communication and interaction, students’ need to be cared about, supported and viewed as individuals, trust, self-confidence, tolerance and patience, respect and teachers as role models.

4.6. Discussion of the Results

4.6.1. Discussion of the Results of Students’ Choices about Leader Teacher Characteristics: The results related to which traits students want their teachers to have were analysed in the light of some other studies conducted previously (Goldhaber & Anthony, 2003; Minor, Onwuegbuzie, Withcher & James, 2000; Cotton, 1995; and Stronge, 2002). The first thing revealed was that most of the students would like their English teachers to monitor their language learning performances closely (72.6%) and to be aware of the fact that they have different interests, abilities and needs (42.9%). Similarly, another group of students thought that effective English teachers must be respectful towards their students in the process of teaching/learning (27%), provide students with opportunities to make their own decisions related to their learning (24%) and deal with poorly motivated students individually (20.4%). Also, 18.1% of the participants valued teachers’ informing students about the learning goals set beforehand.

The findings of Tursman's (1981) study also indicated that students prefer to have teachers who encourage them to take responsibility and self-direction. All these mean that students want to be cared about and seen as individuals active at all phases of learning by taking part in the decision making process, assuming responsibility and being followed by a 'more knowledgeable' one. These findings are actually quite in parallel with the findings of previous research. For instance, as a result of Stronge (2002) and Peacock (2006)'s studies, 'respect' came out as one of the most desirable characteristics of effective teachers as it did in the present study. This is actually related to all the issues mentioned above.

Moreover, in their study conducted in 1988, Porter and Brophy, effective teachers were defined as the ones who are good at passing on their expectations to their students and justifying these. Lowe and Brock (1994) also stated that students expect from their teachers to discuss with their students about course objectives, evaluation methods and assignments. In short, students want to know what the objectives of a particular course are, what is expected from them and if there are specific rules of that class or not. These are all among the traits participants of this study viewed as essential.

As to the existence of differences among students, Wenglinsky (2000) mentioned that students learn in different ways through different methods as all of them have characteristics peculiar to themselves. This is also stated in different words in the statement 'A leader teacher must be aware of the fact that students have different interests, abilities and needs'. Participants' responses to this statement indicate that students are not disturbed by this diversity in the classroom and they just want their teachers not to ignore these differences. What seems essential to them is that teachers tolerate students with all kinds of personalities, respect these differences and design all educational activities taking this into consideration.

As well as this issue of personal differences, the participants of McDermott and Rothenberg (2000)'s study also said that learners liked teachers who spend time and talk personally with them. Furthermore, Witcher and Onwuegbuzie (1999)'s study in which characteristics of effective teachers were tried to be identified indicated that students

favored teachers who are 'sensitive', 'supportive', 'kind', 'caring' and 'patient'. In a similar study in which HayMcBer (2000) interviewed teachers to find out their opinions about effective teacher traits it was found that it is useful to help students feel emotionally supported in class. Studies of Porter and Brophy (1988) and Minor, Onwuzegbuzie & Witcher (2002) also confirmed that students viewed supportive teachers as effective ones. As was just stated, being supportive was found to be one of the most important teacher traits in Minor, Witcher and Onwuegbuzie (2002)'s study, too. Likewise, teachers who are respectful, fair, patient and understanding towards students were notably favored by the respondents. This actually shows us that the participants of this present study and those of other studies emphasize similar themes.

Another group of respondents underlined the significance of teachers' having sense of humor (43.5%) and not being judgmental (48.5%). Some also claimed that they must help students feel comfortable during the learning process (42.9%) and set attainable goals for students (18.1%). When these characteristics are taken into account, it can obviously be seen that students don't want to be exposed to a threat in the learning environment and focus on the importance of feeling comfortable, all of which may be related to a possible increase in their self-confidence. Brown (2004), Deal (2005) and Köymen (1988) conducted studies on effective teacher characteristics and found that students attached importance to teachers' having sense of humor. Additionally, Deal (2005) integrated it into transmitting knowledge and noted that teachers should convey their knowledge in humorous and meaningful ways.

Furthermore, characteristics related to teachers' speech and voice were chosen as the most important only by a minority of students in the present study. Most of them believed that an effective use of voice and appropriate intonations, speaking fluently, having an understandable speech, an impressive tone of voice and an appropriate speech pace while communicating with students are not as important as the other characteristics of leader teachers. Different from what was found in this study; Deal (2005) found that effective teachers were thought to use the language and their voices effectively. Even though they are definitely indispensable components of a fruitful learning environment, the other characteristics mentioned above, in students' opinion, have priority over these.

4.6.2. Discussion of the Results of Students' Choices according to the Categories of Leader Teacher Characteristics: As it can obviously be seen from the figures given in Table 4.2., personal characteristics of leader teachers seem to be much more important than the characteristics falling into the other three categories (physical characteristics, pedagogical knowledge and field knowledge). Students' responses to the 5th, 6th, 7th, 8th and 9th items indicate that students tend to describe teachers who are influential on their developing positive language learning behaviors as patient at all phases of teaching/learning process (48.5%), empathetic towards students in case of difficulties they face (38.2%), and they add that these teachers treat all of them fairly (36.6%), have sense of humor (47.5%) and are not judgmental while correcting students' mistakes (43.5%). Moreover, the overall table points to the fact that in nearly 50% of the items, participants predominantly agreed on the significance of teachers' personal characteristics. Actually, these findings show parallelism with those of the previous research. For instance, as cited in Çetin (2001)'s article, Witty (2000) finds out that students tend not to focus on effective teachers' knowledge of field, knowledge of teaching strategies or teaching ability. Instead, what they emphasize most is their personality. Stronge (2002) also mentions about the necessity of having some basic traits and talents for being an effective teacher and as a result of his study, he came up with traits such as being fair, respectful, friendly, enthusiastic and motivated towards teaching as well as care, personal interactions with students and reflective practice. Likewise, in Witcher, Minor & Onwuegbuzie (2001)'s study, student-centeredness, enthusiasm for teaching and ethicalness were found to have priority over the categories named as classroom and behavior management, teaching methodology and knowledge of subject. Many other researches also provide researchers with similar lists of traits of effective teachers.

The second mostly preferred teacher characteristics such as monitoring students' language learning performances closely (72.6%), making use of various techniques during the teaching process (40.9%) and being aware of the fact that students have different interests, abilities and needs (42.9%) are concerned with the instructional organization. The participants especially touched upon the issues of effective teachers' managing the classroom successfully and addressing to all students' needs and learning

styles through various methods and techniques. Actually, what all these things refer to is the pedagogical knowledge of teachers. In parallel with these, Schulman (1986) claimed that if a teacher doesn't know how to deal with students and how to organize his/her lessons, s/he can't be called an effective teacher no matter how much field knowledge s/he has. Stronge (2002) also noted that effective teachers are well aware of the existing teaching techniques, make use of them effectively and adapt them according to the characteristics of their students, classes and the difficulty of the subject matter. Peacock (2006) also identified how important it is in students' opinion for an effective teacher to use various teaching strategies and learning activities. These indicate that traits related to the pedagogical knowledge of teachers are viewed as the most important in three out of ten items in the questionnaire given and this is supported by the findings of previous studies.

Furthermore, the statements related to teachers' field knowledge come to prominence in only two of the items included in the questionnaire. About 40% of the respondents emphasized the importance of teachers' providing students with information about the use of English in real life and 43% of them expressed their opinion that making use of the techniques supposed to contribute to the improvement of language skills such as reading and listening was beneficial while responding to the second and the last items. This means that these students want to have teachers with adequate field knowledge and this finding is confirmed by many other studies, as well (Darling- Hammond, 2000; Minor, Onwuegbuzie, Withcher & James, 2000; Stronge, 2002). The close relationship between students' achievement and teachers' field knowledge is also mentioned by Monk (1994) in his study including maths and science teachers. Rather than the proofs for the contribution of teachers' field knowledge to students' success in learning and tests, what is important for this study is what students think about it. Koutsoulis (2003)'s findings are quite in parallel with those of this study and he found that students want to be taught by knowledgeable and clever teachers.

Finally, an interesting finding of this study is that none of the participants think that teachers' physical characteristics are the most essential factors contributing to their being effective English teachers who teach their students how to learn a foreign

language. Although previous research focused on the significance of the verbal ability of teachers, the components involved in these studies didn't cover physical characteristics of teachers. For instance, Deal (2005) found that effective teachers' use of voice and language is very well. Similarly, Stronge (2002) emphasized the importance of teachers' verbal ability in more efficient learning/teaching. While verbal ability turned out to be a vital part of teaching ability in these studies, participants of the present study found these traits as the least important in five items (50%) of the questionnaire administered. This indicates that these traits may be viewed as important when they are evaluated in themselves; however, comparing them with some other types of characteristics and trying to prioritize them results in their having a lower rank.

Although many studies have been conducted so as to find the traits of effective teachers embodying leader characteristics in teachers', students', parents' and administrators' opinion, only few of them aimed to put these traits into categories and determine which type of characteristics students find the most important. A study with aims similar to those of the present study was conducted by Witcher and Onwuegbuzie in 1999 and the characteristics of effective teachers were tried to be identified. The results of this study led to the emergence of six themes each of which includes key words describing these concepts. The themes were student-centeredness (love of students, sensitive, supportive, kind, caring, patient); enthusiasm for teaching (love of subject, commitment, untiring, true love of job); ethicalness (impartial, unbiased, honesty, fair); classroom and behavior management (authoritative, good disciplinarian, observant, leadership); teaching methodology (knowing how to teach, variety of teaching methods, prompt feedback) and knowledge of subject (intelligent, knowledge, smart) in order of endorsement. As it can be seen clearly, most of these characteristics overlap with the ones mentioned in the questionnaire of the present study despite the differences in the numbers and names of the categories determined. When the results of these two studies were compared, it was found that the categories of effective language teachers' characteristics, according to the participant responses of the present study, were enumerated as personal characteristics, pedagogical knowledge, field knowledge and physical characteristics from the most important to the least. Similarly, in Witcher & Onwuegbuzie's study, student centeredness and the key words describing it received the

greatest endorsement of university students (pre-service teachers) and the remaining five themes were endorsed by a similar proportion of students.

4.6.3. Discussion of the Results of Students' Justifications of their Choices Related to Leader Teacher Characteristics: The explanations students provided the researcher with about the reasons why they found that particular item the most important among others indicate that students mostly focus on similar things. This means that there are some basic requirements for them to be successful in language learning and they want their teachers to facilitate this process with the help of some basic traits and attitudes expected from them.

To begin with, the most frequently mentioned word in students' explanations was 'motivation'. While they were assessing leader teacher characteristics which enable them to become effective language learners, they thought motivation was of utmost importance and mentioned about it in nearly all statements. What students say actually shows that they have difficulty in keeping their motivation levels higher and relates this problem to the attitudes and characteristics of teachers. They expect them to monitor them during their learning, to inform them about the use of English in real life, to set attainable goals for them, not to be judgmental during the error correction phase, to be patient all the time, to provide them with opportunities to make decisions and to inform them about the learning goals. In addition to participants' explanations including words such as 'motivate', 'motivation', 'poorly motivated' in some of the statements, the same idea was also expressed in different words such as 'making students more willing to learn', 'encouraging them to strive more to learn, 'appreciating what they've done' and 'helping them develop positive attitudes towards learning'. Moreover, students thought that teachers must make effort to keep students alert and to increase their interest in the lesson either by making use of their personality traits or their pedagogical knowledge. To sum up, what students mostly expect from their teachers is to help them focus on learning and not lose interest in it. They also come up with some suggestions in order to prevent monotony and the most frequently mentioned one of these suggestions seems to ensure variety in the classroom primarily in terms of the techniques and activities used.

They even want their teachers not to use their voices, gestures and postures in the same way all the time as this doesn't attract their attention and makes the lesson monotonous.

Apart from the ones mentioned above, students also expressed their need to have fun during the lessons although they take the learning process too seriously. Many students demanded that lessons be fun and informative at the same time and they believe that this will make learning more permanent as they think the things learnt in an enjoyable lesson will be more memorable. Their justifications showed that the biggest problem decreasing their motivation is a boring learning atmosphere with mundane activities in it.

While trying to express what they really need as students during the learning process, students restated the difficulty of learning English many times. Nearly 35% of the respondents complained that language learning is a hard and time-taking process in which making mistakes is unavoidable. They also explained which attitudes of teachers during the error correction and evaluation phases help them overcome the difficulties in this process. In order to do this, the vitality of getting adequate feedback and satisfying answers to their questions was also emphasized. It is obvious that students don't want to get ambiguous or indirect answers to their questions as they want to make sure that teacher is the expert in that particular subject and they can trust him/her about it. It could also be seen that effective learning/teaching equals to 'permanent learning' in students' opinion as this was another frequently used phrase in their justifications. These participants not only pointed to its necessity, but also explained how learning can be made permanent. They demanded that teachers make their expectations clearer and help learners understand why they are doing what they are doing so that learners are aware of the function of the activity they are involved in and that the teacher is conscious enough about the route s/he follows. In short, all these indicate that students don't want to encounter anything ambiguous during this process and expect to be informed about each step taken. Furthermore, it is thought to be the teachers' role to facilitate it by assuming appropriate attitudes.

Another point students care about most is the nature of the relationships they established with their teachers and there seems to be many key points influential on the strength of these relationships. The first thing students are in need of, in their opinion, is their teachers' care about them and their progress. In many items, students mentioned that they want to be viewed and treated as individuals, be supported and cared about. They also claim the existence of a connection between being supported and building self-confidence. Many students touched upon the necessity of self-confidence in students and believed that self-confident teachers are good role models for these students. The phrase 'role model' was also repeated many times by students as they thought that students are affected by teachers' use of their mother tongue and the target language, their behaviors as mature, fair, patient and sensible individuals and the way they approach their students. As well as the importance of teachers' modeling, students are aware of the fact that this is not enough by itself to ensure student achievement. What is essential, in these students' opinion, is the establishment and maintenance of strong relationships between students and teachers, which requires the effort of both sides. Most of the participants' responses to the items given in the questionnaire indicate that students repeatedly use the words 'communication', 'interaction' and 'relationship', which this means that they give importance to the quality of the rapport between learners and teachers. They also tend to prove the existence of a relationship between these terms and students' attitudes towards the lesson and the teacher claiming that the stronger the communication between the two parties of learning/teaching activity, the more favorable attitudes are developed. In the same way, they assert that positive attitudes of teachers and learners guarantee positive learning outcomes.

Some other issues on the vitality of which students are insistent include trust, respect understanding and fairness. First of all, students report their wish to trust their teachers in and outside the classroom and they are afraid to lose it in cases of unfairness and insensitivity. Though they seem to be separate terms at the beginning, their explanations verify that they can link all of them in a logical way. Furthermore, their justifications show that arousing curiosity is one of the best ways of creating a positive learning environment and encouraging students to learn. They repeatedly express their wish to feel eager to develop something new without being offended or humiliated. In fact, all

what students wrote as explanations refer to different concepts or terms; however, what they have in common is that feelings are involved in all of them. This means that students give priority to how they feel as this seems to influence them to a great extent in this process. That teachers must not teach English only, they must also pay attention to the emotional state of the students is probably the message they intend to give.

Apart from these demands of students, they mentioned about the characteristics of an ideal atmosphere for learning. The point they touched upon quite often is 'feeling comfortable' which is viewed as the key to being successful and they explained that they can learn English as long as they are not under threat and feel safe in the classroom. This is especially emphasized while writing about teachers' setting attainable goals, being respectful towards students and not judging them while correcting their mistakes. They also believed that this is closely related to the issue of 'motivation' and new learners need someone to help them feel safer and more comfortable so that they will overcome their shyness and tension. This is thought to prevent students from making bigger mistakes. In addition to their need for a positive learning environment, safety and comfort, a link between classroom management and learner autonomy was established. This was also thought to help students feel responsible and highly-motivated.

As for the pedagogical side of this learning environment issue, the primary expectation of learners from their teachers was that they should accept the fact that they may be totally different from each other with different tastes, interests, needs and capacities. Most of the respondents emphasized this point several times, which indicates that they want their teachers to be realistic and set learning goals for students taking this into consideration.

Finally, the results show that students don't attach much importance to the physical characteristics of teachers. Only a minority of the respondents found them the most important ones and those who did explained that they are only effective tools for attracting students' attention. They again mentioned that they can be used to help students become more interested in the lesson and to keep them alert most of the time.

To sum up, the findings of the study indicate that what students care about most are their feelings and the attitudes they develop towards learning itself and the people in the educational context. It seems that if they are glad about what is being done, they believe that there is no reason to fail. Second, they want to be sure that they are guided by a 'more knowledgeable one' who tries to persuade them about the necessity and the logic of each step taken for learning. Finally, the least important characteristics include physical ones and their only function is thought to keep students interested.

CHAPTER 5

CONCLUSION

5.1. Summary

This study was conducted at Anadolu University School of Foreign Languages to investigate preparatory school students' views about the characteristics of English teachers who enable them to develop positive language learning behaviors. The participants were 303 elementary and lower intermediate level students randomly chosen in the Department of Basic Languages and the principal aim of the study was to come up with a list of teacher traits viewed as the most important by these students. An additional aim of the study was to find out what type of leader teacher characteristics students give priority over others. Also, the study aimed to reveal why students choose a particular item as the most important and to provide them with an opportunity to explain the reason why they thought the way they did.

In order to find answers to these questions, a teacher traits questionnaire including ten items was developed and it was administered to the participants to find out which of those statements seemed most important to them. The questionnaire was made up of ten items each of which had four statements and each of these statements differed from one another in terms of the categories they fell into. Each item contained statements belonging to the categories physical characteristics, personal characteristics, pedagogical knowledge and field knowledge. Participants were required to choose only one statement in each item and this was supposed to be the one which they found the most important statement of that particular item. After determining this most important trait, they were asked to complete a sentence beginning with 'Because' for each statement they had chosen so that they would have the chance to justify their choices.

The participants' responses to the questionnaire were analyzed and the results and discussions were presented under the headings of 'Students' Choices about Leader

Teacher Characteristics’, ‘Students’ Choices according to the Categories of Leader Teacher Characteristics’, and ‘Students’ Justifications of their Choices Related to Leader Teacher Characteristics’. So as to find out the mostly preferred statements by students, the counts and percentages of students’ choices were calculated. As for their justifications, the participants’ responses to the open-ended part of the questionnaire were analyzed, idea units were found and the most frequent justifications mentioned were determined.

The results of this present study indicated that most of the participants thought that the following teacher traits are the most important ones:

Teachers who enable their students to develop positive language learning behaviors must

- monitor students’ language learning performances closely.
- provide students with information about the use of English in real life.
- use a variety of techniques during the teaching process.
- be aware of the fact that students have different interests, abilities and needs
- not be judgmental while correcting students’ mistakes.
- be patient at all phases of teaching/learning process.
- be empathetic towards students in case of difficulties they face.
- treat all students fairly.
- help students feel comfortable during the learning process.
- make use of the techniques supposed to contribute to the improvement of language skills such as reading and listening.

There are also some other statements about which most of the students hold similar opinions and these statements in which those opinions were expressed became the second mostly-chosen ones. These can be listed as follows.

Teachers who enable their students to develop positive language learning behaviors must

- speak English with a good accent.

- set attainable goals for students.
- have the necessary knowledge about English grammar.
- be respectful to students in the process of teaching/learning.
- have the necessary pedagogical knowledge.
- provide students with opportunities to make their own decisions related to their learning.
- have mastery over the subject aimed to be taught during the lesson.
- know an adequate amount of English vocabulary.
- help students feel comfortable during the learning process.
- deal with poorly motivated students individually.

The third group of teacher characteristics favored by students can be listed in the following way:

Teachers who enable their students to develop positive language learning behaviors must

- appeal to the eye with their good-looking appearance.
- set attainable goals for students.
- use their gestures and postures effectively.
- have a clear and understandable speech manner.
- have an impressive tone of voice.
- have the necessary knowledge about English idioms and collocations.
- motivate students for learning.
- inform students about the learning goals set beforehand.
- speak English nearly as fluently as a native speaker.
- be problem-solvers.

Finally, the last group of teacher traits that are viewed as the most important ones by the smallest proportion of the participants include the following characteristics:

Teachers who enable their students to develop positive language learning behaviors must

- keep their promises.

- be self-confident.
- be sensitive to the problems of students or groups.
- not have difficulty in pronouncing English words.
- determine the points which are difficult to teach/learn in English.
- speak fluently.
- use their voices effectively.
- use appropriate intonations while speaking.
- choose plain clothes that are appropriate for the learning environment.
- have an appropriate speech pace while communicating with students.

As a result of these findings, it can be said that students have similar expectations from their teachers. However, when the percentages are analyzed carefully, it comes out that the number of respondents having chosen the statements of a particular item is not at a very close range; that is, in each item, the majority of the students tended to choose the same statement as the most important characteristics of leader teachers. The best proof for this is that the mostly preferred statements were chosen by at least nearly 40% of the respondents, which means that nearly half of the participants agreed on the significance of a particular statement in each one of those ten items in the questionnaire. When the highest and the lowest percentages are looked into, it can be found that the statement ‘A teacher who enables students to develop positive language learning behaviors must monitor students’ language learning performances closely.’ was thought to be the most important by 72.6% of the respondents whereas only 4.4% of the participants found the statement ‘A teacher who enables students to develop positive language learning behaviors must choose plain clothes that are appropriate for the learning environment’ more important than the other three. It is also worth mentioning that each one of the statements was chosen by a particular group of students; namely, there were no items chosen by no participants. This is also a good indicator of the fact that students may differ from each other to a great extent in terms of their priorities, needs and preferences.

The analysis of the results according to the categories aforementioned in the previous chapters shows that students believed that the personal characteristics of teachers are

much more important than the other types of traits. In 50% of the items (Item 5, 6, 7, 8 and 9), the participants of the study focused on the significance of teachers' personal characteristics (being nonjudgmental, patient, empathetic, fair and having sense of humor). This finding is supported by those of other studies in which the personality of teachers is viewed as more influential than the other factors in the learning environment. In 33.3 % of the items (Items 1, 3 and 4), students chose the statements concerning teachers' pedagogical knowledge as the most important ones (monitoring students' language learning performances closely, using a variety of techniques during the teaching process, and being aware of the fact that students have different interests, abilities and needs). This means that the second mostly favored group of teacher traits falls into the category of 'pedagogical knowledge'. The next category of teacher characteristics are related to the teachers' 'field knowledge' because in 20% of the items (Items 2 and 10) respondents considered the statements regarding field knowledge to be the most important ones (providing students with information about the use of English in real life and making use of the techniques supposed to contribute to the improvement of language skills such as reading and listening). Finally, traits related to teachers' physical characteristics were not chosen as the most important traits in any of the ten items. Despite the fact that there were some participants thinking in this way, the number of these students is not enough to make these statements remarkable enough. In short, teachers who help their students develop positive language learning behaviors make use of their personal characteristics, pedagogical knowledge, field knowledge and physical characteristics in the most appropriate and efficient way possible as students rank these groups of characteristics from the most to the least important in this way.

As for the students' justifications of their choices, they have various ideas and explanations for their preferences; however, there are some basic points students repeatedly focus on whatever the statement is. All these responses to the open-ended parts gave clues about which points students view as important or essential in the language learning process. Some of the justifications they gave were put forward as key words many times. When the frequency of these ideas is investigated, it can obviously be seen that the principal duty of teachers, in students' opinion, is to motivate learners, keep them alert and interested in the lesson all the time. The justifications of 101

students included the terms ‘motivation’, ‘willingness’, ‘participation’ and ‘monotony’, which means that this category is the most meaningful and essential one for students. The main point the importance of which was mentioned by some of these students is that they don’t want to take part in purely enjoyable or purely informative activities during their language learning process. Rather, their wish is to be able to find both of them in their lessons as both informative and fun lessons are, in their opinion, are the most beneficial ones. This means that they expect their teachers to provide them with the necessary information as well as making effort to avoid monotony and boredom for learners.

The second group of basic points covered the ones regarding learning process. Apart from the factors influential on their motivation levels, their responses indicate that students have expectations related to what learners have to deal with while learning a foreign language and how their pedagogical knowledge affects the way students approach the lessons. The first requirement they mentioned is that they want to get answers to their questions so that they will be sure that the teacher is competent enough to teach them the subject matter. They also take this as a criterion enabling them to trust their teachers. In other words, teachers’ mastery over the subject matter means a lot to students and affects how they view language learning. The second requirement, in their opinion, is that they want to learn about the rationale behind each action taken in the classroom. They demand that teachers make each step students are led to take clear and explain its logic as they mostly prefer showing concern for the things that make sense to them. To sum up, students’ justifications indicate that it is vital to make what is attempted to be taught meaningful for learners. Otherwise, it seems impossible to persuade them about the use and the necessity of that particular item. Third, they want other people, especially their teachers, to acknowledge that language learning is a difficult process which necessitates time, energy and effort and act accordingly. Fourth, the explanations of a remarkable number of participants proved that they believed in the effectiveness of error correction and feedback. What matters here for them is the way teachers approach learners while correcting their mistakes or giving them feedback about their progress. Finally, they expressed their wish to find efficient ways of making things memorable and learning permanent. Also, they strongly believe that the way

teachers present the subject and their use of various techniques and sense of humor are some of the factors that help students recall things more easily later. Their explanations point to the fact that they mostly suffer from forgetting the things they have learnt, because they repeatedly emphasized the vitality of the ‘permanency’ of learning.

Another point 88 of the students care about most is the quality of teacher-student relationships. For instance, the participants demand to be encouraged and appreciated as they think it leads them to strive more to be successful in what they are doing. By explaining the case in these words, they bring about the idea that being offended or humiliated among others results in failure most of the time. Therefore, teachers’ attitudes and behaviors towards students seem to either encourage or discourage them as they report that they already feel shy and afraid to make mistakes. They also mention about self-confidence, respect, tolerance, trust and patience which are the fundamentals of establishing sound relationships with people not only in educational contexts but in daily life, as well. They probably believed that there is a strong connection between these components and the communication among the parties in the educational environment. As it can be seen clearly, respondents tended to talk about these things concerned with their feelings.

48 participants also emphasize the necessity of lessons’ and teachers’ comprehensibility in addition to that of the functionality of the things learnt. It shows that the characteristics of the input provided influence how meaningful they find the things they are supposed to do. Lastly, what 86 students attach importance to is the availability of a safe, positive, well-managed atmosphere where individual differences are welcome. Therefore, students seem to demand that their teachers take this into account while not only planning their lessons but also assessing their performances.

Another striking point that can be realized in the findings is that teachers’ physical characteristics are brought into focus by only a minority of students. When their explanations are analyzed, it can easily be inferred that these, in the participants’ opinion, are just tools that can be used to attract students’ attention and have no other influence on students’ language learning.

In conclusion; although students differ in their priorities regarding the characteristics of teachers who enable them develop positive language learning behaviors, the majority of these participants agree on some basic traits and the reasons why they think so. As for their justifications of these choices, most of the respondents expressed the same opinions using slightly different words, as a result of which some key terms have been determined. Above all, some participants tended to use the word 'lead' several times while trying to voice their ideas. This might be evaluated as the most important and meaningful finding of this study since the questionnaire was inspired by the list of characteristics of good leaders and leader teachers uttered in the literature many times. In other words, all the statements consisting of the questionnaire are intended to describe a good leader teacher and it is highly remarkable to find out that the words 'lead' and 'leader' are included in the participants' responses although these words were never mentioned by the researcher in any phases of this study.

5.2. Conclusion

The findings of the study suggested that the existence of diversity in students' points of view and a high degree of agreement can be found at the same time and this meant that the differences in people's personalities and needs make them expect different things from the people around them whatever the environment and the circumstances are. Therefore, students are already expected to value distinct teacher traits and the results of this present study confirm this. On the other hand, in most of the items, nearly half of the respondents tended to choose the same statement which means that the content of these particular statements can actually be said to reflect the opinions of the majority of language learners in general. Also, this assumption leads to the thought that language learners pay attention to the personalities of their teachers most. They prefer having nonjudgmental, understanding, patient, empathetic and humorous teachers who are believed to facilitate and accelerate the language learning process. The general tendency is that students are not solely focused on the issue of 'acquiring information'; rather, what is more meaningful for them is high quality relationships among the parties having roles in the educational context. They especially view sound relationships between teachers and students as essential as the quality of these determine the quality of the

relationships among peers, too. All these indicate that learners are quite conscious about the real aims of ‘education’ and the fact that specific aims related to the subject matter can only be achieved through the achievement of those broader objectives. In other words, learners are well aware of most of the basic points considered as ‘requirements’ and demand their teachers ensure the presence of these in their classrooms through an effective use of their personal characteristics, pedagogical knowledge, field knowledge and physical characteristics. Students’ principal expectation is not to learn a foreign language only; rather, they want to be led by their teachers, develop the necessary information about ‘how to learn’ and make use of it throughout their lives. All these things mean that there is a great change in teachers’ role and their duty is not to transmit knowledge any more. Those who can teach effectively are considered to help their students become autonomous learners having developed positive learning behaviors that guarantee them to deal with even the most complicated learning tasks, because they have an idea about the base and nature of learning and are aware of the essential steps to be taken in the learning process. This actually endorses the ideas put forward recently by educationalists as the ultimate goal of education is to make sure that learners can command their learning using the available resources in the most efficient way possible. The rationale lying behind this idea is that learning is everywhere now, not only at school. Also, loads of information is within the reach of learners all over the world and it is high time they managed their own learning. What they need is just the support and leadership of their teachers. As it can be predicted, the emergence of such concepts as ‘teacher leadership’ and ‘learner autonomy’ has brought about a need for effective teachers with some leader characteristics and those who must decide what these traits should be are definitely students; thus, their ideas related to them must be cared about and the teachers who are ambitious about educating ‘effective learners’ holistically rather than only academically must evaluate themselves in the light of their students’ expectations and preferences.

5.3. Implications of the Study

The findings of this study suggested that many respondents agreed on the significance of a particular set of teacher characteristics; however, it is undeniable that there were

some other groups of students whose ideas diverged from those of the majority. It was also found that students had similar explanations about the reasons why they preferred teachers embodying the characteristics they mentioned and some of these findings are in parallel with those suggested in the literature. Therefore, taking the results of this study and those of previous studies into account will provide benefits as to how these findings can be made use of in real educational contexts and this can only be achieved by making some implications some of which are mentioned below.

First of all, students may be informed about the results of this study in order to raise their awareness of their and their peers' opinions about what they expect from their language teachers. In addition, they may be provided with the results of some other studies conducted in other countries including participants with different backgrounds, ages and proficiency levels so that they will be able to compare their opinions with what other people think about the topic.

The second implication is that the results of this study need to make sense most to teachers as they are the ones who are at the heart of such a study. An informative meeting about the findings of this study should be arranged and teachers must be provided with the necessary information about what kind of language teachers are mostly favored by learners. They must also be briefly informed about the importance of enhancing quality in education, the role of teacher leadership in educational contexts, the practical aspects of teacher leadership in and outside the classroom and the possible benefits of it in an organization. All this information about which traits are considered to be the fundamentals of a good leader teacher may give them an opportunity to revise what they have been doing and try to develop personally and professionally. Moreover, the fact that this information has been gathered from their own students may make it more meaningful and useful for them. It also helps them spend more time and energy while planning their lessons in the light of these findings and keep up with what has been new or more popular recently in the field.

Another way these results can be utilized is that employers and administrators should take these into consideration within the employment process. Especially private schools

and courses care more about what students and parents expect from teachers and administrators. As in these institutions, state schools and universities also focus more on the qualifications of newly employed teachers; thus, it is possible for them to make use of these findings.

As to how these can be benefited from in pre-service training programs, foreign language education departments of universities may take the results of this study and the ones in the related literature into account and help their students become aware of the fact that students know their teachers better than anyone else; hence, their perceptions about education and teachers have a great importance. This makes it essential for these institutions to educate teachers holistically since not only pedagogically but also personally developed individuals are required in educational contexts. The results indicated that as well as subject knowledge, the use of various techniques, pedagogical knowledge and how much teachers and teacher trainers pay attention to the affective side of learners matter a lot. This makes it obvious that training teachers is a difficult and demanding job that requires a big amount of energy, time and effort. To sum up, the ultimate goal of foreign language education departments of universities may, of course, be to enable their students to use the target language effectively. However, they must also inform their students about the necessity of being good problem solvers, communicating with people easily and understanding their thoughts and feelings so as to be called good ‘leader teachers’. Courses or programs aiming to educate effective teachers with good leader characteristics may be a good step to raise students’ or prospective teachers’ consciousness.

5.4. Suggestions for Further Studies

This study investigated students’ expectations from the teachers who enable them to develop positive language learning behaviors and a list of characteristics viewed as ‘important’ by preparatory school students were found out. Further research may focus on these teacher traits and to what extent students think their teachers embody and make use of these leader teacher characteristics during their lessons. The same point can be investigated in a more detailed way by involving language teachers in the study in order

to learn how they view the given set of characteristics and what kind of explanations they give about the reasons why they have chosen those particular ones. They may also be asked to evaluate their own performances in the classroom in terms of having and benefiting from those characteristics and their findings may be compared to the students'. This also allows a comparison between teachers' and students' perceptions and identifying the differences between them. Furthermore, as parents and administrators are two other parties of the educational context, what they think about this issue can be found out by involving them in the same study.

Apart from incorporating different parties into this study, the questionnaire may be submitted to a larger group of students so that the findings will be more valid and reliable. To increase the validity of the results, another way to be followed may be to interview some of the participants after the administration of the questionnaire. In this way, misunderstandings or ambiguities related to the questionnaire can be overcome to a certain extent.

In addition, a different sample in a different context may be chosen and whether the perceptions of students vary according to their age, proficiency level, background and the area they attend school or not can be found out. For instance, students at other preparatory schools in other parts of the country or a group of high school students may be selected as the subjects of a similar study and their thoughts, priorities and perceptions related to the characteristics of good leader teachers may be compared to those of the participants of the present study. This ensures that the traits that form and shape students' views about language learning and teachers can easily be determined.

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APPENDICES

Appendix A (Open-Ended Question)

Sevgili Öğrenci,

Aşağıdaki soruya verdiğiniz cevaplar, ‘Öğrencilerde Olumlu Öğrenme Davranışlarının Gelişimine Yardımcı Olan Lider Öğretmen Özellikleri’ konulu bir yüksek lisans tez çalışmasına yönelik veri toplamak için kullanılacaktır.

Verdiğiniz cevaplar gizli tutulacak ve yalnızca bu çalışma için kullanılacaktır.

Katkılarınız için teşekkürler.

Betül CANIDAR

Öğrencilerin İngilizce öğrenimine yönelik olumlu öğrenme davranışları kazanmalarında, ÖĞRETMENLERİN etkili olduğunu düşündüğünüz özelliklerini yazınız.

APPENDIX B (Student Responses to the Open-Ended Question)

İngilizce öğrenme sürecinde, öğrencilerin olumlu öğrenme davranışları kazanmalarını amaçlayan bir öğretmen:

1. Öğrencilerle iyi ilişkiler kurabilmelidir.
2. Öğrencileri öğrenmeye ve İngilizce dersine motive edebilmelidir.
3. Yaratıcı ve yenilikçi olmalıdır.
4. İngilizcenin gerçek hayattaki kullanım alanları hakkında öğrencileri bilgilendirmeli ve onları bu alanlara yönlendirmelidir.
5. Öğrencileri, derse katılıma ve verilen görev üzerinde çalışmaya teşvik etmelidir.
6. Grup çalışmalarında, öğrenciler arasında sağlam ilişkiler kurulmasına ve bu ilişkilerin korunmasına yardımcı olmalıdır.
7. Öğretme-öğrenme sürecinde mümkün olduğunca esnek ve anlayışlı olmalıdır.
8. Öğretme-öğrenme sürecinde öğrencilere ve kendine karşı saygılı olmalıdır.
9. Öğrencilerin ilgi, yetenek ve ihtiyaçları bakımından birbirlerinden farklı bireyler olduklarının farkında olmalıdır.
10. Her konuda öğrencilere karşı dürüst olmalıdır.
11. Hem mesleki hem de kişisel anlamda kendini sürekli geliştirmelidir.
12. Öğrencilerin öğrenme düzeylerini ve performanslarını yakından takip etmeli, problemleri alanları belirleyip bunlara odaklanmalıdır.
13. Empatik olmalı ve öğrencilerin yabancı dil öğrenme sürecinde karşılaşılabilecekleri problemler konusunda onları anlayabilmelidir.
14. İngilizce öğretmekten zevk almalı ve bu istekliliğini öğrencilere doğru bir biçimde yansıtmalıdır.
15. Karşı karşıya kalabileceği her türlü problemde sakin ve sabırlı olmalıdır.
16. Öğrenciyi İngilizce öğrenme konusunda cesaretlendirmeli ve elinden gelenin en iyisini yapmaya onu teşvik etmelidir.
17. İyi bir dinleyici olmalıdır.
18. Verdiği sözleri koşullar ne olursa olsun tutmalıdır.
19. Okulda ve sınıfta öğrenciler için özgür bir ortam oluşturmalı ve onlara, kendi öğrenmeleriyle ilgili kararlar almalarına yönelik fırsatlar sunmalıdır.
20. Disiplinli, gerektiğinde otoriter, aynı zamanda da adil olmalıdır.

21. İyi bir espri anlayışına sahip olmalı ve gerektiğinde bundan yararlanmalıdır.
22. Öğrenciler için gerçekleştirilebilir hedefler belirlemeli ve onların bu hedeflere odaklanmalarını sağlamalıdır.
23. Öğrettiği konuya hâkim olmalıdır.
24. Gerekli pedagoji eğitimini almış olmalıdır.
25. Öğrencilere örnek olacak tavır ve davranışlar sergilemelidir.
26. Daima aktif ve enerjik olmalıdır.
27. Öğretme sürecinde farklı öğretim teknikleri ve çeşitli kaynaklardan yararlanmalıdır.
28. Etkileyici ve monotonluktan uzak bir ses tonuna sahip olmalı ve sesini etkili bir biçimde kullanmalıdır.
29. İngilizce öğretim konusunda deneyim sahibi olmalıdır.
30. Öğrenciyi, öğrenme sürecinde atması gereken her adımın gerekliliğine kolaylıkla ikna edebilmelidir.
31. Motivasyonu düşük olan grup üyeleriyle özel olarak ilgilenmelidir.
32. Öğrenme-öğretim sürecini daha keyifli ve eğlenceli hale getirmelidir.
33. Kendinden emin olmalıdır.
34. Akıcı bir konuşması ve anlaşılır bir anlatım tarzı olmalıdır.
35. Zeki olmalı, gerektiğinde her probleme pratik bir çözüm bulabilmelidir.
36. Güler yüzlü olmalıdır.
37. Kibar olmalı ve öğrencileri rencide etmekten kaçınmalıdır.
38. Öğrencilerin veya grupların sorunlarına karşı duyarlı olmalıdır.
39. Baskıcı olmamalıdır.
40. Tehditkâr ve suçlayıcı olmamalıdır.
41. Mantıklı ve makul olmalıdır.
42. Öğrencilerin sorularını cevaplarken ya da yaptıkları hataları düzeltirken yargılayıcı bir tavır takınmaktan kaçınmalıdır.
43. İngilizceyi iyi bir aksanla konuşmalıdır.
44. İngilizce kelimeleri telaffuz etmede sorun yaşamamalıdır.
45. Jest ve mimiklerini iyi kullanmalıdır.
46. Yenilikçi olmalıdır.
47. Güncel konuları yakından takip etmelidir.

48. Geniş bir vizyonu olmalıdır.
49. Çaba sarf etmekten yorulmamalıdır.
50. Görsel olarak öğrencilere hitap etmeli ve dikkat çekmelidir.
51. Demokratik olmalıdır.
52. Öğrencilerin bir yabancı dil olarak İngilizceye olan ilgilerini arttırmalıdır.
53. Verilen her türlü ödevin, öğrencilerin günlük hayatları ve kişisel deneyimleriyle ilişkili olmasını sağlamalıdır.
54. Öğrencilerin öğrenme süreci boyunca kendilerini rahat hissetmelerini sağlamalıdır.
55. Her zaman derse hazır olmalıdır.
56. Bir konuya, farklı birçok açıdan yaklaşabilmelidir.
57. İngilizce öğretiminde problemlili olabilecek alanları önceden belirleyip, bu yönde gerekli önlemleri de önceden almalıdır.
58. Önceden belirlenmiş olan amaç, vizyon, misyon ve standartları net bir biçimde öğrencilerle paylaşmalıdır.
59. Öğrenme-öğretme sürecinde, öğrencileri inisiyatif ve risk almaya teşvik etmelidir.
60. İşbirliğinin ve grup çalışmasının önemini vurgulamalıdır.

APPENDIX C (Questionnaire)

Sevgili Öğrenci;

Bu çalışma, Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü İngilizce Öğretmenliği Yüksek Lisans programı tez çalışması kapsamında, yabancı dil eğitimi alan öğrencilerin olumlu öğrenme davranışları kazanmalarında öğretmenlerin hangi özelliklerinin daha önemli bulunduğunu belirlemek amacıyla yapılmaktadır. Bu sorulara verdiğiniz cevaplar bu çalışma kapsamında kullanılacak ve kesinlikle gizli tutulacaktır.

Bu soruları cevaplamanız, çalışmaya katılmayı kabul ettiğiniz anlamına gelecektir.

Çalışmaya verdiğiniz destek için teşekkür ederiz.

Betül CANIDAR

Aşağıda, İngilizce öğrenme sürecinde, öğrencilerin olumlu öğrenme davranışları kazanmalarını amaçlayan bir öğretmenin sahip olabileceği bazı özellikler bulunmaktadır. Lütfen her bir soruda bunlardan sizin için en önemli olan BİR tanesini seçiniz ve seçtiğiniz maddenin neden diğerlerinden daha önemli olduğunu açıklayınız.

İngilizce öğrenme sürecinde, öğrencilerin olumlu öğrenme davranışları kazanmalarını amaçlayan bir öğretmen:

1. A Dış görünüşü itibariyle göze hitap etmelidir.
- B Verdiği sözü tutmalıdır.
- C Öğrencilerin İngilizce öğrenmeye yönelik sergiledikleri performansı yakından takip etmelidir.
- D İngilizceyi iyi bir aksanla konuşmalıdır.

ÇÜNKÜ

2. A Öğrenciler için gerçekleştirilmesi mümkün hedefler belirlemelidir
B Kendinden emin bir duruşu olmalıdır.
C Monotonluktan uzak bir ses tonuna sahip olmalıdır.
D İngilizcenin gerçek hayattaki kullanım alanları hakkında öğrencileri bilgilendirmelidir.

ÇÜNKÜ

3. A Öğrencilerin veya grupların sorunlarına karşı duyarlı olmalıdır.
B Jest ve mimiklerini iyi kullanmalıdır.
C İngilizce dilbilgisi konusunda yeterli bilgiye sahip olmalıdır.
D Öğretme sürecinde farklı tekniklerden yararlanmalıdır.

ÇÜNKÜ

4. A İngilizce kelimelerin telaffuzunda sorun yaşamamalıdır.
B Öğrencilerin; ilgi, yetenek ve ihtiyaçları bakımından birbirlerinden farklı bireyler olduklarının farkında olmalıdır.
C Anlaşılır bir konuşma tarzı olmalıdır.
D Öğretme-öğrenme sürecinde öğrencilere karşı saygılı olmalıdır.

ÇÜNKÜ

5. A Öğrencilerin hatalarını düzeltirken yargılayıcı bir tavır takınmamalıdır.
B Etkileyici bir ses tonuna sahip olmalıdır.
C İngilizcede öğretilmesi/öğrenilmesi genellikle zor bulunan konuları önceden belirlemelidir.
D Gerekli öğretmenlik meslek bilgisine (pedagoji) sahip olmalıdır.

ÇÜNKÜ

6. A Akıcı bir konuşması olmalıdır.
B Öğretme/öğrenme sürecinin her safhasında sabırlı olmalıdır.
C Öğrencilere, öğrenmeleriyle ilgili kararlar almalarına yönelik fırsatlar sunmalıdır.
D İngilizce deyim ve kalıplaşmış kullanımlar konusunda yeterli bilgiye sahip olmalıdır.

ÇÜNKÜ

7. A Derste öğretilmesi amaçlanan konuya hâkim olmalıdır.

B Öğrencileri öğrenme yaşantılarına motive etmelidir.

C Sesini etkileyici bir biçimde kullanmalıdır.

D Öğrencilerin öğrenme sürecinde karşılaşılabilecekleri zor durumlarda onlara empati göstermelidir.

ÇÜNKÜ

8. A Tüm öğrencilere karşı eşit davranmalıdır.

B Önceden belirlenmiş olan öğrenme amaçlarından öğrencileri de haberdar etmelidir.

C Yeterli İngilizce kelime dağarcığına sahip olmalıdır.

D Konuşma esnasında uygun tonlamalar yapmalıdır.

ÇÜNKÜ

9. A Espri anlayışına sahip olmalıdır.

B Dili, anadili İngilizce olan kişilere yakın akıcılıkta konuşmalıdır.

C Öğrenme süreci boyunca öğrencilerin kendilerini rahat hissetmelerini sağlamalıdır.

D Abartıdan uzak, öğrenme ortamına uygun giysiler seçmelidir.

ÇÜNKÜ

10. A Motivasyonu düşük olan öğrencilerle özel olarak ilgilenmelidir.

B Sorun çözücü olmalıdır.

C Öğrencilerle iletişim kurarken uygun konuşma hızına sahip olmalıdır.

D Okuma, dinleme gibi dil becerilerinin gelişimine katkıda bulunduğu varsayılan tekniklerden yararlanmalıdır.

ÇÜNKÜ

Teşekkür Ederiz

APPENDIX D

Counts and percentages of respondents who have made explanations related to their choices

	A			B			C			D		
	N	E	%	N	E	%	N	E	%	N	E	%
<i>Item1</i>	26	8	%30.7	17	6	%35.2	220	57	%25.9	40	26	%65
<i>Item 2</i>	55	23	%41.8	40	14	%35	84	32	%38	124	28	%22.5
<i>Item 3</i>	31	11	%35.4	39	14	%35.8	62	46	%74.1	171	72	%42.1
<i>Item 4</i>	34	11	%32.3	130	61	%46.9	57	22	%38.5	82	35	%42.6
<i>Item 5</i>	147	53	%36	42	21	%50	39	26	%66.6	75	50	%66.6
<i>Item 6</i>	47	15	%31.9	116	49	%42.2	73	32	%43.8	67	19	%28.3
<i>Item 7</i>	109	49	%44.9	51	18	%35.2	32	17	%53.1	111	44	%39.6
<i>Item 8</i>	144	68	%47.2	55	13	%23.6	60	29	%48.3	44	16	%36.3
<i>Item 9</i>	132	52	%39.3	28	9	%32.1	130	53	%40.7	13	4	%30.7
<i>Item10</i>	62	24	%38.7	61	23	%37.7	49	20	%40.8	131	32	%24.4