

T.C.

İSTANBUL SABAHATTİN ZAİM ÜNİVERSİTESİ

SOSYAL BİLİMLER ENSTİTÜSÜ

YABANCI DİLLER EĞİTİMİ ANABİLİM DALI

İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI

**DİL ÖĞRETMENLERİ, ÖĞRENCİLER VE VELİLERİN ETKİLİ
İLKOKUL YABANCI DİL ÖĞRETMENİ ÖZELLİKLERİ
ÜZERİNE ALGILARI**

YÜKSEK LİSANS TEZİ

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İstanbul

Haziran, 2016

T.C.

İSTANBUL SABAHATTİN ZAİM UNIVERSITY

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ENGLISH LANGUAGE TEACHING

**THE PERCEPTIONS OF LANGUAGE TEACHERS, STUDENTS
AND PARENTS ON THE CHARACTERISTICS OF EFFECTIVE
PRIMARY SCHOOL LANGUAGE TEACHERS**

MASTER'S THESIS

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June, 2016

Sosyal Bilimler Enstitüsü Müdürlüğüne,

Bu çalışma jürimiz tarafından İngiliz Dili Eğitimi Anabilim Dalında YÜKSEK LİSANS TEZİ olarak kabul edilmiştir.

Başkan Yrd. Doç. Dr. Özlem Z. GÜLSEREN (Danışman)



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Üye Yrd. Doç. Dr. Muhammed NACAR



Onay

Yukarıdaki imzaların, adı geçen öğretim üyelerine ait olduğunu onaylarım.



Prof. Dr. İbrahim GÜNEY

Enstitü Müdürü V.

ACKNOWLEDGEMENTS

First of all, I am grateful to Asst. Prof. Dr. Özlem ZABİTGİL GÜLSEREN for her encouragement, guidance and detailed feedback throughout the whole process of this study.

I take this opportunity to thank all the faculty members of The Faculty of Education for their help and encouragement.

I express my appreciation to my friend Polat ERDOĞAN for his help while analyzing the data.

Above all, I want to thank my family, who supported and encouraged me through this long and difficult journey.

Finally, I would like to express my gratitude to many people who helped me complete this work.



ÖZET

DİL ÖĞRETMENLERİ,ÖĞRENCİLER VE VELİLERİN ETKİLİ İLKOKUL YABANCI DİL ÖĞRETMENİ ÖZELLİKLERİ ÜZERİNE ALGILARI

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Tez Danışmanı: Yrd. Doç. Dr. Özlem ZABİTGİL GÜLSEREN

Haziran – 2016, 78 Sayfa

Bu çalışmanın amacı yabancı dil öğretmenlerinin, ilkokul öğrencilerinin ve velilerin gözüyle etkili ilkokul yabancı dil öğretmeni özelliklerinin incelenmesidir. Araştırmada karma yöntem kullanılmıştır, ilk bölümde ilk ve ortaokulda çalışan 100 yabancı dil öğretmenine William (2010) ın “Öğretmenlerin ve okul yöneticilerinin etkili öğretmen niteliklerine ilişkin algıları” adlı anketi ölçme aracı olarak kullanılmıştır. Daha sonra öğretmenlere uygulanan anketin bölüm başlıkları referans alınarak araştırmacı tarafından nitel veri toplama aracı olarak hazırlanan görüşme soruları, 20 öğrenci ve 25 veli tarafından cevaplanmıştır. Anket ve görüşme soruları beş alt başlıkta yoğunlaşmıştır. Bunlar: sınıf yönetimi ve organizasyonu, öğretimi planlama, öğretimi uygulama, öğrenci gelişimini izleme ve birey olarak öğretmen şeklindedir. Araştırmanın bulguları her üç grubunda etkili yabancı dil öğretmeni konusundaki görüşlerinde benzerlikler olduğunu, fakat küçük farklılıkların da bulunduğunu göstermiştir. Sınıf içinde pozitif öğrenme ortamı yaratan, farklı öğretim metodları kullanan, yapıcı geridönütler veren, öğrencilerin farklı öğrenim stillerini gözönünde bulunduran ve öğrencilerle etkili iletişim sağlayan öğretmenler etkili olarak tanımlanmıştır. Çalışma bulguları öğretmen, öğrenci ve veli görüşlerini incelemenin erken yaşta dil öğretimini daha eğlenceli bir tecrübe yapmak, ve etkili öğrenme ve öğretme sürecini sağlamaktaki önemini açığa çıkarmaktadır.

Anahtar Kelimeler: Etkili öğretmen, yabancı dil öğretmeni, algılar, çocuklar.

ABSTRACT

THE PERCEPTIONS OF LANGUAGE TEACHERS, STUDENTS AND PARENTS ON THE CHARACTERISTICS OF EFFECTIVE PRIMARY SCHOOL LANGUAGE TEACHERS

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Master's Thesis, English Language Teaching

Supervisor: Assist. Prof. Özlem ZABİTGİL GÜLSEREN

June 2016 – 78 Pages

This study aimed at exploring the perceptions of language teachers, young learners and their parents on effective language teacher characteristics. In order to conduct the research mixed method was adopted. The first part of the study was conducted through a questionnaire which was developed by William (2010) named “Administrator and teacher perceptions of the qualities of effective teachers” and it was applied to 100 language teachers. This was followed by an interview that was prepared by the researcher. The interview questions were answered by 20 students and 25 parents . The questionnaire and interview questions were categorized under five sub-dimensions: classroom management and organization, planning, instruction, implementing instruction, monitoring student progress and the teacher as a person. The findings of the study showed that there was general agreement with and among the opinions of these three different groups. The findings of the study show that teachers who create positive classroom atmosphere, use different teaching methods, give constructive feedback, consider learning styles of students and provide effective communication with students are considered effective by most of the stakeholders. However, there were also slight variations that require attention. The findings also reveal the importance of studying the views of teachers, students and parents in order to make language teaching a more effective and pleasant experience for young learners. This in turn will result in more effective teaching and learning processes in the young learner context.

Key words: Effective language teachers, perceptions, young learners.

AUTHOR'S DECLARATION

I hereby declare that this thesis is my unaided work and that I have given full acknowledgement in the content and in the bibliography to the resources I have used, and that this thesis has not been submitted for any other degree or award.

Signed Date

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LIST OF ABBREVIATIONS

YL: Young learners

EFL: English as a Foreign Language

CLT: Communicative Language Teaching

ELT: English Language Teaching



CHAPTER 1

INTRODUCTION

*“The true function of the teacher is to create
the most favorable conditions for self-learning...”*

*True teaching is not that which gives knowledge, but that which stimulates pupils to
gain it. “*

John Milton Gregory

1.1. Introduction

As teachers of English, we have been influenced by the teaching we were exposed to during our own school days. The teachers we recall as best teachers are probably those who planted the seeds of love in us for teaching. Teachers create learners who will prolong the learning they received as students. As Day stated “one of the main tasks of all teachers is to inculcate in their students a disposition towards lifelong learning. They must therefore, demonstrate their own commitment towards and an enthusiasm for lifelong learning” (1999:2).

We all want to present lessons which motivate our students in a positive learning environment. Two teachers who graduated from the same university and had the same years of teaching experience may teach the same lesson but the lessons may be completely different when effectiveness is considered. Each language teacher has their own individual teaching style, different personality and what makes one teacher good will not be applicable for the other (Williams and Burden, 1997). However the question is whether there are common attributes that characterize effective language teachers.

Cameron (2001) states that it is not the content but classroom methods, which that have an impact on how well children acquire foreign language ability. Thus, the methodology the teacher utilizes is perceived as an essential element in the teaching process. According to Cameron (2001), this implies that the teacher is held responsible for the learner’s success in language learning and that’s why teachers need to think carefully about which methods to use in the language classroom.

Effective teaching is not about having many years of experience. Adams and Pierce (1999) states that experience is useful only when the teacher continually engages in self-reflection and modifies classroom techniques to better serve the needs of students. Teachers must be prepared to teach a wide range of students who are unique in terms of interest, motivation and talent. All of these differences are said to have effects on students in learning English. As stated by Stronge (2005) effective teaching is a continuous process, and each school year brings changes to which competent teachers must adapt.

Thompson states (2008) that building and maintaining positive relationships in classrooms are essential to build relationships with their learners, teachers need to be able to build understanding and create an environment that encourages questions, negotiation and processing, and autonomy, rather than an over-dependence on teachers. Krashen (1981), MacIntyre and Gardner (1989), Park and Lee (2006) pointed out the importance of providing a stress-free classroom atmosphere in order to trigger the language learning process. To create this positive learning environment teachers should be well-prepared, creative and patient with their learners. What is important is not what we do as a teacher but also what learners do as a result of our teaching. Creating learners who will prolong effective learning experiences in their teaching practices and future career is crucial and this aim can only be achieved if students love their teachers. If they love their teachers, they love English and easily engage in natural learning processes. An effective language teaching requires knowing methodology, practical knowledge, and teaching skills rather than just knowledge of English language structures (Demirlier, 2010, p.2)

The importance of language teaching in Turkey is increasing day by day since the English language plays a significant role as a global language in different aspects of life. Brown (2001, 118) states that English is not frequently learned as a tool for understanding and teaching the US or British cultural values, but as an international language for communicational purposes. English has become a tool for international communication in transportation, commerce, banking, tourism, technology, diplomacy, and scientific research. Therefore, Turkish Ministry of National Education introduced English for the 2nd grade students who are 7 or 8 years old in the 2012-2013 academic year. Introducing English lessons to 2nd grade students in Turkish Primary schools was a good decision because of corresponding to the critical period in children, when they

are able to learn languages more easily. In this period, their brains are still flexible so language learning occurs more effortlessly. This educational act brings a demand for competent English language teachers to teach young language learners. Thus, Young Learners (YLS) and young learner needs, effective teaching as well as teacher qualities have recently gained more significance in ELT. Teaching young learners can be an easy or arduous task according to the skill, experience and the way the teacher approaches young learners. Teachers need to be aware that teaching children and teaching adults are entirely different tasks. (Abe, 1991). It would be truly beneficial if teachers know more about the characteristics of young learners and students' perceptions of effective teachers. This understanding will help teachers to understand what students expect from their teachers and enable them to develop themselves according to their needs and preferences during teaching careers.

The needs of students are changing day by day with technological developments and stimulators around them. Thus, the teaching act also needs to alter according to these changes. With these in mind, we need to ask ourselves: "How can I improve myself as a teacher?" As we engage in self-reflection, we can go a step further and ask ourselves "What are my strengths? What are my weaknesses? What do I have to change? These questions prepare the conditions to move the teacher a step towards the process of change in becoming a more effective teacher. Knowing the perceptions of students, parents and teachers can help us answer these questions easily.

1.2. Statement of the problem

In Turkey, the influence of English is becoming more evident in the context of national education. The demand for teaching and learning English is increasing in every part of the Turkish educational setting. One reason for this educational popularity is that the English language is seen as key for better employment possibilities. As most commercial, cultural, diplomatic and economic relations in the international arena are carried out in English, jobs that offer good opportunities require a high level of English in addition to other professional qualifications. The real contribution of foreign language teaching in state primary schools in Turkey began with the educational act increasing compulsory primary education from five to eight years as defined by the Turkish Ministry of National Education in 1997. Alongside this educational act, the

compulsory age to introduce English as a foreign language (EFL) was lowered from grade four (with 10 year olds) to grade two (8 years old) in public schools in 2013. Accordingly, this educational act brought a renewal in the teaching of English in public primary schools. As a result, how to teach English to young learners effectively has recently become a significant question in educational institutions.

Many English teachers working in state schools experience difficulties adapting to teach 7 or 8 year old children in comparison to older children. Learners at this age group need different kinds of approaches and creative activities in the teaching of a new language. Most teachers do not know how to meet the needs and expectations of Young Learners. According to Harmer (2001), a close understanding of the characteristics of young learners according to different age groups is essential for planning effective teaching for our students. Teachers need to do self-assessment and also analyze themselves from students' perceptions. These can contribute to the self-development of English teachers working in public schools. According to Nunan (2001), the most important people that teachers see besides pupils are the pupils' parents. Also, teachers of primary school children come into contact with parents more often than teachers of other age groups. Parents have both educational and psychological expectations from their children learning a foreign language. Most parents expect their children to have great success at the end of language learning process at primary schools. In terms of language competence, parents are trying to make sure their children are exposed to extensive educational opportunities like language courses and private tutors to prepare them for better social and economic possibilities in the future. Ellis (2000) pointed out the attitude of today's parents' to foreign language teaching as the following:

Ten years ago many parents perceived language learning at school as an additional subject which was 'fun' for their children. Parents now recognize the important role a foreign language can play in their child's global development as well as the instrumental role it can play in their future at school, at university and in the work place.

As Bruthiax (2002) indicated unrealistic parental expectations can also have negative effect on students' learning process. Speaking with parents early on about what they can realistically expect of their children, the process and nature of second language learning can develop more reasonable expectations. The primary expectation in language

teaching process for most parents is that their children will become effective language users, that is, they will be able to communicate in the target language. If the teacher spends time on giving the learners just listening and speaking practice, the parents can feel as if nothing has been taught. They can judge the work on the basis of written exercises only.

This self-assessment and perception-checking from students, parents and teachers can help teachers prepare effective lessons to meet the needs of students. The results of this and similar studies on the topic may be useful in both the practical and theoretical sense, as they can inform teachers about the specific teaching methods and personal qualities that are considered important by different stakeholders. Hall (2011) acknowledges this and adds that hearing the voices of all the stakeholders may provide better insights into L2 classrooms. These voices come from teachers, learners and their parents allowing them to shape their practice in order to better meet the needs of learners. In addition, the findings of the study may assist administrators and educational policy makers in formulating decisions concerning curriculum design and teacher development programs.

1.3. Significance of the Study

In the literature, there is considerable research that has examined students' perceptions of teachers, students, teacher trainees and occasionally scholars regarding the teaching and learning processes. However, there appears to be a relatively small number of studies which investigated teachers', learners' and their parents' perceptions of the learning processes. Among those studies, most are seeking perceptions of learners at undergraduate and/or high school levels (Cotterall, 1999; Eken, 1999; Arıkan et al., 2008; Shishavan and Sadeghi, 2009). As Chamot and El Dinary (1999) claims, metacognitive awareness begins at quite an early stage and therefore young learners (YLS) are capable of providing intricacies of their thinking and learning processes in their courses. It is necessary for educators to include opinions of their learners about the teachers and their learning preferences. The findings of this study can be beneficial to EFL teachers in understanding their students' expectations. Also, young learners' beliefs are inspired and influenced by their families, and thus knowing parents' perceptions will bring teachers closer to meet parents' expectations. This study argues that the perceptions of parents along with the teachers and students can bring critical awareness

to language teaching practices in the young learner context. Teachers who are self-aware teachers with the help of these views can even inform curriculum designers to revise their teaching materials. Furthermore, the results of this study may have implications for school curriculum, university programs, and teacher preparation programs among others. This type of study will not only benefit teachers and learners at the personal level, but also will have positive implications at the institutional and policy levels.

1.4. Purpose of the study

This study investigates the perceptions of Turkish Primary School students and their parents and language teachers regarding the qualities of effective teachers of English as a foreign language (EFL teachers). Teachers, as mediators of classes, play an influential role on both cognitive and affective aspects of students' learning. Teacher characteristics and teaching behavior are important elements in student motivation and learning in general.

An effective classroom teaching should be based on the positive development of students according to well-planned course objectives. Robinson (2015) described effective teachers as people who engage, inspire and enthuse students by creating conditions in which those students will want to learn. English language teaching is not something that anyone who can speak English can do. English teaching is a profession, with a field of educational specialization, which requires a specialized knowledge base obtained through both academic study and practical experience. The investigation of the student beliefs about different behaviors in the language classroom is useful in informing teachers about different types of learners that need to be catered for (Cotterall, 1999). Dornyei states that "teacher skills in motivating learners should be seen as central to teaching effectiveness"(2001:116). As motivation has the most crucial role for an effective outcome of foreign language education, teachers who have the role of keeping students motivated throughout the lesson, have to know more about the characteristics and expectations of students. The more a teacher knows about his/her students, their needs and educational aspirations, the more close she/he will be to satisfying their expectations for learning. Teaching, in that perspective, needs to be seen as a collaborative product of both the teacher and his/her students. Understanding how

students, parents and teachers perceive effectiveness of the language teachers can help teachers gain better insights into their job and help them create ideal teaching conditions for their students.

Effective language teaching has become a significant issue in the field of education as there has been a great demand on learning foreign languages throughout the world. In the process of foreign language learning, the language teacher has an important role for students, and students' success is influenced greatly by the skills of the teachers. With these in mind, the study will seek to answer the following questions:

- 1- What are the perceptions of language teachers on the characteristics of effective language teachers?
- 2- What are the perceptions of primary school students on the characteristics of effective language teachers?
- 3- What are the perceptions of parents on the characteristics of effective language teachers?
- 4- What are the differences and similarities between the perceptions of teachers', students' and parents' on effective teacher characteristics?

1.5. Outline of the Study

The study consists of five chapters. The first chapter introduces the study, and presents its purpose, states the research questions, and outlines the objectives that it aims to achieve. Chapter 2 reviews the relevant literature. This chapter presents a review of literature on teacher effectiveness. It starts with the characteristics of young learners. Then, it moves to explore the characteristics of effective teachers in general. Then, the characteristics of effective English teachers are explained. Finally, studies on good language teaching are presented.

Chapter 3 is the methodology chapter. This chapter presents the methodology of the study. It includes information about the participants who take part in the research, instruments that are used to collect data, methods and procedures to be used in data collection and interpretation of the data, and the stages in the data collection.

Chapter 4 presents the findings of the study. Chapter 5 will sum up the findings of the study. In this chapter, the findings of each category in Chapter 4 will be discussed and

some conclusions about the findings will be drawn. Certain possible solutions will be offered for the detected problems. And then, a final conclusion of the study will be made. Finally, some recommendations will be given for further studies .

1.6. Limitations of the Study

This study was conducted with 25 parents and 20 students studying at three different primary schools in İstanbul. For this reason, it is rather difficult to be able to generalize the results to the national level to represent all students and parents at primary schools of Turkey. Another limitation of the study is that, individuals must have certain knowledge and experience associated with the qualities of an effective teacher. This can only be understood through a detailed analysis of students' and parents' age, level of English, former educational experiences, and participants' socioeconomic status. These diverse factors shape the expectations and perceptions of students and parents about effective teacher characteristics. These factors related to the participants need more careful consideration. However, the relationship between students' and parents' specific conditions and the way they assess their teachers may be inquired in future studies.

CHAPTER 2

LITERATURE REVIEW

This chapter begins with a review of characteristics of young learners with a focus on their stages of development and unique learner characteristics according to different age groups. Then, it will focus on relevant literature about effective teaching and teachers in general. Later effective language teacher characteristics will follow. The last part includes the summary of some international and national studies conducted on effective language teacher characteristics from the perspectives of primary school students, parents and language teachers.

2.1. General characteristics of young learners

The term *young learner* includes a large chronological age period: from around 3 years of age to 15 years of age (Nunan, 2011). According to Scott and Ytreberg (1990), young learners can be categorized into two main groups: children between 5-7 and 8-10 year olds. In “The Primary School English Language Teaching Curriculum” (2006, p.37), the term of ‘young learners’ refer to children from the first year of formal schooling (6 years old) to 12 years of age. In some cases language teaching may take place at a younger age, such as 3 to 6 years of age. These children are usually referred to as ‘very young learners’. Young learners have different characteristics at different age groups. Scott and Ytreberg (1990:1) emphasize that, there is a big difference between what children of five can do and what children of ten are capable of doing. These differences can reveal different mental and social characteristics in different periods of their lives (Nunan, 2011). With these considerations in mind, it is important for the teacher to know about these different stages and how to approach learners in each of these age groups. Piaget emphasized the importance of age progression in children in the development of mind and cognition. Vygotsky and Bruner added on Piaget’s theory of development emphasizing environmental elements influencing the development and learning of children. They brought a much more flexible approach to the stages and

process of learning. This implies the important role and responsibility teachers hold in children's language learning, because a well-informed teacher about the developmental stages of learning will be able to target right tools, materials and methods in order to engage young learners and hold their motivation. This does not mean that teachers concentrate exclusively on 'fun' activities in language teaching. Effective teachers know that they also need to develop pupils' meta-language and language skills. This requires a balance between activities to promote fluency and confidence, and activities to focus on accuracy or form. Teachers need to plan activities that require spontaneous communication as well as activities where pupils have time to plan and prepare what they will say or write such as class presentations or writing workshops. Erdoğan (2015) states that Ministry of Education specifies the objectives of learning English in state-run primary schools. To be able to achieve these objectives, it is important to know young learners more closely and put emphasis on their characteristics of language learning.

Harmer (2001, p. 38) presents the following characteristics of young children to familiarize the language teacher of the young learner characteristics:

- They respond to meaning even if they do not understand individual words.
- They often learn indirectly rather than directly – that is they take in information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught.
- Their understanding comes not just from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with.
- They generally display an enthusiasm for learning and a curiosity about the world around them.
- They have a need for individual attention and approval from the teacher.
- They are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom.
- They have a limited attention span; unless activities are extremely engaging they can easily get bored, lose interest after ten minutes or so (p.38).

It is essential that English language teachers understand the specific characteristics of young learners for creating a successful language teaching in primary school. Knowing about the characteristics of children will help teachers to build effective lessons,

motivate young learners and achieve the objectives of the lesson. Supporting this idea De Houwer (1999) cited in Doğan (2009) claims that educators must keep in mind YLs do not have a fully developed native language on which to base the learning of their second language. With this in mind, teaching younger English language learners requires a special skill set, patience, intuition, a sense of humour and a willingness to adapt to different situations. According to Cameron (2001) successful lessons and activities are those that are tuned to the learning needs of pupils rather than to the demands of the next text book unit or interests of the teacher. Erdoğan (2014) states that as teachers, governments and parents, we should realize the psychological needs of children to provide a better education.

A teacher's responsibilities are multifold. These responsibilities could involve a frustrating mix of educating, entertaining or controlling the behavior of learners. Compounding this issue of conflicting demands, Cameron (2001) states that it is not only content but also classroom methods, which influence how successful children are in acquiring foreign language ability. Most often the teacher is held accountable and responsible for children's success in language learning. As part of the responsibility of teaching, English teachers need to know how young learners think and operate, and how they learn a new language in order to engage in appropriate teaching methodologies. For this reason a language teacher has to know about the characteristics of young learners at different stages of their development. This knowledge will serve as the foundation for teaching English to young learners.

Piaget claimed that children went through specific stages of development and that children could only move onto the next stage when they complete the stage they are at and are ready to move to the next one. Piaget's stages of children's development is key to several educational considerations. Piaget (1967) suggested that children develop through specific stages which are (cited in McCloskey, 2002):

1. Sensory-Motor Stage (from 0 – 2 years) refers to a period when children learn through physical interaction with the world around them.

2. Pre-operational stage (from 2 - 7 years) refers to a period when children need concrete situations to process ideas.

3. Concrete Operational Stage (from 7 - 11 years) refers to a period in which children begin to conceptualize and do some abstract problem solving, and they still learn best by doing.

4. Formal Operational Stage (from 11-15) refers to a period in which children are able to use abstract thinking.

Young learners in primary schools can be considered to be in the Concrete Operational Stage, where they start engaging in abstract thinking but still need and learn best through concrete situations and by being engaged physically. Wood, K. C., Smith, H., Grossniklaus, D. (2001) stated that the content of instruction needs to be consistent with the developmental level of the learner. The teacher's role is to facilitate learning by providing a variety of experiences compatible with learner's developmental stage. For instance; "discovery learning" provides opportunities for young learners to explore and experiment, thereby encourage new ways of understanding. The use of concrete "hands on" experiences help children learn more easily. The following suggestions aim to support the learning experience of young learners at the primary school period :

- *Provide concrete props and visual aids, such as models and/or time line*
- *Use familiar examples to facilitate learning more complex ideas, such as story problems in math.*
- *Allow opportunities to classify and group information with increasing complexity; use outlines and hierarchies to facilitate assimilating new information with previous knowledge.*
- *Present problems that require logical analytic thinking; the use of tools such as "brain teasers" is encouraged.*

The language teaching context suggests considering these propositions in light of children's language learning. Vygotsky (1978, cited in Hughes, 2009) believed that language was central to the cognitive development of children and that language instruction provided by an adult would help children learn and develop. The distinction between Piaget's and Vygotsky's views was that while Piaget suggested that children work through different stages of learning on their own and we can teach them only if

they are at the right learning stage, Vygotsky (1978) on the other hand maintained that there is a difference between what children could achieve (and how they could develop) on their own and what children could achieve (and how they could develop) when an adult is able to work with them. This implies the significance of teacher's assistance in the learning of children. Both Piaget and Vygotsky argued that children can achieve more if they are assisted properly. Thus, a more knowledgeable peer or mentor, which can be considered to be the teacher in the context of young learners, can scaffold the child to achieve above their current performance to reach higher levels of potential. This is known as the zone of proximal development. According to Zabitgil Gülseren (2015) the capacity of the learner is amplified with a supportive learning environment as Vygotsky's scaffolding presupposes. Scaffolding is the support given young learners by adults was described as scaffolding (Read, 2006). Scaffolding support can be provided by the teacher, parent, adult or a more knowledgeable peer.

Scaffolding enables children to develop and grow with the support of a more capable or knowledgeable other in their thinking and learning process. Because peers can be a positive support in the learning of children as highlighted by the concept of scaffolding, group work appears as a valuable source for a language teacher where children contribute to each other's learning. The term scaffolding is widely used in English language teaching when teachers provide support in the learning process of their learners(Read, 2006; Blake & Pope, 2008). For instance, the teacher provides the vocabulary or asks some guiding questions, and arranges a group activity to assist the student thinking. This again highlights the significance of a knowledgeable teacher about the stages of development and the impact of an effective and loving teacher on the intellectual potential of the learner. The teacher has a great responsibility in assisting learners to reach their highest potential in learning.

These different conceptualizations about learning theories are significant because it also reflects how the language teacher approaches learning process and learners. It is also important to realize that children learn about the world in different ways. Young learners have different learning styles. Howard Gardner's theory of Multiple Intelligences (1980) introduces human intelligence as consisting of eight different categories namely logical, linguistic, spatial, musical, bodily kinesthetic, interpersonal,

intrapersonal, and naturalist intelligence. Altan (2001) states that Gardner's theory of Multiple Intelligences offers a great variety of practical implications for organizing and presenting materials to engage and develop students' intelligences. For instance, young learners may be characterized as visual, auditory or kinesthetic learners. They can also be categorized as a verbal, mathematical, or an introvert learner. A visual learner, for instance, learns best if they see what is happening and link the visual cues to their understanding. On the other hand, an auditory learner will need to hear the input, while a kinesthetic learner will learn best if the learning involves some kind of physical movement. Berman (1998) argues that there is a strong relationship between success in language learning and learners' preferred learning styles. Rosemary Smeets (2004), in a Swiss study of young learners, found that using learners' preferred learning styles (among visual, audial and kinesthetic) resulted in learning more vocabulary knowledge. Thus young learners are able to have better learning outcomes when their specific learning styles are put into practice. The theory of multiple intelligences propose a major transformation in the way our schools are run. It suggests that teachers should be trained to present their lessons in a wide variety of ways using music, cooperative learning, art activities, role play, multimedia, field trips, inner reflection, and many more. Therefore, teachers should take into account learners' intelligence profiles, their learning styles as well as their learner characteristics in order to cater for students' various intelligences and help them develop their less developed intelligences. Thus, a good language teacher is the one who is aware of the developmental stages of children, and plans his/her lessons according to their development and potential. Such a teacher is equipped with critical knowledge to include as many learning styles as possible.

In light of the specific characteristics of young learners, good teachers need to provide a rich diet of learning experiences to encourage students to get information from a variety of sources (Harmer, 2001). Teaching English to students in primary schools has got many advantages compared to adult learners of English. According to Moon (2000), children's desire to communicate is very powerful and this carries over into foreign language learning. As children reach puberty, they get more embarrassed about talking in front of others. Peer approval becomes very important and they are concerned about not making a fool of themselves in public. H.D .Brown (1994) mentions:

In adolescence, the physical, emotional and cognitive changes of the pre-teenager and teenager bring on mounting defensive inhibitions to protect a fragile ego, to ward off ideas, experiences and feelings that threaten to dismantle the organization of values and beliefs on which appraisals or self-esteem have been bound (p.138)

This may come as a challenge to the language teacher. Thus, the language teacher who manages to keep young learners active and participate will reap the rewards of successful learning.

Children in primary school are at an advantage in comparison to their counterparts in middle or high school for language learning endeavor. Pantaleoni (1988), argues that primary school students' capacities to imitate and simulate and to reproduce sounds almost flawlessly are very high as their vocal organs are still flexible. Additionally, she adds that Young Learners are not inhibited in their relationships with the teacher and their peers, and they lack shyness which would reduce their participation in the lesson. One of the major objectives of early foreign language learning is to foster positive attitudes towards target language, its people, and culture. This, in turn, can improve motivation and influence the desire to continue foreign language learning at secondary school and beyond. Teachers can capitalize on these positive attitudes, characteristics and circumstances (Akpınar, 2013). Young children tend to be influenced by their feelings for their teacher, and the two of the most important reasons for pupils liking English appear to be dependent on the teacher and the teaching methods (Moon, 2000). Teacher's methods, teacher's personality and the activities learners participate in directly influence children's intrinsic motivation.

“Children's motivation and enthusiasm can be raised by selecting interesting activities, for example; monotonous, apparently pointless activities quickly bore and demotivate young learners. I would be more accurate to say that younger learners' motivation is more likely to vary and is more susceptible to immediate surrounding influences, including the teacher: that of older learners' tends to be more stable” (Ur 1991: 288)

The above quotation reminds us of the intricacies of teaching children, where a language teacher needs to really understand his/her children and plan his/her lessons accordingly. Rixon (1999) suggests that the countries lower the age of English language

learning because they would like to take advantage of benefits that are connected with language learning at a younger age. Effective language instruction can develop a life-long motivation for learning languages. A child who enjoys English classes at the age of eight are much more likely to love and continue to pursue English in later years, in comparison to a child who finds English classes boring and meaningless. Thus, learning languages effectively from an early age holds potential for future learning. Awareness of this issue enables administrators, teachers, material writers to make some amendments for effective language instructions that would cater for the needs of learners (Ekin,Damar 2013).

2.2. General Characteristics of Effective Teachers

Teachers are important elements of any society for many reasons. Teachers have a significant role in the success or failure of an educational system (Navidini, Mousavi and Shirazizade, 2009). They have a lasting impact on the youth of society who will be the members of the next generation. In this respect teachers contribute to the direction and future of a society. An effective teacher is the key for the achievement of his/her learners both in language education and education in general.

According to Stronge (2005), teaching effectiveness is an elusive concept and is hard to define because some researchers define teacher effectiveness in terms of student achievement, whereas others focus on high performance ratings from supervisors. Still others rely on comments from students, administrators, and other interested stakeholders. Cullingford (2004) points out that being effective does not mean being perfect, or giving a wonderful performance, but bringing out the best in pupils. He contends that the art of teaching lies in understanding how people learn and what to do to nourish their learning.

The definitions of effective teacher get more varied as we consult more educators and researchers. McEwan (2002) for instance believes, “Effective teachers appear to be those who are... ‘Human’ in the fullest sense of the word. Their classrooms seem to reflect miniature enterprise operations in the sense that they are more open, spontaneous, and adaptable to change” (p. 30). Hargreaves (1994) agrees, stating:

“ Good teaching is charged with positive emotion. It is not just a matter of knowing one’s subject, being efficient, having correct competencies, or learning all the right techniques. Good teachers are not just well oiled machines. They are emotional, passionate beings who connect with their students and fill their work and classes with pleasure, creativity, challenge and joy” (p. 835).

Banner and Cannon (1997) describe the difficulty of defining exactly what it means to be an effective teacher: “We think we know great teaching when we encounter it, yet we find it impossible to say precisely what has gone into making it great” (p. 3). Despite the difficulty of clearly defining it, we are able to notice it when we see it in practice.

Teachers build the foundations of a society by growing the next generation. It is not surprising that there are ongoing debates about how to improve the quality of teachers in many countries throughout the world. Expectations of students play a vital role in improving teacher’s quality. In this attempt, learner perspective is of vital importance because effective teaching affects them first hand. Oftentimes educators and researchers are given voice, but young learners and parents are rarely asked about their opinions of good teachers. That is why this study hopes to reach the three important parties: young learners, their parents and language teachers. Children are easily affected by the views and opinions of their parents. Knowing the perceptions of parents can be beneficial to the teacher as they affect motivation of young learners. Brown and McIntyre’s study (1993) reminds us of the importance of learner perspectives. They asked pupils to identify their ‘best teachers’ and describe what they thought made them good teachers. The pupils’ comments were grouped into ten categories which are included as the following (Chris Kyriacou, 2009, p.10)

- Creating a relaxed and enjoyable atmosphere in the classroom
- Retaining control in the classroom
- Presenting work in a way which interests and motivates pupils
- Providing conditions so pupils understand the work
- Making clear what pupils are to do and achieve
- Judging what can be expected of a pupil

- Helping pupils with difficulties
- Developing personal and mature relationships with pupils
- Teacher's personal talents (subject-related or other)

As we can see from students' views above, learners expect their teachers to understand them at a personal level and connect with them emotionally. In addition to these qualities of teachers identified by Kyriacou (2009), an effective teacher should be capable of creating a desire to learn. He must be able to sense the interests of students, recognize their needs, and make learning purposeful not only in relation to course objectives but also in the minds of his students (Conant, 1993). Different researchers and educators make us realize the diversity of definitions and expectations of effective teachers, but we can agree that effective might mean to be in the best interest of students. As a researcher and teacher I believe that effective teachers are the ones who inspire students, loves teaching, use creativity and brainstorming before any lesson, and is someone who tries to improve his/her teaching process even after frustrating experiences.

2.3. General Characteristics of Effective English teachers

Unlike other subject-matter classes, knowing one's topic is not enough to be well-prepared teacher in language teaching, because of the affective aspects involved in the learning of a foreign language. Teacher characteristics for a language teacher is different from that of other subjects in unique ways. Tarone and Allwright (2005) support this view by stating that learning to teach languages is different from learning to teach other subjects, pointing out that the second language teacher needs to focus on two aspects of any interaction: they need to focus on the form of the message while also processing the message for meaning. This is a dual task which shows the complexity of teaching languages.

Hammadou and Bernhart (1987) discussed the unique art of being a foreign language teacher as the following:

“Being a foreign language teacher is in many ways unique within the profession of teaching. Becoming a foreign language teacher, too, is

a different process from that which other future teachers experience. This reality is rooted in the subject matter of the foreign language itself. In foreign language teaching, the content and the process for learning the content are the same. In other words, in foreign language teaching the medium is the message” (p. 301)

Borg (2006) conducted a study to investigate the opinions of language teachers and teachers of other subjects about teaching a foreign language versus teaching other subject matters. The sample included more than 200 practicing language teachers and prospective English language teachers and also teachers from mathematics, history, and science fields. The findings of the study revealed that the majority of the participating teachers believed that language teaching is more complex and varied as compared to the other subject matters. Also, language teachers have the responsibility to make his/her students think in the ways that native speakers do. Moreover, they also have the responsibility of teaching culture, art and life style of people using the English language. In addition to the content of the language class, language teachers are also asked to impart the language skills to communicate. Furthermore, the participants stated that a typical language class includes a wide range of activities, teaching methods and materials which are different from those in the other subjects. Unlike the other subject matters, language teaching methodology is of a ‘progressive’ nature thereby forcing the language teachers to keep up-to-date (Borg, 2006). Not only the position of English change with the changing speed of technology, but also methodologies and assessment styles which force the language teacher to be always up-to-date and ahead of the language game.

English language teachers are obliged to work harder compared to the teachers of the other subjects. Language teachers’ proficiency and command of the language was usually compared to that of native speakers of the target language while there was not such a comparison among the other subject teachers. According to Brosh (1996), central to the qualities of good language teachers is the mastery of the target language. As for the personality characteristics of language teachers, the participants stated that English language teachers were supposed to have generally more positive relationships with learners in comparison to teachers of other subjects. He further claims that along with

these expectations, competent language teachers are also expected to have skills to organize, explain and evoke interest and maintain motivation among students.

Brosh (1996) identified distinctive characteristics of the effective language teachers as perceived by students and language teachers. This study in Israel found the following characteristics most desirable by the participants in this study:

- *Adequate knowledge and command of the target language;*
- *Ability to organize, explain and clarify, as well as to arouse and sustain interest and motivation among students;*
- *Fairness to students by showing neither favoritism nor prejudice;*
- *Availability to students for help after class time.*

In order to determine the qualities of an effective English language teacher, it is important to study the perspectives of learners about teachers and teaching. Their beliefs about language learning seem to have obvious relevance to understanding student expectations of the course, their commitment to the class as well as providing them with the opportunity to be successful and satisfied with their language learning program (Horwitz, 1988). It is difficult to provide an effective learning environment without first sustaining confidence and motivation of language learners. Moreover, inquiring student beliefs in the language classroom is useful for informing teachers about different types of learners that need to be catered for (Cotterall, 1999). The more we know about our students and their expectations, the closer we are to satisfying their needs with our teaching practices.

Cameron (2011) proposes that good language teachers create a positive atmosphere and it depends on how the teacher and the students build up a sense of rapport and mutual trust. After graduation when students are asked about their best teachers, they remember how the teacher made them feel before mentioning how much they learned. Scott and Ytreberg (1990) state children learning a foreign language or any other subject need to

know that the teacher likes them. Once children feel secure and content in the classroom, they can be encouraged to become independent and adventurous in the learning of the language.

Rearick and Feldman (1999) point out that effective teachers are expected to help students to advance personally, academically and socially. This again shows the close connection of cognitive and emotional aspects of learning in a language classroom. Effective ELT teachers possess good classroom management skills, lesson planning abilities, and management of learning aims, they seem to be always interested in improving their teaching competences. ELT teachers need to keep students engaged in classroom tasks, control discipline while providing an enjoyable and motivating learning environment, recognizing the individual needs of students is an important step to maintain this ideal learning environment.

Blum identified a detailed list of effective teaching characteristics (1984, 3-6), such as, having high expectations for student learning, giving clear and focused instruction, monitoring students' progress, using class time properly, having positive communication skills with students and using rewards to encourage students .

2.4. Previous Studies on the Effective Foreign Language Teacher Characteristics

There have been many studies conducted on teacher effectiveness. In these studies opinions and expectations of teachers, students, administrators and parents have been taken. Different studies are chosen from different periods and various geographical regions to provide up-to-date information on the issue internationally. These studies will highlight some of the results and implications for further research. Also, it will shed light into the present study in terms of what has been found and what remains to be inquired.

Prodromou (1991) inquired students' views about good and bad language teaching. Over 40 students (intermediate to advanced level) participated in the survey. They described characteristics of the good language teachers as interacting with students in a friendly

way, explaining things, giving good grades, playing games, knowing how to treat someone who sits at a desk for six hours, paying attention to unsuccessful students, and trusting students.

Park and Lee's study also investigated the characteristics of effective English teachers (Wichadee, 2006). 169 teachers and 339 students in high school in Korea, participated in a self-report questionnaire which consisted of three categories: English proficiency, pedagogical knowledge, and socio-affective skills. Overall, the teachers valued significantly different characteristics than the students in all three categories. Teachers ranked English proficiency as highest whereas students ranked pedagogical knowledge as highest. The findings have implications for knowledge-based teacher education for current and prospective English teachers. Interestingly this Korean study did not find much focus on socio-affective skills of teachers. Because the study takes place at an international Asian context, this difference might also be related to cultural differences.

Saafin (2005) also inquired about effective English language teacher characteristics. He interviewed 17 Arab students and surveyed 163 EFL Arab students who attended intensive English courses for one year prior to joining their English medium vocational programs. Two themes emerged which are "instructional skills" and "human characteristics". "Instructional skills" included "teaching approach", "learning resources", "interactions" and "management". "Human characteristics" included, "being friendly", "flexible", "helping and encouraging students", etc. This study illustrates that learners do not only seek well-equipped English teachers in terms of pedagogical knowledge and language proficiency, but also seek personable and social characteristics in their language teachers. This international context interestingly values and demands socio-affective qualities in English teachers.

Chen and Lin's study (2009) suggested that students generally perceive teachers' personality and teacher-student relationship as more important characteristics than those of instructional characteristics. A questionnaire in Tainan was given to 198 junior high school students. Interestingly, being enthusiastic, friendly, open-minded in teaching, respecting students and caring about students were the most important characteristics of effective English teachers. This may also indicate that we may reconsider our attitudes and social skills with learners. Although mastering English was considered to be an important characteristic, presenting lessons in English was not in favor. This was a

surprising finding considering the desire and goal of fluency in the English language. It can encourage educators and researchers to reconsider the use of L1 in language classes. Unlike the Korean study, this Asian context, demands social skills in teachers in addition to their instructional and pedagogical skills.

Kaboodvand's (2013) thesis reports a study of a group of Iranian young learners, their parents and language teachers on their perceptions of the characteristics of effective language teachers in public schools in Iran. The findings of the study show that teachers who hold stress-free classes, take care of their looks and attempt to make the lessons easier to understand and also at times go beyond the prescribed curriculum are considered very effective by most of the stakeholders.

Several studies have been conducted on the characteristics of English teachers of university or high school students. Yet, very few studies have been conducted on young learners' perspectives in EFL contexts. This is a research gap that needs to be studied further. Knowing about young learners' perspectives will inform the practice of teaching young learners. Not only the opinion of young learners, but also the opinions of their parents have rarely been recorded or evaluated as a way to reconsider characteristics of good teachers. This study focuses on perspectives of three different stakeholders in language education.

Despite the different learning contexts and different age groups researched this far, learners expressed similar expectations. In the Turkish context, there have been some studies on the concept of the effective foreign language teacher. Gönenç and Afyon (2005) surveyed 261 students at a university, and a state high school. The data were collected through a Likert-type questionnaire. The findings of the study show that although participating students studied in different settings, they nevertheless, all had a similar ideal for an English foreign language teacher. It is important to note that the findings were listed starting from the highest percentage score to lowest for agreement. The findings suggest that some classroom behaviors (1) represent a good language teacher should (a) have a clear intelligible command of English, (b) correct pronunciation, (c) correct intonation, (d) explain basic important topics in English, (e) speak English all the time, (f) reverts into Turkish whenever students have difficulty in understanding. In addition, considering a good teachers' (2) professional identity, it can be concluded that a good language teacher should (a) be knowledgeable and competent

in his/her field, (b) give importance to self-progress, (c) be cultured, (d) be competent in his/her native language, (e) be experienced in his/her field, (f) have various interests other than his/her field. Looking at the findings related to (3) the individual identity, the students idealized a language teacher who is (a) good looking, (b) elegant, (c) cheerful, (d) unbiased, (e) responsible, (f) innovative, and (g) honest (Omen 2009). This study indicates that students have an idealized language teacher profile in their heads. Not only s/he is knowledgeable and proficient in English, but also is excellent at instructional skills. Also, the idealized teacher is expected to be professional, cultured, friendly, and even good looking. These point to very high expectations from the English teacher.

In addition to these studies, a larger scale study was carried out in 15 cities in Turkey with 1300 students from high school, 2139 high school teachers, and 1250 teacher candidates studying in faculty of education and 630 instructors working in the faculty of education. They were asked to write three important qualities that a good teacher should have. The results showed that 40% of the students want teachers to hold a positive attitude toward them. 37% of the students want their teachers to be successful in their fields. 12% of the students want teachers to have positive personality traits. 7% of the students want teachers to love and respect their jobs (Okçabol, Akpınar, Caner, Erkin, Gök and Ünlühisarcıklı, 2003). As it can be seen, positive attitude toward learners are slightly more desired than being a successful teacher pedagogically. The large scale of the study requires that the results deserve some careful consideration because the study can have generalizable characteristics.

Consulting other studies on the topic, we see that Yıldırım and Doğan (2009) studied the qualities of English teachers for young learners. The objective of this study was to specify the profile of a YL English teacher from the students' perspectives. 544 students studying English in the fourth grade were asked to make reflections about how the teachers were implementing their classroom practices and how the students perceived their English teachers' personal traits. This study revealed that the majority of the language teachers do not use certain methods, techniques, materials as well as assessment tools that are related to YL classes. For instance, teachers did not utilize songs, stories, games, riddles, etc. in the classrooms. This study indicates that specific needs of young learners should be taken into consideration in language classes.

Considering the role of a variety of materials, and activities in increasing the interest of YLs, teachers of YLs should be informed about the practical application of using a variety of resources in their classrooms rather than using only their textbooks.

Akıl (2009) conducted a research, which aimed to find out the “Effective Teachers’ Behavior ” used by the teachers in preparatory classes of University of Gaziantep . This study was carried out to inquire students’ perspectives. 170 students participated in the study whose age ranged from 17 to 25. The result of the study found no significant relationship between students’ success and teachers’ effectiveness. The findings indicated that effective teacher behaviors do not affect students’ success. The result of this study is significant, because it contradicts with the findings of the previous studies discussed thus far. It is necessary to carry out further research in the near future and compare the results with other studies. We should also be cognizant that this finding pertains to adult learners. The same study might reveal different or opposing results with young learner language context.

Arıkan, Taşer, Saraç Süzer (2008) explored the qualities of an effective English language teacher on a sample of 100 Turkish foreign language learners studying at two state universities’ English language preparatory schools and found that effective teacher qualities fall into three categories. The first category is “personal qualities “and it includes “being friendly”, “caring”, “fair” and “humorous”. The next category is “professional qualities “and it includes “being fluent in English”, and “using games”. Finally, “pedagogical qualities “and they include “teaching grammar effectively”, “having correct pronunciation” etc. This study also reinforced the social aspects of the language teacher as a sought after personality trait. This study revealed similar results since Turkish university students preferred high quality pedagogical and language proficiency as well as warm personality characteristics.

Önen (2009) is another name who attempted to investigate Turkish University EFL students’ and instructors’ views on the characteristics of a good (English) foreign language teacher. 300 students of upper- intermediate, intermediate and pre-intermediate classes in the School of Foreign Languages at Erciyes University and 56 instructors there participated in the study. In order to gather the necessary data from the participants, a Likert type questionnaire developed by the researcher as an instrument. Both groups found personal qualities, socio-affective skills, academic qualities and

teaching qualities to be important aspects of good teaching. The only significant difference between the students' and the instructors' views was socio-affective skills of teachers. Compared to the instructors, students endorsed personable characteristics more.

There are fewer studies on the perceptions of parents on effective teachers. Parents views are important for language teaching in primary schools because parents' view of the school and the teachers influence their children and their motivation at school. Harmer (2001) states students are mostly affected by the people around them. Thus attitudes of their parents who are the closest people to them are highly important. Young learners reflect the way their parents think and behave in line with their thinking. Gardner (1985) discussed the results of his research about parental attitudes toward second language acquisition:

“Parents are clearly important socializing agents, but they present their children with a vast array of message about the importance of language study, their expectations concerning performance, their own feelings about other language community etc. Parents who feel that the instrumental value of language study is most important tend also to feel that they provide the most encouragement, but it is the parents with favorable attitudes toward the other community and language learning that promote cultural exchanges” (Gardner 1985:122.)

Expectation and feedback of parents also have great impact on language teachers' motivation. As parents belong to a different language learning period than their children, they need to be informed about the new curriculum and the teaching methods. They can have doubts about the teaching process or teachers' ability. If their expectations are not useful for effective teaching process, it can be discussed with them to have a common ground. Both parties can gain a lot from learning about each other and their expectations. Sharing the perceptions of parents about effective language teaching, can provide a guide post about how to meet their expectations, gain parental satisfaction and reach student learning outcome.

There are many studies about the characteristics of effective language teachers from the perspectives of students and teachers, however, parents' views are missing in the literature. If teachers know more about their students and parents, they can establish more effective and more informed teaching practices. In this respect, this study is an important research undertaking that will shed light into more studies to follow. This will enable us to better serve our learners as educators and language educators in different contexts.



CHAPTER 3

METHODOLOGY

This chapter presents a description of the methodology of the study. The main focus of the study is teachers', students' and their parents' perceptions of effective English teachers at a primary school. The methodology will be presented in line with the following headings.

3.1. Research Design

This is a mixed research. Basically, there are four types of mixed method and these are the Triangulation Design, the Embedded Design, the Explanatory Design, and the Exploratory Design. The most common and well-known approach among mixed methods is the Triangulation Design (Creswell, Plano Clark, et al., 2003). The aim of this design is “to get dissimilar but harmonizing data on the same topic” (Morse, 1991, p. 122) to analyze the research problem. The purpose of using this design is to mix the differing strengths and weaknesses of quantitative methods with qualitative methods (Patton, 1990). Triangulation design is used to validate and expand quantitative results with qualitative data. The Triangulation Design is a one-phase design in which the researcher implements the quantitative and qualitative methods during the same timeframe and with equal weight. For this reason, it is also called “concurrent triangulation design” (Creswell, Plano Clark, et al., 2003). It involves the concurrent, but separate, collection and analysis of quantitative and qualitative data. The researcher collects and analyzes quantitative and qualitative data with qualitative and quantitative data sets by bringing the separate results together.

To get quantitative data, a descriptive study, where data was collected without changing the environment, was adopted. In this study, descriptive research design involved a one-time interaction with teachers of English. For this reason, cross sectional design was

used. Cross sectional design refers to one-time interaction with participants. Cross sectional design, in which the researcher interacted with the teachers of English, involved survey to collect the necessary information. Descriptive studies are usually the best methods for getting information that will show relationships and describe the world as it exists because it tries to answer questions such as ‘what or what was’. Descriptive study, especially cross sectional design, sought for quantitative data. Quantitative research is ‘Explaining phenomena by collecting numerical data that are analysed using mathematically based methods, in particular statistics’ (Aliaga and Gunderson 2000). In this research, the quantitative method focused on describing a phenomenon across a larger number of teachers of English. This method surveyed a large number of individuals and applied statistical techniques to recognize overall patterns in the relations of processes. (Anderson, 1990).

To get qualitative data, a case study design was employed. A case is a kind of bounded entity which refers to a person, organization, behavioral condition, event, or other social phenomenon. Yin (2009) describes a case study as an empirical inquiry about a contemporary phenomenon (e.g., a “case”), set within its real-world context especially when the boundaries between phenomenon and context are not clearly evident. To describe the meaning for the parents and students’ experiences of the case (effective teachers of English) and to reduce individual experiences with a phenomenon or case, an embedded single case design was employed in this study. An embedded single case design is a case study containing more than one sub-unit of analysis (Yin, 2003). These sub units are parents and students. Scholz and Binder (2011) suggest that “case is faceted or embedded in a conceptual grid” which allows to identify key components of human and environmental systems.

3.2. Population and sampling

To collect quantitative data, Teachers of English were recruited as the population of the study. They live on the European side of the city of İstanbul. The participants were selected from 23 different public primary and secondary schools by random sampling technique. The educational backgrounds of teachers of English, gender or work

experience were not taken as variables in the study as they were not related to the purpose of the research. In this technique, each member of the population had an equal chance of being selected as a subject. The sampling unit for quantitative data stood at 100. 100 practitioner teachers in the field of English Language Teaching formed the sampling unit of the study.

This study also presents the perceptions of students and parents from a qualitative aspect. Therefore, 20 students and 25 parents formed the population of the study. The sampling unit in this study was 45. Thus, the sample size of the study stood at 45 because saturation had been achieved. Saturation is the point in data collection when no new or relevant information emerges with respect to the study. The participants were selected from 5 public primary schools on purposive sampling technique. The sampling unit of the study was purposively assigned. Purposive sampling represents non-probability sampling techniques. Purposive sampling relies on the judgement of the researcher while selecting the units. The main goal of purposive sampling is to focus on particular characteristics of a population that are of interest, which will best enable researcher to answer research questions (Ball, 1990). For this reason, typical case sampling technique was used because we were interested in the normality/typicality of the case. The sample selected for this study was limited to the parents and students for the 2015-2016 academic year.

3.3. Data Collection Instrument

3.3.1. Questionnaire

The collection of quantitative data was achieved through the application of a questionnaire by language teachers at twenty-three different public schools in the 2015-2016 education year. The aim of the questionnaire was to seek the perceptions of teachers of English regarding the qualities of effective teachers of English as a foreign language (EFL teachers). The data used in the research were gathered by applying the survey technique and questionnaire form. The questionnaire consisted of 34 questions which was designed to gather quantitative data. The questions aimed to get a close understanding of teachers' opinions and preferences in terms of effective teacher and teaching qualities. The participants were informed about the goal of the study.

In this study, the instrument developed by William (2010) named “Administrator and teacher perceptions of the qualities of effective teachers” was used to collect data. In this study, we utilized an instrument that sought teachers’ perceptions on effective teachers’ qualities. During the development of this instrument, William used the teacher qualifications cited by Stronge (2007). Those specifications were grouped under five different sub dimensions. The questionnaire composed of 34 items with Likert type items with 6 intervals. Likert style enabled participants to show their responses to questions in terms of degrees from 1 to 5 (one being the strongest response and five being the weakest). This style enabled the participants to show the strength of their agreement or disagreement with the statement. The sub-dimensions of the questionnaire were as follows;

- Classroom Management and Organization
- Teaching Planning
- Implementation of Teaching
- Following of Student Development
- Teacher as a Person

The questionnaire was originally created in English. In order to prevent the possibility of misunderstanding by the participating teachers, the questionnaire was translated into Turkish. Minor changes were made to the questionnaire to make it language appropriate education, because the questionnaire is originally targeting teachers in general. These slight changes were purposefully integrated into the questionnaire to make it appropriate for language teaching and learning.

Because this measurement instrument was designed as a questionnaire, not as a standardized measurement scale, the instrument was analyzed at the item level, not at the sub-dimension level. The questionnaire was validated through expert opinions working at a state university in Turkey.

3.3.2. Interview

Researcher collected the data through semi-structured interviews. Interviewing is a method of qualitative research in which the researcher asks open-ended questions orally and records the respondent's answers (Kvale, 1996). Self-administered questionnaire was presented to respondents to collect qualitative data. A questionnaire is an instrument that presents respondents with a series of questions or statements used by a researcher to get needed information (Brown, 2001). As an important research instrument and a tool for data collection, a questionnaire has its main function as measurement (Oppenheim, 1992). Also, thanks to provision for open endedness, the questionnaire may be used to generate qualitative and exploratory data (Dornyei, 2007). A questionnaire is an efficient instrument as it takes less time, is less expensive, and permits collection of data from a sample in an easy way. Open-ended questions (such as specific, open, clarification, sentence completion and short answer questions) were employed in this study to give parents and students an opportunity to speak their mind. Open response could allow the researcher to gather unanticipated data, illustrative quotes and different examples of a case. It was also more detailed. The questionnaire was validated through expert opinions working at a state university in Turkey. The researcher was available to make clarifications in case of need. To decrease interview bias, the researcher didn't interpret the questions.

3.4. Data Analysis

This research used quantitative data which were gathered via a questionnaire. The data gathered via questionnaires with close-ended items and were coded and entered to the SPSS v.22 (Statistical Package for Social Sciences) in order to analyze the data. Afterwards, the descriptive analysis was used to investigate the level of teacher perceptions of effectiveness by calculating means and standard deviations. The analysis hoped to find out the perceptions of teachers of English on the effective teachers.

The case study data provides an understanding of the common experiences of the parents and students. The qualitative data of the study were interpreted by conducting a content analysis. The purpose of content analyses is to reduce the words used in a study to a lower number of categories (Creswell, 2013). Building on the data from the research question, researcher went through the data and reflected “significant statements,” sentences, or quotes that provided an understanding of how the participants experienced the phenomenon. Next, the researcher developed clusters of meaning from these significant statements into themes. These significant statements and themes were then used to write textual description of what teachers of English experienced. These analysis steps are generally similar for all qualitative studies through data analysis process (Moustakas, 1994; Polkinghorne, 1989). The texts that obtained after interview were subject to content analysis with the MAXQDA 12 software and the parents and students were coded according to their initial letter (P_01, S_01). Then, the findings were presented to participants in order to receive participant confirmation (member check).

CHAPTER 4

FINDINGS

4.1. Presentation, Analysis and Interpretation of the Quantitative Data

Classroom Management and Organization

	N	Minimum	Maximum	Mean	Std. Deviation
Decides classroom rules and routines	100	1,00	4,00	2,89	,83961
Prepares materials in advance and has them ready to use	100	1,00	4,00	2,31	,78746
Prepare a physically and emotionally safe environment for students	100	1,00	4,00	1,73	1,03333
Reinforces and reiterates for positive behavior and responds to inappropriate behavior promptly	100	1,00	4,00	3,07	1,24117
Valid N (listwise)	100				

Table 1

Table 1 introduces classroom management and organization perceptions of primary school teachers of English in terms of mean and standard deviation. Above are a number of statements regarding teachers' effects on students' success in terms of classroom management and organization. According to the statistics box, number 1 represents the highest rank, and number 4 represents the lowest rank. According to the table above, 100 primary school teachers of English took part in the study. Among participants, in terms of classroom management and organization, the item, preparing a physically and emotionally safe environment for students ($x = 1,73$), came first on 4 item ordinal scale. According to the statistics box, participants place great importance on preparing a physically and emotionally safe environment for students. On the ordinal scale from 1 to 4, the item, preparing materials in advance and has them ready to use

($x = 2, 31$), came second. The item, deciding classroom rules and routines ($x = 2, 89$), came third. The participants paid less attention to the item, reinforcing and reiterating for positive behavior and responds to inappropriate behavior promptly ($x = 3, 07$). The results indicate that primary school teachers of English should prioritize classroom management and organization requirements accordingly.

Table 2

Planning Instruction

	N	Minimum	Maximum	Mean	Std. Deviation
Limits disruption and focuses classroom time on teaching and learning	100	1,00	6,00	3,91	1,23169
Expects high level of success from students and make them feel this.	100	1,00	6,00	4,09	1,51821
Enables teaching to continue appropriately	100	1,00	6,00	4,55	1,89297
Considers the learning styles of students and plan teaching accordingly	100	1,00	6,00	2,25	1,82228
Links instruction to students' real – life situations	100	1,00	6,00	2,81	1,54197
Carefully links learning objectives and activities	100	1,00	6,00	3,39	1,29408
Valid N (listwise)	100				

Table 2 shows planning instruction perceptions of primary school teachers of English in terms of mean and standard deviation. Above are a number of statements regarding teachers' effects on students' success in terms of planning instruction. According to the statistics box, number 1 represents the highest rank, and number 6 represents the lowest rank. According to the table above, 100 primary school teachers of English took part in the study. Among participants, in terms of planning instruction, the item, considering the learning styles of students and planning teaching accordingly ($x = 2, 25$), came first on 6 item ordinal scale. According to the statistics box, participants place great importance on considering the learning styles of students and planning teaching accordingly. On the ordinal scale from 1 to 6, the item, linking instruction to students' real-life situations ($x = 2, 81$), came second. The item, carefully linking learning

objectives and activities ($x=3, 39$), came third. The item, limiting disruption and focusing classroom time on teaching and learning ($x=3, 91$), came fourth. The item, expecting high level of success from students and making them feel this ($x=4, 09$), came fifth. The participants paid less attention to the item, enabling teaching to continue appropriately ($x=4, 55$). The results indicate that primary school teachers of English should prioritize planning instruction requirements accordingly.

Table 3

Implementing Instruction

	N	Minimum	Maximum	Mean	Std. Deviation
Employs different techniques and instructional strategies	100	1,00	6,00	2,51	1,80625
Prepares a lesson plan to integrate students to teaching process	100	1,00	6,00	2,59	1,37139
Uses various asking techniques	100	1,00	6,00	4,08	1,52209
Gives clear examples and offers guided practice	100	1,00	6,00	3,22	1,34525
Uses effective strategies in group works	100	1,00	6,00	4,78	1,78422
Is concerned with having students learn and demonstrate understanding of meaning rather than memorization	100	1,00	6,00	3,92	1,24462
Valid N (listwise)	100				

Table 3 displays implementing instruction perceptions of primary school teachers of English in terms of mean and standard deviation. Above are a number of statements regarding teachers' effects on students' success in terms of planning instruction. According to the statistics box, number 1 represents the highest rank, and number 6 represents the lowest rank. According to the table above, 100 primary school teachers of English took part in the study. Among participants, in terms of implementing instruction, the item, employing different techniques and instructional strategies ($x = 2, 51$), came first on 6 item ordinal scale. According to the statistics box, participants place great importance on employing different techniques and instructional strategies. On the

ordinal scale from 1 to 6, the item, preparing a lesson plan to integrate students to teaching process ($x=2, 59$), came second. The item, giving clear examples and offering guided practice ($x=3, 22$), came third. The item, being concerned with having students learn and demonstrate understanding of meaning rather than memorization ($x=3, 92$), came fourth. The item, using various asking techniques ($x=4, 08$), came fifth. The participants paid less attention to the item, using effective strategies in group works ($x=4, 78$). The results indicate that primary school teachers of English should prioritize implementing instruction requirements accordingly.

Table 4

Monitoring Students' Progress

	N	Minimum	Maximum	Mean	Std. Deviation
Gives homework to enable students learn better	100	1,00	5,00	3,96	1,44893
Gives clear, specific and timely feedback	100	1,00	5,00	2,04	1,44893
Re-teaches students who did not achieve mastery	100	1,00	5,00	3,01	1,01000
Uses data to make instructional decisions	100	1,00	5,00	3,49	1,12362
uses appropriate tools and strategies to evaluate student progress	100	1,00	5,00	2,50	1,12367
Valid N (listwise)	100				

Table 4 introduces monitoring students' progress perceptions of primary school teachers of English in terms of mean and standard deviation. Above are a number of statements regarding teachers' effects on students' success in terms of monitoring students' success. According to the statistics box, number 1 represents the highest rank, and number 5 represents the lowest rank. According to the table above, 100 primary school teachers of English took part in the study. Among participants, in terms of monitoring students' success, the item, giving clear, specific and timely feedback ($x = 2, 04$), came first on 5 item ordinal scale. According to the statistics box, participants place great importance on giving clear, specific and timely feedback. On the ordinal scale from 1

to 5, the item, using appropriate tools and strategies to evaluate student progress ($x=2, 50$), came second. The item, re-teaching students who did not achieve mastery ($x=3, 01$), came third. The item, using data to make instructional decisions ($x=3, 49$), came fourth. The participants paid less attention to the item, giving homework to enable students learn better ($x=3, 96$). The results indicate that primary school teachers of English should prioritize monitoring students' progress requirements accordingly.

Table 5

Teacher as a Person

	N	Minimum	Maximum	Mean	Std. Deviation
Shows concern for students emotional and physical well-being	100	1,00	8,00	4,97	1,47337
Treats students equally	100	1,00	7,00	3,03	2,24038
Shows respect to all students	100	2,00	6,00	3,49	1,13258
Provides effective communication with students and develop this communication	100	1,00	5,00	2,51	1,12362
Shows enthusiasm for English teaching and learning	100	1,00	8,00	4,79	2,09518
Provides environment for fostering student self- confidence	100	1,00	8,00	4,61	2,02457
Teaches the lesson with enjoyable activities and games	100	1,00	8,00	6,39	2,54612
Regulates student activities in line with student learning process	100	1,00	8,00	6,21	1,90319
Valid N (listwise)	100				

Table 5 shows the teacher as a person perceptions of primary school teachers of English in terms of mean and standard deviation. Above are a number of statements regarding teachers' effects on students' success in terms of the teacher as a person. According to the statistics box, number 1 represents the highest rank, and number 8 represents the lowest rank. According to the table above, 100 primary school teachers of English took part in the study. Among participants, in terms of the teacher as a person, the item, providing effective communication with students and develop this communication ($x = 2, 51$), came first on 4 item ordinal scale. According to the statistics box, participants

place great importance on providing effective communication with students and develop this communication. On the ordinal scale from 1 to 8, the item, treating students equally ($x=3, 03$), came second. The item, showing respect to all students ($x=3, 49$), came third. The item, providing environment for fostering student self- confidence ($x=4, 61$), came fourth. The item, showing enthusiasm for English teaching and learning ($x=4, 79$), came fifth. The item, showing concern for students emotional and physical well-being ($x=4, 97$), came sixth. The item, regulating student activities in line with student learning process ($x=6, 21$), came seventh. The participants paid less attention to the item, teaching the lesson with enjoyable activities and games ($x=6, 39$). The results indicate that primary school teachers of English should prioritize teacher as a person requirements accordingly.

Table 6

Qualities of Teachers

	N	Minimum	Maximum	Mean	Std. Deviation
The teacher as a person	100	1,00	5,00	2,99	1,01000
Classroom management and organization	100	1,00	5,00	2,51	1,12362
Planning instruction	100	1,00	5,00	2,04	1,44893
Implementing instruction	100	1,00	5,00	3,99	1,43896
Monitoring student progress	100	1,00	5,00	3,47	1,12326
Valid N (listwise)	100				

Table 6 displays qualities of teachers perceptions of primary school teachers of English in terms of mean and standard deviation. Above are a number of statements regarding teachers' effects on students' success in terms of qualities of teachers. According to the statistics box, number 1 represents the highest rank, and number 5 represents the lowest rank. According to the table above, 100 primary school teachers of English took part in the study. Among participants, in terms of qualities of teachers, the item, planning instruction ($x = 2, 04$), came first on 4 item ordinal scale. According to the statistics box, participants put great importance on planning instruction. On the ordinal scale from 1 to 5, the item, classroom management and organization ($x=2, 51$), came second.

The item, the teacher as a person ($x=2, 99$), came third. The item, monitoring student progress ($x=3, 47$), came fourth. The participants paid the less attention to the item, implementing instruction ($x=3.99$). The results indicate that primary school teachers of English should prioritize quality requirements accordingly.

The Results of Qualitative Analysis

The qualitative analysis of the research data revealed major themes which are included in the following section. These themes are included in the following section as the major categories. This part includes views of both parents and students about effective language teacher characteristics. Quotations from both participants (parents and students) will be drawn in order to highlight similarities and differences between them.

(a) Category 1: Classroom Management and Organization

According to the findings gathered in the interviews, parents think effective teachers use efficient classroom management strategies in order to run the classroom smoothly, to create an active learning atmosphere which keep students engaged in the learning process. Effective teachers influence and direct student behavior in a constructive way for better instruction. Positive and productive classrooms promote student learning and makes it more meaningful. Parents think students respond better when they have good relationship with their teacher. Showing concern about establishing rapport with their students and at the same time maintaining class discipline is highly valued characteristics of effective teachers in this part. The following quotations are chosen from parent responses which reflect effective classroom management.

P_1 Effective language teachers set firm limits in loving ways without anger.

P_31 The purpose of the classroom management should be to facilitate learning. It should not offend students and make them hate the lesson.

P_8 Effective Language teachers do not offend or humiliate students while managing the classroom

Students want language teachers to manage the class with love and kindness. They state effective language teachers do not shout and are not very strict. When teachers create stress and pressure on them, they indicate that they lose their interest and motivation in learning English. If they love their teachers and get positive feedback from them, they study more and feel motivated. Here are some quotations about students' views.

S_1 When we feel relaxed, we learn better

S_5 Good Language teachers present enjoyable lessons and as we do not get bored, we do not behave disruptively.

S_10 Effective language teachers set rules and express what they expect from us they understand when we get bored from the lesson

(b)Category 2: Planning Instruction

As regards to planning of the lesson, parents express language teachers should know their students well and plan lessons according to their student needs and characteristics. The activities planned should be achievable but at the same time stimulating for the students to evoke motivation for language learning. Parents' expressions exemplifying such views are as follows:

P_9 Good language teachers see students as individuals who have different abilities and characteristics, and plan teaching accordingly.

P_15 Effective language teachers plan the lessons considering their students' attention spans and their learning styles.

P_17 Effective language teachers are creative and organized while planning lessons

Students think effective teachers plan their lessons by using activities that utilize technological devices in the classroom. Students emphasize importance of having fun while learning English. Teachers who prepare materials attracting their attention is a valued characteristics of language teachers. Some student perceptions are presented here:

S_7 When my teacher brings puppets, flashcards or bingo game,I feel happy and love the lesson more.

S_16 Good language teachers think about what we will be interested in doing in the lessons.

S_11 When my teacher plans very long activities, I cannot concentrate very well, good language teachers consider when we would be distracted from the subject and plan accordingly.

(c) Category 3: Implementing Instruction

Parents think effective language teachers present clear and easy to remember lessons. They expect language teachers to focus on speaking and vocabulary teaching rather than grammatical rules. They emphasize language teachers should encourage students to use English verbally, to provide this they should create real life situations, role-play activities. The goal of the lessons should be to enable students able in the use of the language. They also express repetition is important during this stage because their children tend to forget the words and expressions learned at school easily. Parents emphasize the importance of using games, songs, films which are motivating for young learners. They think using target language as much as possible in the lessons is a desirable characteristics of good language teachers. Parents are in favour of teachers

who create interest in the foreign language in the mind of the learners. They believe that showing students how important it is to know a language for their future, encouraging them is very helpful. The expressions below are about perceptions of parents about effective language teacher's implementation of lessons.

P_9 Using visual and auditory materials makes our children remember vocabulary easily

P_21 I want my child to use English when we go abroad and effective language teachers try to create real-life situations in the lessons

P_8 Good language teachers enable my child to speak English as much as possible

P_16 Being creative and open to new teaching styles is an easy way of attracting students attention and motivate them for the lesson

Students emphasize importance of fun element in the lessons. They say they want to take part in games and in order to do so, they listen and actively engage in the lessons. Students state when language teachers present lessons only from the text book, they get bored. They think teachers who have creativity in bringing stimulating and interesting teaching materials are considered effective. Different activities keep them interested in the lesson. They also place emphasis on the importance of teachers making lessons understandable, and teaching in a way that students would comprehend easily. Providing more examples, moving on the next subject after making sure everybody have learnt the previous lesson, reviewing a lot are the comments they made in this regard. They want their teachers to give enough time to think and answer the questions. Most of the students do not want the use of English as the sole means of communication in the classroom. They think it creates anxiety as they cannot express themselves easily to the teacher and it becomes difficult to follow the lesson. The following quotations exemplify their perceptions:

S_12 Effective language teachers do not always teach by giving examples on the board, they play games with us related to the subject

S_5 I am afraid of making pronunciation mistakes in English lessons and I don't raise my finger, I want to be encouraged to participate in the lesson by my teacher.

(d)Category 4: Monitoring student progress

As regards to evaluation, parents state effective language teachers are aware of students' progress, check their homework and give constant feedback. Teachers should know their students capacity, support them and try to make them more successful. The evaluation should be non-threatening for students. Parents think homework is a valuable tool that makes students review subjects learned in class. As students do not have any other encounter with the English language outside their classroom, parents think it is beneficial for students to revise the content by doing homework. Parents expect teachers to praise their students verbally and use rewards when deserved to encourage student involvement. They think praising can enhance children's confidence and it can promote students' success in the classroom.

P_24 Effective teachers assign homework that is doable, creative and related to teaching goals.

P_9 Criticism and negative feedback from the teacher can create anxiety and worse academic performance.

Students state effective language teachers give little homework. They express that a lot of written exercises and difficult homework distress them. They state that they like homework which needs creativity like projects, preparing posters. They express effective teachers do not evaluate by challenging questions, because when they fail, they think learning a language is difficult and they lose interest in the lesson.

S_9 Repetitive exercises bore us and difficult tasks discourage us.

S_12 Teachers should check homework and give feedback constructively

(e) Category 5: Teacher as a person

Parents state effective teachers love teaching and their passion for teaching makes the language teacher more dedicated and productive. Parents think teachers' enthusiasm for the subject they are teaching reach and motivate their students. As their children start learning English in Primary school, they want teachers who create love for language learning.

Most of the parents think effective language teachers are patient and caring. According to them when students are cared they feel special and it brings the best in students. Caring teachers create supportive and warm classroom climate. Their relationship with students enhance the learning process.

Another characteristic of effective language teachers which is emphasized by parents is having good communication skills. A teacher who is good at communication conveys concepts and skills to students in an effective way. Parents also believe language teachers should show genuine interest and willingness to spend time with their students and be concerned about their learning. Some parent views are given here.

P_18 Students feel the loving effect of teachers and this is an important step for success.

P_10 Effective language teachers are patient, if a teacher cannot control her/his temper, students can have a negative attitude towards the lessons.

P_9 I think having adequate language knowledge is not enough for being effective language teacher, conveying the contents with creativity and stimulating interest in young learners is the significant part of teaching young learners.

Students want language teachers to be cheerful and enjoyable who can understand their feelings. Treating students equitably is another characteristic they expect from language teachers. They do not want to experience situations in which they lose respect in front of their peers in the classroom and they do not want to be compared to other students. Students think effective teachers do not shout at students angrily. They are kind and have a delightful way of communication. The term “kindness” was repeatedly used by the students which basically meant “good-tempered” or “stress-free manner”. Another characteristic that most of the students mentioned is the physical appearance of language teachers. They want teachers who are looking good and dressing smartly.

S_11 When we feel teacher's love, we respect her/him more.

S_13 Effective language teacher's are calm and positive.

S-6 When my teacher shouts at me, I feel stressed. I like teachers who have a calm tone of voice.

Personality characteristics of teachers are thought to be influential in the learning process by parents. Parents thought teachers who love teaching, and who care about and love their students, create the positive conditions that induce learning. Parents highlighted that good communication skills are essential skills in creating an efficient learning atmosphere for students. Similarly, students also prefer positive teachers who treat all students equally and show positive feelings towards them. Just like parents, they also want their teachers to be calm and good at controlling their temper. Interestingly, students also would like their teachers to be well-dressed and looking good, too.

5.1. Conclusions and Implications

The purpose of this study was to identify perceptions of primary school language teachers, students and parents on effective teacher language teacher characteristics. The

conclusions drawn from the findings are discussed on the basis of the research questions presented below.

5.1. What are primary school language teachers' perceptions of effective language teachers?

The data collected from the questionnaires showed that the majority of the teachers think in terms of classroom management and organization, the item, preparing a physically and emotionally safe environment for students is the most important characteristic of effective language teachers. This result was consistent with the view of Marzano (2003) stating that a safe and orderly environment is fundamental to high student achievement. It is a factor that pertains to whole school culture as well as the efficient operation of the classroom. Preparing materials in advance and have them ready to use was the second important characteristics of effective teachers in terms of classroom management and organization.

In terms of planning instruction, the item, considering the learning styles of students and planning teaching accordingly came first on the 6 item ordinal scale. Oxford (2003) expressed that language learning styles and strategies are among the main factors that help determine how—and how well our students learn a second or foreign language. Linking instruction to students' real-life situations is the second important characteristics of effective teachers according to teacher perceptions. Meaningful practice, especially speech activity experiences suited the communication styles and needs of learners' real life situations is recommended by many researchers. McLaughlin (1985) suggests that children who learn by using a language in natural communicative contexts will extend their learning on their own over time.

In terms of implementing instruction, employing different techniques and instructional strategies was the most important quality of effective language teachers. When we consider the characteristics of young learners, directing young learners' attention to the classroom activities is not an easy task. Using different teaching techniques and instructional strategies can improve effectiveness of the teaching process. Preparing a lesson plan to integrate students to teaching process is the second valued item. This item shows that teachers regard learner-centered approaches as effective teaching tools. Weimer (2002) states “in learner-centered classrooms teachers are guides, facilitators

and designers of learning experiences and students see the activities in the classroom as making important contributions to their learning”.

Giving clear, specific, timely feedback is the most significant characteristics of effective teachers in terms of monitoring student progress for teachers. Feedback is most effective when it is timely, perceived as relevant, meaningful and encouraging, and offers suggestions for improvement that are within a student's grasp (Brown, Bull, & Pendlebury, 1997). Using appropriate tools and strategies to evaluate student progress is the second valued item in this part.

Providing effective communication with students and develop this communication is the most important effective characteristics of language teachers from the perceptions of teachers in teacher as a person sub-dimension. Detmerr, Thurston and Dyck (1996) prioritize communication by stating it is among the most important skills for educators to possess. Treating students equally is the second valued item in this part. According to Imber (2006) one of the crucial qualities of effective teachers is treating all students with equality, regardless of their academic ability, gender, race, religion, culture or socio-economic status. Among participants, in terms of qualities of teachers, the item, planning instruction came first.

5.2 .What are the students' perceptions of effective language teachers?

The study shows the affective impact of teachers on students is important. This suggests that many students do not want authoritarian and strict teachers who do not care about establishing good rapport with their students. It is also in line with the humanistic perspective of Maslow (1968) that a friendly atmosphere should be created so that learning could be enhanced. In terms of planning instruction, students value teachers who plan fun activities to raise the interest of learners. They emphasized the importance of having a good time while learning English. The inclusion of activities beyond the preplanned syllabus is demanded by students. As the course books used in public primary schools in Turkey do not provide interesting supplementary materials, teachers should be creative and organized to meet these demands of students. Students favoured teachers who use both English and Turkish while teaching. They think using Turkish gives them security and helps them understand the lesson better. Students think assessment of their progress should be done in a way that does not make them feel

uneasy and threatened. As their motivation depends on their emotional satisfaction, they want to be supported by praise and rewards. Students want teachers to use a broad range of assessment tools and creative homework. Neil (2009) suggests “Assesments should include multiple kinds of evidence, from multiple-choice questions to essays and projects, teacher observations and student self-evaluations” (p.29). In terms of teacher as a person, kindness and patience are considered to be crucial characteristics of effective language teachers for students, fairness of the teachers was also mentioned by the students.

5.3. What are the parents' perceptions of effective language teachers?

Parents are concerned about emotional well-being and motivation of their children as they want their children to start learning a new language with a positive attitude. They believe their childrens' interest in learning English mostly depended on the language teacher they have. Dornyei (2001) states that teacher skills in motivating learners should be seen as central to teaching effectiveness. Parents believed language teachers should be determined to encourage their children to speak English to improve their communicative ability. Parents emphasize the importance of using groupwork or pairwork activities in the learning process. Robinson and Aronica (2015) state that enabling young people to work together can enhance self-esteem, stimulate curiosity, heighten creativity, raise achievement and foster positive behavior. Informing students of the importance of knowing a language is another thing that is valued by teachers. While planning instruction, parents want teachers plan teaching methods which involve real-life language use as their childrens' exposure to the English language is only possible in their classes. The new language teaching curriculum for young learners also highlight communicative views to ELT, underlining the role of the teacher as the facilitator of the learning process. Many parents favoured teachers using only English as the medium of instruction, as it can develop their childrens' listening skills, promote communicative environment in the classroom and authentic language use. In terms of evaluating students, parents think students can perform much better if they receive regular feedback on their performance. Parents want patient and caring teachers who arouse positive emotions about language learning. Good communication skills of teachers are valued by parents.

5.4. What are the differences and similarities between the perceptions of teachers', students' and parents' on effective teacher characteristics?

Parents highlighted the importance of class management for maintaining discipline. Yet, they also cautioned against a strict management style. Their views indicate that a supportive discipline is sought from the teacher. Parents indicate that teachers should not show anger and never humiliate their students. In line with parents views, students focused on similar themes and expressed that they do not desire a strict management style. Students highlighted the importance of feeling relaxed in the class in order to learn better. Different from parents, students pinpointed the significance of effective communication and desired their teachers to express classroom rules and expectations of the course clearly. Students also expected their teachers to have awareness and notice when they get bored. The perceptions of all three groups focus on the importance of creating positive classroom atmosphere.

As the responses quoted above indicate parents and students have similar perceptions about the planning of the activities for the classroom. Both groups acknowledge the importance of prior planning of the classroom activities. Also, they both indicate that student interest should be a key concern in the planning of the activities. This is in line with the teachers' views as they value considering the learning styles of students and planning teaching accordingly. The duration of activities as well as the variety of activities appear as two aspects students want teachers to be careful about. Use of technological devices as an important aspect of effective lesson planning appears only in the responses of students and thus it does not appear in the parents' responses.

Parents shared the importance of audio-visual materials in teaching in order to better remember the learned material. They thought repetition of the learned topic, especially vocabulary is necessary in achieving long-lasting learning outcome. For students repetition did not appear as a concern. Students would rather have some games which would make their classes more fun. For parents, vocabulary and oral competency appear as very important instead of the grammar rules instruction. Students also expressed a desire to be vocal in English, but also expressed a fear of making mistakes in pronunciation which make them participate less. Thus, there is a concern about oral competency on the part of the learners. One student expressed that s/he expects encouragement from the teacher to overcome anxiety to speak in English.

Parents supported the idea of thoughtful homework believing that it will improve student performance. They asserted that teachers should give relevant homework to the instruction and provide timely and positive feedback. They cautioned against negative feedback which may influence student performance negatively. Giving clear, specific, timely feedback is the most significant characteristics of effective teachers in terms of monitoring student progress for teachers. Interestingly students disagreed the idea of homework. They thought teachers should give little homework to them and when they do, it should be easy and doable not to discourage them about language learning. Students agreed with their parents on the point that whenever homework is given, teachers should provide quick and constructive feedback. The personality characteristics of teachers are taught to be influential in the learning process by the parents. Parents thought teachers who love teaching, and who care for students, create positive conditions that induce learning. Parents highlighted that good communication skills as essential skills in creating an efficient learning atmosphere for students. Similarly, students also prefer positive teachers who treat all students equally and show positive feelings to them. Just like parents they also want their teachers to be calm and good at controlling their temper. Interestingly, students also would like their teachers to be well-dressed and looking good. The answers of parents show that effective teachers should recognize their students and plan teaching accordingly. As young learners have short concentration spans and need active participation in the lessons, parents think language teachers should plan lessons with these ideas in mind.

5.2. Suggestions

In this part of the chapter suggestions for future research are provided.

This study has some limitations. First of all, individuals must have certain knowledge and experience associated with the qualities of an effective teacher. These can only be understood through a detailed analysis of participants' age, level of English, former educational experiences, and participants' socioeconomic factors. These diverse factors shape the expectations and perceptions of students about effective teacher characteristics. These factors related to the participants need more careful consideration. However, the relationship between students' specific conditions and the way they evaluate their teachers may be investigated in the future studies.

Further research can also be done to improve the current questionnaire used in this research. This questionnaire was originally developed for administrators and teachers to represent their views of effective teacher characteristics. A more learner and parent-oriented questionnaire can be developed to better represent their views of effective teacher characteristics. Also, the questionnaire can be altered to measure some other features of teachers, e.g., reinforcement, using specific methods and techniques. This will allow more diverse factors to express our effective teacher conceptualizations.

The above mentioned review and results make it clear that the Effective Teacher Behavior is highly important to explain many aspects of target language teaching for students. Researchers in educational fields have discovered involvement of teachers' effectiveness in educational settings is valuable.

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Appendix

EK 1

EFFECTIVE TEACHER QUALITIES QUESTIONNAIRE

CLASSROOM MANAGEMENT AND ORGANIZATION

Below are a number of statements regarding teachers' effects on students' success.

Please read each statement and rank from 1 to 4.

(1=the highest rank, 4=the lowest rank)

- ___ Decides classroom rules and routines
- ___ Prepares materials in advance and has them ready to use
- ___ Prepare a physically and emotionally safe environment for students
- ___ Reinforces and reiterates for positive behavior and responds to inappropriate behavior promptly.

PLANNING INSTRUCTION

Below are a number of statements regarding teachers' effects on students' success.

Please read each statement and rank from 1 to 6.

(1=the highest rank, 6=the lowest rank)

- ___ Limits disruption and focuses classroom time on teaching and learning
- ___ Expect high level of success from students and make them feel this.
- ___ Enable teaching to continue appropriately
- ___ Consider the learning styles of students and plan teaching accordingly
- ___ Links instruction to students' real-life situations
- ___ Carefully links learning objectives and activities

IMPLEMENTING INSTRUCTION

Below are a number of statements regarding teachers' effects on students' success. Please read each statement and rank from 1 to 6.

(1=the highest rank, 6=the lowest rank)

- ___ Employs different techniques and instructional strategies
- ___ Prepare a lesson plan to integrate students to teaching process
- ___ Use various asking techniques
- ___ Gives clear examples and offers guided practice
- ___ Use effective strategies in group works
- ___ Is concerned with having students learn and demonstrate understanding of meaning rather than memorization

MONITORING STUDENT PROGRESS

Below are a number of statements regarding teachers' effects on students' success. Please read each statement and rank from 1 to 5.

(1=the highest rank, 5=the lowest rank)

- ___ Gives homework to enable students learn better
- ___ Gives clear, specific and timely feedback.
- ___ Reteaches students who did not achieve mastery
- ___ Uses data to make instructional decisions
- ___ Uses appropriate tools and strategies to evaluate student progress

THE TEACHER AS A PERSON

Below are a number of statements regarding teachers' effects on students' success.

Please read each statement and rank from 1 to 8.

(1=the highest rank, 8=the lowest rank)

- ___ Shows concern for students emotional and physical well-being
- ___ Treats students equally
- ___ Shows respect to all students
- ___ Provides effective communication with students and develop this communication
- ___ Shows enthusiasm for English teaching and learning
- ___ Provides environment for fostering student self- confidence
- ___ Teach the lesson with enjoyable activities and games
- ___ Regulate student activities in line with student learning process

QUALITIES OF TEACHERS

Below are a number of statements regarding teachers' effects on students' success.

Please read each statement and rank from 1 to 5.

(1=the highest rank, 5=the lowest rank)

- ___ The teacher as a person
- ___ Classroom management and organization
- ___ Planning instruction
- ___ Implementing instruction
- ___ Monitoring student progress

EK 2

Değerli Katılımcı

Bu anket, “Öğrenci ve velilerin etkili yabancı dil öğretmeni niteliklerine ilişkin algıları” konulu bir tez çalışması için hazırlanmıştır. Bu araştırmanın sağlıklı sonuçlara ulaşabilmesi, büyük ölçüde söz konusu soruları içtenlikle cevaplamanıza bağlıdır. Bu araştırmaya yapacağınız katkılarınızdan dolayı şimdiden teşekkür ederim.

Emel Erten

Sabahattin Zaim Üniversitesi

İngiliz Dili ve Eğitimi Yüksek Lisans Öğrencisi

Başakşehir Cumhuriyet İlkokulu İngilizce Öğretmeni

ETKİLİ DİL ÖĞRETMENİ NİTELİKLERİ ANKETİ

SINIF YÖNETİMİ VE ÖRGÜTLENMESİ

Lütfen aşağıda belirtilen öğretmen davranışlarını, öğrenci başarısı üzerindeki etkisine göre 1 den 4 e kadar sıralayınız.

(1=en güçlü etki; 4=en az etki)

_____ Sınıf kuralları ve rutinlerini belirler

_____ Ders materyallerini vaktinden önce hazırlar ve kullanıma hazır hale getirir

_____ Öğrenciler için fiziksel ve duygusal açıdan güvenli bir çevre hazırlar

_____ Olumlu davranış beklentilerini destekler ve istenmeyen davranışlara anında müdahale eder

ÖĞRETİMİN PLANLANMASI

Lütfen aşağıda belirtilen öğretmen davranışlarını, öğrenci başarısı üzerindeki etkisine göre 1 den 6 ya kadar sıralayınız.

(1=en güçlü etki; 6=en az etki)

___ Dersin bölünmesini minimuma indirir ve ders vaktini öğretim ve öğrenme etkinliklerine odaklar

___ Öğrencilerinden yüksek başarı bekler ve bunu onlara hissettirir

___ Öğretimin uygun bir şekilde sürdürülmesini sağlar

___ Öğrencilerin öğrenme stillerini göz önünde bulundurur ve öğretimi buna göre planlar

___ Öğretimin öğrencilerin gerçek yaşamıyla bağlantısını sağlar

___ Öğretimin hedeflenen amaçlarla bağlantısını sağlar

ÖĞRETİMİN YÜRÜTÜLMESİ

Lütfen aşağıda belirtilen öğretmen davranışlarını, öğrenci başarısı üzerindeki etkisine göre 1 den 6ya kadar sıralayınız.

(1=en güçlü etki; 6=en az etki)

___ Öğrenme hedeflerine ulaşabilmek için çeşitli öğretim teknikleri ve stratejileri kullanır

___ Öğrencileri öğrenme sürecine etkin bir şekilde katmak için ders planı yapar

___ Çeşitli soru sorma teknikleri kullanır

___ Anlaşılır örnekler verir ve uygulamalarda rehberlik sağlar

___ Grup çalışmalarında etkili stratejiler kullanır

___ Bilginin ezberlenmesi yerine daha yaratıcı becerilerin kullanılacağı bir öğretime odaklanır

ÖĞRENCİ GELİŞİMİNİ GÖZLEMLEME

Lütfen aşağıda belirtilen öğretmen davranışlarını, öğrenci başarısı üzerindeki etkisine göre 1 den 5 e kadar sıralayınız.

(1=en güçlü etki; 5=en az etki)

- Öğrencilerin daha iyi öğrenmelerini sağlamak için ödev verir
- Anlaşılır, kesin ve zamanında geri bildirim verir
- Öğrenciler istenilen başarıya ulaşamadığında yeniden öğretir
- Öğrenciler hakkında edindikleri bilgileri öğretimsel kararlar vermek için kullanır
- Öğrenci gelişimini değerlendirmek için uygun araç ve stratejileri seçer

BİR BİREY OLARAK ÖĞRETMEN (ÖĞRETMENİN KİŞİSEL ÖZELLİKLERİ)

Lütfen aşağıda belirtilen öğretme davranışlarını, öğrenci başarısı üzerindeki etkisine göre 1 den 8 e kadar sıralayınız.

(1=en güçlü etki; 8=en az etki)

- Öğrencilerin fiziki ve duygusal durumlarına ilgi gösterir
- Bütün öğrencilere adil davranır
- Bütün öğrencilere saygılı davranır
- Öğrencilerle etkili bir iletişime geçer ve bu iletişim geliştirir
- İngilizce öğretimi ve öğrenimi ile ilgili heyecanını gösterir
- Öğrenci özgüvenini artırıcı ortam sağlar
- Dersi eğlenceli, oyun şeklinde aktivitelere yer vererek işler
- Öğretim faaliyetlerini öğrencilerin öğrenmesini takip ederek düzenler

ÖĞRETMEN NİTELİKLERİ

Lütfen aşağıda belirtilen öğretme davranışlarını, öğrenci başarısı üzerindeki etkisine göre 1 den 5 e kadar sıralayınız.

(1=en güçlü etki; 5=en az etki)

- Bir birey olarak öğretmen (Öğretmenin kişisel özellikleri)
- Sınıf yönetimi ve örgütlemesi
- Öğretimin planlanması
- Öğretimin yürütülmesi
- Öğrenci gelişimini gözlemleme

EK 3

Değerli Katılımcı,

Bu anket, “Öğrenci ve velilerin etkili yabancı dil öğretmeni niteliklerine ilişkin görüşlerini araştıran bir tez çalışması için hazırlanmıştır. Bu araştırmanın sağlıklı sonuçlara ulaşabilmesi, büyük ölçüde söz konusu soruları içtenlikle cevaplamanıza bağlıdır. Bu araştırmaya yapacağınız katkılarınızdan dolayı şimdiden teşekkür ederim.

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ETKİLİ DİL ÖĞRETMENİ NİTELİKLERİ GÖRÜŞME FORMU

- 1) Etkili bir dil öğretmeni sınıfı nasıl örgütlemeli ve yönetmelidir?
- 2) Etkili bir dil öğretmeni eğitim ve öğretim faaliyetlerini nasıl planlamalıdır?
- 3) Etkili bir dil öğretmeni öğrencinin kişisel gelişimine nasıl katkı sağlar?
- 4) Etkili bir dil öğretmenin kişisel özelliklerini sıralayabilir misiniz?
- 5) Etkili bir dil öğretmeni öğrencilerle nasıl iletişim kurmalıdır?