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EXPLORING STUDENTS' PERSPECTIVES ON THE CHARACTERISTICS
OF AN EFFECTIVE ENGLISH LANGUAGE TEACHER: AN INVESTIGATION
WITHIN A TURKISH UNIVERSITY SETTING

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ETKİLİ BİR İNGİLİZ DİLİ ÖĞRETMENİNİN NİTELİKLERİNE İLİŞKİN
ÖĞRENCİLERİN BAKIŞ AÇILARININ ARAŞTIRILMASI: TÜRKİYE DE BİR
ÜNİVERSİTE ORTAMINDA GERÇEKLEŞTİRİLEN ARAŞTIRMA

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ABSTRACT

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The aim of this study is to examine the perspectives of English preparatory unit students on the characteristics of an effective English language teacher in a university setting. In addition, specific independent variables are addressed within the scope of this research because of the fact that they might cause significant differences in the students' perspectives on teacher characteristics. These variables are respectively "gender, age, the faculty of the student, English language learning time period, type of high school the student graduated from and the most important reason to learn English for the student." In accordance with these purposes, the research was conducted at Başkent University School of Foreign Languages English Preparatory Unit in the spring term of 2015-2016 Academic Year. The research design was built upon a quantitative data collection method. The sample group of the research consisted of 419 English Preparatory Unit students who were studying in B level in the spring term. The main research instrument was an adapted "Likert-scale" questionnaire consisting of three sub-categories related to teacher characteristics: 1) Personal and interpersonal characteristics of the EFL teacher, 2) Subject-matter knowledge of the EFL teacher, 3) Language teaching approaches of the EFL teacher. The essential quantitative data analysis techniques were used to analyze the data. According to the findings of this study, the personal and interpersonal characteristics of the EFL teacher were perceived as the most important components of teacher effectiveness by the participant students in general terms. "Subject-matter knowledge of the EFL teacher" followed these components as the second most important component of teacher effectiveness.

According to the findings regarding the addressed variables in this study, gender variable showed the most remarkable difference in the investigation of the students' perspectives on teacher characteristics. That is to say, significant differences which indicate a major distinction in terms of the female students' perspectives were observed in the perspectives of the students on teacher characteristics. Accordingly, the female students' total agreement levels (reported as the mean scores) for all sub-categories and for each sub-category were higher than the male students' total agreement levels for these sub-categories. This significant difference can be interpreted as a kind of sensitivity towards teacher characteristics. Furthermore, the findings regarding "the type of high school variable" presented a significant difference based on one of the high school types and only in one of the sub-categories. In this regard, the "Subject matter knowledge of the English language teacher" was seen as a more important component in terms of effectiveness by the students who graduated from Vocational High Schools, Anatolian High Schools and General High Schools whereas this importance attached to the "Subject matter knowledge of the teacher" shows a decrease for the graduates of Private High Schools. It was also explored that the students' perspectives on the characteristics of an effective English language teacher do not differ according to their English language learning time periods, the faculties they are enrolled in and their English language learning reasons. All in all, although similar studies were conducted in the past, this study may present valuable implications both for the theoretical framework and for classroom practices by achieving a general understanding of student perspectives on teacher characteristics in a university setting and by highlighting the possible contributions of specific variables on these perspectives.

Key words: Effective English language teacher, Students' perspectives, personal factors

ÖZET

ETKİLİ BİR İNGİLİZ DİLİ ÖĞRETMENİNİN NİTELİKLERİNE İLİŞKİN ÖĞRENCİLERİN BAKIŞ AÇILARININ ARAŞTIRILMASI: TÜRKİYE DE BİR ÜNİVERSİTE ORTAMINDA GERÇEKLEŞTİRİLEN ARAŞTIRMA

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Bu çalışmanın amacı, bir üniversite ortamındaki İngilizce hazırlık birimi öğrencilerinin etkili bir İngiliz dili öğretmeninin niteliklerine ilişkin bakış açılarını incelemektir. Bunun yanı sıra, bu araştırma kapsamında, öğrencilerin öğretmen niteliklerine ilişkin bakış açılarında belirgin farklılıklara neden olabilecek olan belirli bağımsız değişkenler ele alınmıştır. Bu değişkenler sırasıyla “cinsiyet, yaş, öğrencinin fakültesi, İngilizce öğrenme süresi, mezun olduğu lise türü ve İngilizce öğrenme için en önemli sebebi” olarak belirlenmiştir. Bu amaçlar doğrultusunda, araştırma 2015-2016 akademik yılının bahar yarıyılında Başkent Üniversitesi Yabancı Diller Yüksekokulu İngilizce hazırlık biriminde yürütülmüştür. Araştırma deseni nicel bir veri toplama yöntemine dayandırılmıştır. Araştırmanın örneklem grubu bahar yarıyılında B kurunda öğrenim görmekte olan 419 İngilizce hazırlık birimi öğrencisinden oluşmuştur. Temel araştırma aracı öğretmen nitelikleri ile ilgili üç alt boyuttan oluşan (İngiliz dili öğretmeninin kişisel ve kişilerarası nitelikleri, alan bilgisi ve dil öğretim yaklaşımları), “Likert ölçeği” biçiminde ve uyarlanmış bir ankettir. Verilerin analizi için gerekli nicel veri analizi teknikleri kullanılmıştır. Bu araştırmanın bulgularına göre, İngiliz dili öğretmeninin kişisel ve kişilerarası nitelikleri genel anlamda katılımcı öğrenciler tarafından öğretmen etkililiğinin en önemli bileşenleri olarak algılanmıştır. İngiliz dili öğretmeninin alan bilgisi ise, söz konusu bileşenleri öğretmen etkililiğinin ikinci en önemli bileşeni olarak takip etmiştir.

Araştırma bazında ele alınan değişkenlere ilişkin bulgulara göre, cinsiyet değişkeni öğretmen nitelikleri üzerine öğrencilerin bakış açıları araştırması bağlamında en belirgin farklılığı göstermiştir. Bir başka deyişle, öğrencilerin öğretmen nitelikleri üzerine bakış açılarında, kız öğrencilerin bakış açıları yönünden önemli bir ayırt edici özelliği işaret eden belirgin farklılıklar gözlemlenmiştir. Bu doğrultuda, kız öğrencilerin bütün alt boyutlar ve her bir alt boyut için ortalama puan olarak not edilen genel katılım düzeyleri erkek öğrencilerin bu alt boyutlar için genel katılım düzeylerinden yüksek bulunmuştur. Bu belirgin farklılık öğretmen niteliklerine karşı bir tür duyarlılık olarak yorumlanabilir. Ayrıca, lise türü değişkenine ilişkin bulgular, sadece bir alt boyutta ve bir lise türüne dayalı belirgin bir farklılık sunmuştur. Bu bağlamda, İngiliz dili öğretmenin alan bilgisi Meslek liseleri, Anadolu liseleri ve Genel liselerden mezun olan öğrenciler tarafından öğretmen etkililiği açısından daha önemli bir bileşen olarak görülürken, öğretmenin alan bilgisine verilen bu önem Özel liselerin mezunları için bir düşüş göstermiştir. Bu duruma ek olarak, öğrencilerin etkili bir İngiliz dili öğretmenin niteliklerine ilişkin bakış açılarının İngilizce öğrenme süreleri, kayıtlı oldukları fakülteler ve İngilizce öğrenme sebeplerine göre farklılık göstermediği keşfedilmiştir. Sonuç olarak, geçmişte benzer çalışmalar yürütülmüş olmasına rağmen, bu çalışma bir üniversite ortamında öğrencilerin öğretmen niteliklerine ilişkin bakış açılara yönelik genel bir bilgi elde ederek ve belirli değişkenlerin bu bakış açıları üzerindeki olası katkılarını vurgulayarak, hem kuramsal çerçeve hem de sınıf içi uygulamalar için değerli çıkarımlar sunabilir.

Anahtar kelimeler: Etkili İngiliz Dili Öğretmeni, Öğrencilerin bakış açıları, Bireysel faktörler

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ABBREVIATIONS

ELT	English Language Teaching
EFL	English as a Foreign Language
SPSS	Statistical Package for the Social Sciences
Q	Question
N	Number
SD	Standard Deviation
MS	Mean Score
SA	Strongly agree
A.HS	Anatolian High School
V.HS	Vocational High School
P.HS	Private High School
G.HS	General High School
V.S	Vocational School
F.A.D.A	Fine Arts Design and Architecture

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1-INTRODUCTION

The first part of this study involves the presentation of background of the study, the aim of the study including research questions, the significance of the study and the limitations.

1.1- Background of the study

The effectiveness of the teacher is certainly one of the most crucial elements for the efficiency of English language teaching process. That is to say, the role of the teacher has a great importance in teaching and learning a foreign language.

As Chen (2012) also expresses, there is a notable relationship between the “teacher” factor and the students’ achievement in the learning process. In addition to the teacher’s knowledge about the subject matter, other characteristics of the teacher such as teaching skills, teaching styles and personal traits also affect the students’ learning attitudes, motivation and the learning outcomes to some extent (Chen, 2012). Teacher-specific motivational components are classified as the teacher’s personality, teaching style, feedback and relationship with the students by Dörnyei (1994).

Besides, it is substantially difficult to describe an effective English language teacher due to the fact that “effectiveness” is a subjective phenomenon and it cannot be clarified in a particular way because it can be perceived and interpreted differently by different people. Therefore, it is completely difficult to agree on a specific definition. However, if we need to simply define the term “effectiveness”, we can take into consideration the dictionary definition of the term. Effectiveness is defined as ‘the degree to which something is successful in producing a desired result; success’ (<http://www.oxforddictionaries.com/>).

Examining students’ expectations and perspectives about teacher effectiveness might have a significant contribution on the quality of the overall educational process because the students are certainly in the centre point of the learning process. Beishuizen et al. (2001) also defends this point of view by underlining the importance of finding out how students define good teachers. It is stated by Beishuizen et al. (2001) that misunderstandings about mutual views of teachers and students may harm the efficacy and efficiency of teaching and learning.

In this context, a perspective can be defined as ‘a particular attitude towards or way of regarding something; a point of view’. On the other hand, the term ‘perception’ can be defined as the way in which something is regarded, understood or interpreted (<http://www.oxforddictionaries.com/>).

At this point, a well-known research related to student beliefs can also be considered. Horwitz (1987) highlights the negative sides of ignoring student beliefs about language learning as follows: “When language classes fail to meet student expectations, students can lose confidence in the instructional approach and their ultimate achievement can be limited” (Horwitz, 1987 as cited in Barnes & Lock 2010, p.139).

As Brown (2009) reported, the contemporary views in foreign language pedagogy and second language acquisition have suggested adopting a more communicative, democratic and student-centered approach in second language classrooms. This approach reveals a renewed interest in investigating teachers’ and students’ belief systems about L2 acquisition and pedagogy. For instance, L2 teachers and their students may have very similar or disparate notions of effective teaching, and the intersection of the two belief systems has certain outcomes for students’ language learning and the effectiveness of instruction (Brown, 2009).

In addition, as mentioned by Park and Lee (2006), the uniqueness of foreign language education in terms of subject matter knowledge, pedagogical knowledge, and socio-affective skills has to be regarded within the process of investigating the characteristics of effective foreign language teachers. Furthermore, investigating the perspectives of the teachers and the students on these characteristics is beneficial both to the teachers and students as well as to the researchers. For example, teachers can understand what their students expect from them and develop their pedagogical techniques in teaching and this attempt might in turn enhance the complex process of teaching and learning (Park & Lee, 2006).

At the very beginning of this study, it is also necessary to briefly consider the items given by Stronge (2007) concerning to the features of effective teaching in general terms:

- ✓ The effective teacher cares deeply.
- ✓ The effective teacher recognizes complexity.
- ✓ The effective teacher communicates clearly.
- ✓ The effective teacher serves conscientiously. (p.100)

All in all, the effectiveness of the English language teacher plays a crucial role in the teaching-learning process with each segment it possesses. In this regard, examining the students' perspectives on the characteristics of effective English language teachers can definitely present valuable implications in terms of effective teaching.

Starting from this point of view, this study was based upon examining student perspectives on the characteristics of an effective English language teacher in a higher education institution.

1.2- Statement of the Research Problem

The beginning point of this research is based upon the importance of examining the students' perspectives on the characteristics of an effective English language teacher in a particular university setting. It is necessary to highlight the fact that each learning environment might present different implications within the investigation of students' perspectives on teacher characteristics. These implications can make major contributions to the field by revealing the students' expectations, observations and the priorities in their minds. In other words, these implications might involve valuable phenomena concerning the nature of effective teaching. To conclude, examining learners' perspectives can certainly provide us the opportunity to increase the efficiency of the teaching-learning process through discovering their overall views.

1.3- The aim of the study

The aim of this study was determined as to examine the perspectives of Başkent University English preparatory unit students on the characteristics of an effective English language teacher. In addition, specific independent variables were also addressed within the scope of this research since they might cause significant differences in the students' perspectives on teacher characteristics. These variables are respectively “gender, age, the faculty of the student, English language learning time period, type of high school student graduated from and the most important reason to learn English for the student”. In this context, “age” was taken as an informative variable because of the fact that it showed a completely similar distribution in the sample group.

1.3.1- Research questions

This study aimed to answer the following research questions:

- 1- What are the perspectives of Başkent University English preparatory unit students on the characteristics of an effective English language teacher in terms of three subcategories (personal and interpersonal characteristics, subject matter knowledge, language teaching approaches)?
- 2- Do the perspectives of the participants differ according to their genders?
- 3- Do the perspectives of the participants differ according to the types of high schools they graduated from and their English language learning time periods?
- 4- Do the perspectives of the participants differ according to the faculties they are enrolled in?
- 5- Do the perspectives of the participants differ according to their English language learning reasons?

1.4- The significance of the study

A growing body of research about teacher effectiveness has been conducted by different researchers all over the world. That is to say, teacher effectiveness has been examined by using different approaches both in the field of language teaching and in other branches of educational sciences. However, it is a significant fact that this research topic should be investigated further in different settings in order to enhance the overall quality of teaching-learning process.

Besides, English preparatory year in higher education is a critical stage which may include crucial aspects about teacher effectiveness because it provides an intensive language education program before the undergraduate studies. In addition, the requirement of being successful in the English course increases for the students due to the fact that it is the only dimension of their education throughout the year. Therefore, this research may present valuable implications both for the theoretical framework and for classroom practices by focusing on English preparatory unit students' perspectives. For instance, examining these students' perspectives on teacher characteristics can assist the educators to discover both the expectations of these students and the priorities in their minds related to effective teaching.

Moreover, the specific independent variables addressed in this study can certainly present authentic implications. So, this study provides the opportunity to achieve a general understanding of student perspectives on teacher characteristics in a certain setting.

1.5- The limitations of the study

This thesis study was implemented within a particular context of Başkent University School of Foreign Languages English Preparatory Unit. In other words, it examined the student perspectives in a single context including a particular group of students and a particular education term. Therefore, it is not possible to generalize the findings of the study to different settings, periods and groups. These findings represent the perspectives of the sample group. On the other hand, the data obtained from this research was limited to the content of the adapted research instrument used (the questionnaire adapted into Turkish, the modified personal information part).

2- LITERATURE REVIEW

This part of the thesis study presents the related body of literature and the essential conceptual framework. It consists of four parts which complement each other within a step by step approach. The first two parts focus on the conceptual descriptions through referring different sources. Accordingly, the term ‘teacher effectiveness’ is discussed in general terms at the beginning of this review. Afterwards, the features of effective teachers are discussed through proceeding from the general to the specific points. In other words, the examination begins with the review of the features of effective teachers in a broad sense, however, it continues with a specific focus on English language teaching.

On the other side, the last two parts present a comprehensive summary of related studies conducted in different settings. In this context, the first part puts emphasis on the students’ and teachers’ perspectives on the characteristics of effective EFL teachers according to the findings of the related studies. In addition, the last part of the literature review summarizes the studies which analyze language teachers’ effectiveness through different approaches and methodologies.

2.1- Teacher Effectiveness

At this point, the primary objective is to question the term ‘**teacher effectiveness**’ in detail before passing on to the features of effective teachers in the following section. This term has to be conceptually analyzed with the help of the review of literature in the field.

The concept of teaching effectiveness is generally associated with teacher effectiveness, instructional effectiveness, teaching efficiency, and teacher performance. In other words, it is defined as the quality of the teaching force. Nevertheless, teaching effectiveness is basically a multidimensional term that means different things to different relevant people in the educational processes (Bi, 2012).

To start with, the concept of ‘teacher efficacy’ should also be overviewed in order to recall the difference between efficacy and effectiveness. Efficacy is simply defined as the ability to produce a desired or intended result (<http://www.oxforddictionaries.com>).

Moreover, Tschannen-Moran and Hoy (2001) stated that teacher efficacy is powerfully related to many meaningful educational outcomes such as teachers' *persistence, enthusiasm, commitment and instructional behavior*, as well as student outcomes such as achievement, motivation, and self-efficacy beliefs. We can point out that there are many studies in educational sciences which focus on examining teachers' efficacy beliefs. A teacher's efficacy belief is described as "the judgment of his or her abilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated" (Armor et al., 1976; Bandura, 1977 as cited in Tschannen-Moran & Hoy, 2001, p.783).

However, the focus of this thesis study is mainly based on 'teacher effectiveness' which is related to the teacher's distinct qualities such as personal characteristics and pedagogical skills.

Stronge (2007) remarked that when the complex task of teaching is considered, "effectiveness" is an elusive concept. Some researchers define effectiveness in terms of student achievement whereas others focus on high performance ratings from supervisors. In addition, some of these researchers rely on comments from students, administrators and other related stakeholders. Herein, Stronge (2007) also indicated that in fact, in addition to *effective*, we vacillate on just how to refer to successful teachers. However, a teacher's influence is far reaching, so it is challenging to define what outcomes might show effectiveness and how those outcomes should be measured. Besides, many variables outside the teacher's control also affect each of the potential measures of effectiveness. Despite these complexities, we can agree that effective teachers are the ones who have extraordinary and lasting impacts on the lives of students (p.x).

On the other hand, Hunt (2009) offered a general definition for teacher effectiveness as; the term "teacher effectiveness" is used broadly, to mean the collection of characteristics, competencies, and behaviors of teachers at all educational levels that enable students to reach desired outcomes, which may include the attainment of specific learning objectives as well as broader goals such as being able to solve problems, think critically, work collaboratively, and become effective citizens. In this regard, Hunt (2009) also presented a proposed definition for teacher effectiveness at the end of her report: "Effective teachers consistently achieve goals that focus on desired outcomes for their students. Teacher effectiveness is encompassed in knowledge, attitudes, and performance" (p.30).

Furthermore, the research carried out by Hay McBer (2000) put forward a model to describe teacher effectiveness. This model highlighted three main factors within teachers' control that significantly influence learner progress in the end:

- Teaching skills
- Professional characteristics
- Classroom climate

It is stated by Hay McBer (2000) that each component presented in this model provides distinctive and complementary ways that teachers can understand the contribution they make. So, these components should be evaluated altogether in order to achieve qualified teaching.

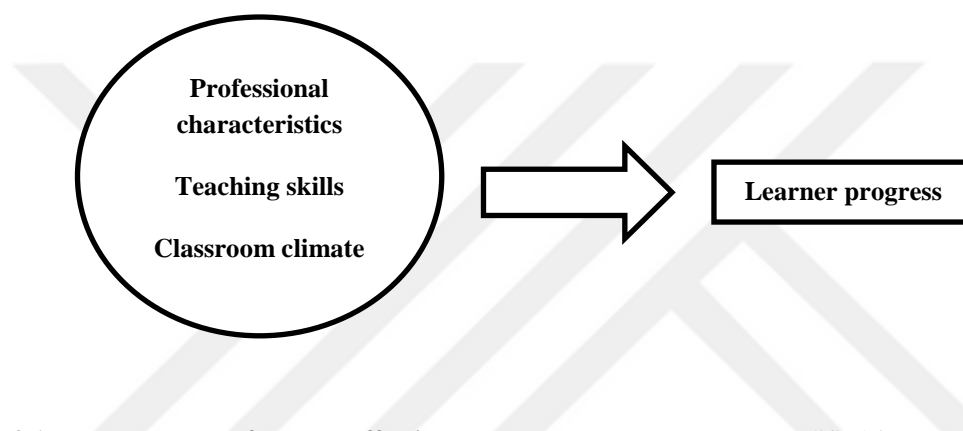


Figure 2.1- The measures of teacher effectiveness

(Modified from Hay McBer, 2000)

All in all, Hay McBer (2000) asserted that effective teachers create learning environments which foster learner progress by deploying their teaching skills as well as a wide range of professional characteristics within their classrooms.

Wichadee (2010) presented an extract from the website of the Teaching and Learning Center of Winthrop University. This source defines an effective teacher as follows:

An effective teacher is a scholar who shares knowledge, uses appropriate methodology, demonstrates and encourages enthusiasm about the subject matter, and shows a concern for students, all in such a way as to leave the student with a lasting and vivid conviction of having benefited from the instruction (p.28).

It is also indicated by this source that effective teaching can be described and analyzed in at least four broad areas including (a) course development and design; (b) assessment of student performance; (c) course conduct; and (d) assessment of course, instruction, and instructor (<http://www.winthrop.edu>, 2005 as cited in Wichadee, 2010).

2.2- Defining the Features of Effective Teachers

First of all, it is exceedingly necessary to discuss ‘**features of effective teachers**’ as one of the main issues of educational sciences. That is to say, the aforementioned issue has to be examined in general terms by considering different branches of education.

According to Kyriacou (1991), the essence of being an effective teacher lies in knowing what to do to foster pupils’ learning and being able to do it. The art of successful teaching is thus crucially bound up with developing both decision-making skills and action skills. Within this context, Kyriacou (1991) offered the following components as essential teaching skills and used them to clarify his arguments:

- *Planning and preparation*: the skills involved in selecting the educational aims and learning outcomes intended for a lesson and how best to achieve these.
- *Lesson presentation*: the skills involved in successfully engaging pupils in the learning experience
- *Lesson management*: the skills involved in managing and organizing the learning activities taking place during the lesson to maintain pupils’ attention, interest and involvement.
- *Classroom climate*: the skills involved in establishing and maintaining positive attitudes and motivation by pupils towards the lesson
- *Discipline*: the skills involved in maintaining good order and dealing with any pupil misbehavior which occurs.
- *Assessing pupils’ progress*: the skills involved in assessing pupils’ progress, covering both formative and summative purposes of assessment.
- *Reflection and evaluation*: the skills involved in evaluating one’s own current teaching practice in order to improve future practice (p.8).

On the other hand, Hightet (1977) noted five different components while discussing the qualities of a good teacher. These are “to know the subject, to like the subject, to like the students, to know the students, to know other things” (p.11). To begin with, a good teacher is supposed to know his/her subject deeply. Also, it is an accepted fact that a good teacher should continue searching, analyzing and learning.

The second essential quality is that the teacher is supposed to like the subject he/she teaches. It is asserted by the writer that knowing and liking the subject he/she teaches are connected since it is almost impossible to go on learning a subject year after year without feeling a spontaneous interest in it. The third essential quality of good teaching is to like the students in general. Furthermore, Hightet (1977) highlighted the importance of knowing the students well, particularly in terms of the features of their age. So, a good teacher should not only know his/her subject but also know his/her students. There is another necessary qualification which is substantially important. A good teacher is supposed to have wide and lively intellectual interests. Knowing more about the world, having wider interests, being interested in art can be given as specific examples to this quality. Additionally, the abilities of a good teacher are defined as “memory, will-power and kindness” (Hightet, 1977).

Beishuizen et al. (2001) mentioned two perspectives concerning teacher qualities at the beginning of their study. The first one is ‘personality’ perspective. According to this perspective, a good teacher’s balanced and mature personality is crucial. The second one is the ability perspective. The ability perspective evaluates skills, knowledge, and experience of teachers as crucial factors in terms of good teaching (Beishuizen et al. 2001).

Moreover, Clark and Walsh (2002) discussed the elements needed for a model of an ‘effective teacher’ in their research paper. This model does not only emphasize content knowledge, pedagogical knowledge and pedagogical content knowledge of the teacher within the domains of effective teaching, but it also takes into account the teacher’s personal knowledge and knowledge of context. Accordingly, Clark and Walsh (2002) presented the following common features in terms of effective teaching at the beginning of their research paper:

1. strong discipline content knowledge,
2. pedagogical skills appropriate to the environment and discipline,
3. personal knowledge which included: the ability to forge strong relationships with the students, a concern for individual students and a firm moral code,
4. intimate knowledge of the context in which they were teaching.

That is to say, Clark and Walsh (2002) categorized teacher characteristics into four clusters: *content (discipline) knowledge, pedagogical knowledge and skills, knowledge of context and personal knowledge*.

It is indicated that the important construct of pedagogical content knowledge (PCK) is classified in the intersection of discipline knowledge and pedagogical skills. The other intersections include elements such as: the teacher's personal epistemology; the teacher's knowledge of curriculum and their students; and the relationships that the teacher forges with colleagues and students (Clark & Walsh, 2002).

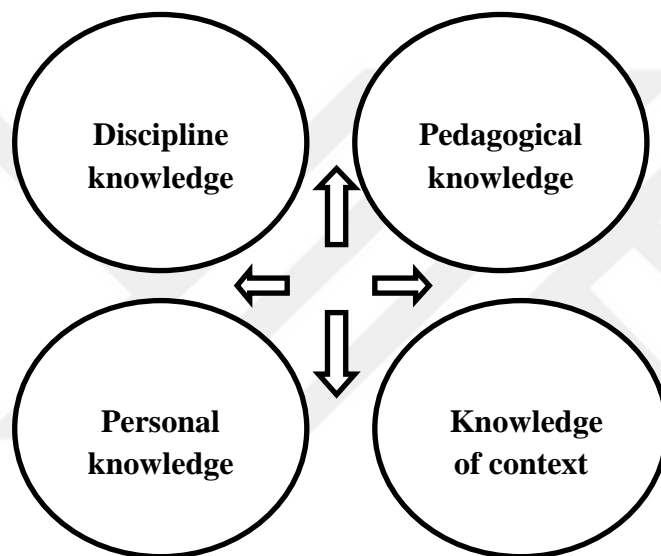


Figure 2.2 Foundation of a model of effective teachers (Modified from Clark&Walsh,2002)

The features of highly efficacious teachers are explained by referring the following six items in a different source:

Highly efficacious teachers are more likely to stay in teaching, put more time into teaching and show greater effort in classroom planning and organization and greater enthusiasm for teaching, are more sensitive to the needs of the students, are less critical of student mistakes, are more willing to work longer with students who have problems, make a greater contribution to the learning experiences of students (Tschannen-Moran & Hoy , 2001 and Ho & Hau, 2004 as cited in Cheung, 2006, p.436).

Now, it is necessary to overview the factors that distinguish the experience of foreign language (FL) teachers from the teachers of other subjects. These factors are described as follows:

- 1) The nature of the subject matter itself
- 2) The interaction patterns necessary to provide instruction
- 3) Difficulties in gaining increased subject matter knowledge
- 4) A dearth of colleagues in the same subject matter
- 5) The problematic nature of outside support for learning the subject matter

(Hammadou& Bernhardt, 2001,p.301)

To conclude, Hammadou and Bernhardt (2001) expressed that “Every teaching situation has its own joys and difficulties. But, whereas many teachers share a number of these, the foreign language teacher experiences a unique set of circumstances” (p.301).

At this point, teacher skills, teacher knowledge and major teacher roles within the language classroom should be discussed first by highlighting effectiveness. After these topics, general teacher characteristics in terms of foreign language teaching, specifically, English language teaching should be examined.

Teacher skills are classified in four categories by Harmer (2010) as “Managing classes, Matching tasks and groups, Variety, Destinations”. Classroom management is seen as a separate aspect of effective teachers’ skills. Secondly, matching tasks and groups is also an important aspect because the students learn in a more successful way if they enjoy the activities they are involved in and if they are interested in the topics teachers bring into the classroom. Furthermore, good teachers prefer variety in the activity types and the topics over a period of time. Infact, the most impressive aspect being described in this source is ‘Destinations’. It is emphasized that good activities should have a determined destination or learning outcome, and it is the job of the teacher to make this destination apparent (Harmer, 2010, p.28).

The next issue to consider and clarify is certainly “teacher knowledge”. Teacher knowledge consists of four main categories according to Harmer (2010). These are “the language system, materials and resources, classroom equipment, keeping up to date”. Language teachers need to know how language works in terms of the grammar system, the lexical system and pronunciation features. Besides, they need to know what equipment is available in their school and how to use it. They also need to know what materials are available for teachers and students. Likewise, they should do their best to follow the new developments in teaching approaches and techniques by consulting a range of print material, online resources, and by attending, where possible, development sessions and teacher seminars (Harmer, 2010, p.30).

According to Nunan (1999), language teachers need two kinds of knowledge named ‘*procedural knowledge and declarative knowledge*’ equally to be effective. He stated that declarative knowledge includes all of the things teachers know and also can articulate. It is knowledge about something, for example, about grammar rules. On the other hand, procedural knowledge includes the ability to do things or knowing how to do things, such as being able to carry on conversations in English, knowing how to plan lessons and knowing how to conduct pair work (Nunan,1999 as cited in Wichadee, 2010).

At this stage, referring to Harmer’s (2001) categorization of teacher roles can be a logical way to enlarge the present approach to language teachers’ effectiveness. Harmer (2001) stated that within the classroom, our role as teachers may change from one activity to another, or from one stage of an activity to another. It is indicated that if we are fluent at making these changes our effectiveness as teachers is greatly enhanced.

Accordingly, the roles of a teacher are examined in eight different headings as “*Controller, Organizer, Assessor, Prompter, Participant, Resource, Tutor, Observer*”(p.57).

When teachers act as the controllers, they take attendance, tell students how to perform certain things, organize drills, read aloud, and in various other ways exemplify the qualities of a teacher-fronted classroom. Secondly, one of the most important roles that teachers have to perform is ‘being an organizer’ to do various activities. The role of the *organizer* can be summarized as follows:

Figure 2.3 The teacher’s role as the organizer according to Harmer (2001)



The third role of the teacher in this framework is ‘*Assessor*’. When the teachers act as assessors, they offer feedback, correction and grading in various ways. The teacher as the *prompter* can be effective in certain cases, too. For instance, when students are involved in a role-play activity, they might lose the thread of what is going on, or they might have difficulties because of ‘the lack of vocabulary’. The prompting role of the teacher is crucial for these cases. Furthermore, there are also times when the teacher might want to join in an activity not as a teacher, but also as a *participant*. On the other hand, students might sometimes ask how to say or write something or what a word or phrase means. This is where the teacher can be one of the most important *resources* they have. When students are working on longer projects, such as pieces of writing or preparations for a talk or debate, the teachers can act as *tutors*, working with individuals or small groups, pointing them in some directions. Language teachers also want to *observe* what students do (especially in oral communicative activities) in order to give them useful group and individual feedback. To sum up, the role that the teachers take is dependent on what it is they wish the students to achieve. The language teachers should be able to switch between the various roles being described here by evaluating the appropriate time to use them in different situations (Harmer, 2001, p.63).

In addition, teacher roles in the learner-centred classroom can be discussed by referring to the article written by Tudor (1993). First of all, as Tudor (1993) also expressed, students’ roles in a learner-centred approach are different from their roles in traditional approaches. That is to say, the students have a more active and participatory role in the learner-centred approach. So, the roles and responsibilities of the teacher within a learner-centred approach are also different from the teacher’s roles and responsibilities in traditional approaches. Tudor (1993) mentioned two main roles which teachers perform in most traditional modes of teaching; 1) knower, 2) activity organizer and he indicates that these roles persist in a learner-centred approach but the teachers need to assume a further role named as “learning counselor”. The five main functions that the teacher has to perform as a learning counselor are classified as “ preparing learners, analyzing learner needs, selecting methodology, transferring responsibility, involving learners” (Tudor, 1993).

The next step of this conceptual framework involves the review of general teacher characteristics in terms of foreign language teaching.

Brown (2001), a well-known source in the field, represented good language teaching characteristics under four headings: *Technical Knowledge, Pedagogical Skills, Interpersonal Skills, Personal Qualities* as shown in Table 2.1.

These categories are actually similar to the three main subcategories that are addressed in the questionnaire used in this thesis study (Personal and interpersonal characteristics, Subject matter knowledge, Language teaching approaches).

Table 2.1- Characteristics of a good language teacher according to Brown (2001)

Characteristics of a good language teacher			
Technical knowledge	Pedagogical Skills	Interpersonal Skills	Personal Qualities
-Understanding the linguistic systems of English phonology, grammar and discourse	-Having a well-thought-out, informed approach to language teaching	-Being aware of cross-cultural differences	-Being well organized, conscientious in meeting commitments, and dependable
-Being competent in four language skills; speaking, writing(in) , listening to and reading English	-Perceiving students' linguistics needs in an effective way	-Enjoying people; showing enthusiasm, warmth, rapport and appropriate humor	-Being flexible when necessary
-Understanding the close connection between language and culture	-Giving optimal feedback to the students	-Valuing the opinions and abilities of students	-Setting short term and long term goals for ongoing professional growth
-Keeping up with the field through regular reading and conference attendances	-Using appropriate principles of classroom management	-Being patient while working with students of lesser ability	-Maintaining and exemplifying high ethical and moral standards
	-Adapting textbook material and other audio, visual aids in a creative way	-Looking for opportunities to share thoughts, ideas, and techniques with colleagues	

(Summarized from Brown, 2001)

On the other side, Miller (1987) discussed the characteristics of a good teacher in her well-known paper published in the English Teaching Forum. These characteristics are separated into four areas; 1) Affective characteristics: enthusiasm, encouragement, humor, interest, availability, mental health 2) Skills: creativity, challenge 3) Classroom management: pace, fairness 4) Academic knowledge: grammar. When the concluding points of this paper written by Miller (1987) are reviewed carefully, two expressions might easily attract the attention of researchers. The first one is about the affective characteristics of the teacher and it asserts that a teacher's effectiveness depends on the demonstration of these aforementioned characteristics. It is also reported that these characteristics are inborn in some of us, but they are also within the grasp of most teachers.

The last focus of this paper is about the importance of grammar for language teachers' effectiveness: "A teacher who knows grammar gives himself credibility and stature in the eyes of his students. With a little training in how to explain grammar and how to teach it, teachers have an indispensable tool" (Miller, 1987, p.38).

Besides, Brown (1978) asserted that the good language teacher should (1) be able to deal with field independence, (2) respond to the student with empathy, (3) insure the presence of meaningful communicative contexts in the classroom, (4) provide optimal feedback, (5) be sensitive to sociocultural alienation and (6) encourage self-esteem in the student.

In addition, Robinett (1977) began her article by disagreeing with the well-known statement; "Teachers are born, not made" because she thinks that teachers must acquire knowledge of a specific subject before they can teach it to others.

In this context, Robinett (1977) addressed certain aspects as the qualities of effective teachers:

- ✓ Inspiration: Listening to students' problems and using inspiration to help them find solutions.
- ✓ Enthusiasm: Having a genuine interest in the subject matter and showing satisfaction when the students properly learn a second or foreign language.
- ✓ Professional competence: The knowledge of the subject matter to be taught, including a linguistic awareness as what constitutes language; how language operates; how speech and writing are related; how languages compare and contrast; how language reflects the culture of its speakers.
- ✓ Considering the affective development of the students: The ability of the teacher to create a free and wholesome atmosphere in the classroom where students feel secure.
- ✓ Tolerance, patience, warmth, sensibility and open-mindedness (Robinett, 1977 as cited in Vadillo, 1999, p.350).

When the matter is considered from a different point of view, life-long learning can be taken as the basis of the investigation since it is a fundamental aspect in almost every section of educational sciences.

The qualities of successful language teachers, particularly, English language teachers, can be summarized in a generalized list in terms of lifelong learning: "Competent preparation leading to a degree in TESL, A love of the English language, Critical thinking skills, the persistent urge to upgrade oneself, Self-subordination, Readiness to go the extra mile, Cultural adaptability, Professional citizenship, A feeling of excitement about one's work" (Allen, 1980, as cited in Brown, 2001, p.429).

2.3- Students' and Teachers' Perspectives on the characteristics of effective EFL Teachers: Overview of Previous Studies

This section of the review addresses and examines most of the related studies in the field, both inside and outside of Turkey. Some of these studies have a “two-way approach” to the analysis of English language teachers' effectiveness. In other words, some of the studies in the field analyzed both the students' and the teachers' views on teacher characteristics whereas others focused on only the analysis of students' views.

As the first step of the review, examining international studies might be helpful to extend the existing framework about the concept of 'Effective English Language Teacher'.

Waites (1993) conducted a research to investigate the qualities and skills of an effective EFL teacher. This research involved the investigation of the teachers' and the students' perspectives in four adult language training centers in Switzerland. The research questions addressed three issues; *the qualities of a good language teacher, the factors that affect language teacher performance and the factors that affect job satisfaction*. As a result of this investigation, good interpersonal skills were noted as the most important components. Furthermore, good teaching skills and desirable personal qualities were emphasized in the aforementioned research. The study showed that the most important feature was identified as the 'sensitivity to student needs'. This component takes place under the category of 'attitude towards students' together with being patient and motivating students. In terms of teacher effectiveness, several issues such as having good working conditions, subject-matter knowledge, interest in the profession, having a wish to develop were also discussed within the scope of the major findings of this study (Waites, 1993).

The paper written by Brosh (1996) aimed to identify the desirable characteristics of the effective language teacher (ELT) as perceived by both language teachers and students in the Israeli educational system. In this paper written by Brosh (1996), language teaching effectiveness is considered from the point of view of communication, in other words, by emphasizing its importance in the teaching-learning process. In this regard, teaching is viewed as a continuous process of communication in which the teacher transmits messages to students who respond to them.

The following lines related to '*Teacher-Student Interaction Styles*' may be highlighted in this study:

Much of the research in teaching effectiveness supports the conclusion that a main factor distinguishing between the effective and the poor teacher is a difference in *personal style of communication*. As teaching is a two-way process, the quality of the teacher-student interaction is significant in determining whether or not the teacher has the support of his or her students and to what extent he or she will affect their academic growth. From this perspective, the effective teacher is often described as someone who comes to know his or her students, who is sensitive to the ways in which students receive and process information, and who establishes a classroom environment that stimulates and supports students' innate motivation (Caraway 1986; Dubelle 1986; Moskowitz 1970 as cited in Brosh 1996, p.127).

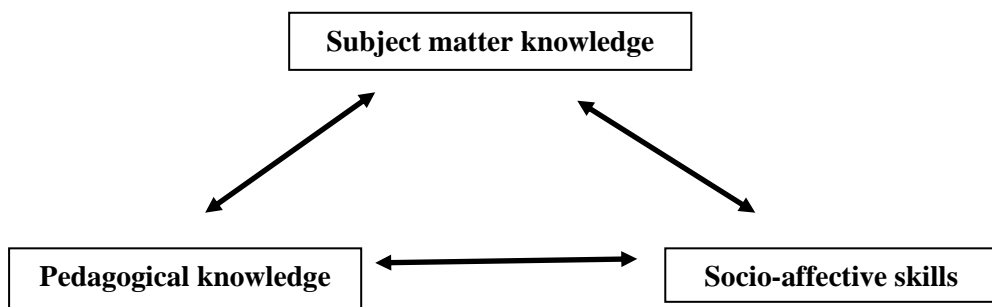
The desirable characteristics of the effective language teacher which emerged from this study were noted as:

- 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; and
- Availability to students (Brosh, 1996).

Moreover, Park and Lee (2006) investigated the perspectives of high school teachers and students in Korea on the characteristics of effective English teachers through a self-report questionnaire consisting of three categories of effective teaching: English proficiency, pedagogical knowledge, and socio-affective skills. The teachers who participated to this study (Park & Lee, 2006) pointed out significantly more different characteristics than the students in all three categories. They ranked English proficiency as the highest feature in contrast to the students, who ranked pedagogical knowledge as the highest feature.

The characteristics of ‘Effective Foreign Language Teachers’ are mainly discussed in three sub-categories in this study as a reflection of the body of literature.

Figure 2.4 The three sub-categories which represent the characteristics of ‘Effective Foreign Language Teachers’ in Park and Lee (2006)



(Park & Lee, 2006)

Besides, the study conducted by Zhang and Watkins (2007) aimed to explore the essential qualities that make a good tertiary EFL teacher in China by examining and comparing the views of Chinese students, Chinese teachers and Western teachers. There are striking differences between Chinese teachers and students’ views in terms of teacher’s *pedagogical content knowledge*. For instance, the teachers placed much greater importance on their personal knowledge base and subject knowledge as EFL teachers. On the other hand, the students were concerned about their teachers’ appearance, manners, personality, and attitudes toward students in addition to teachers’ knowledge base and instructional competence (Zhang & Watkins, 2007).

Thompson (2007) intended to determine how to define a ‘good teacher’ in a communicative learner-centered EFL classroom with her MA thesis study. In fact, this study included data from a big pool composed of students, teacher trainees and experienced teachers. Results of this research showed that all the participants prefer teachers who build rapport, are knowledgeable in their subjects and have very good classroom management skills. Specific teacher characteristics such as being creative, enthusiastic, patient and well-planned were also noted (Thompson, 2007).

From a wider point of view, Brown (2009) investigated students' and teachers' perceptions of effective foreign language teaching with the help of a research conducted at the University of Arizona. The principal objectives of this study were to identify and compare teachers' and students' opinions of effective teacher behaviors. The students seemed to prefer a grammar based approach whereas their teachers preferred a more communicative classroom. Significant differences in several areas as "target language use, error correction and group work" were notable in the findings of Brown's study. These differences between teacher and student beliefs in several areas reminded us the necessity of portraying students' perspectives in foreign language teaching process (Brown, 2009).

A different kind of research was carried out by Chen and Lin (2009) with the participation of a group of junior high school students in Tainan. This study examined these high school students' perceptions on the characteristics of effective English teachers. The focus of the study also included questioning the effect of gender on the perceptions. The findings showed that the students generally perceived teachers' personality and teacher-student relationship as more important characteristics than the characteristics related to instructional competence. Being enthusiastic in teaching, being friendly, open-minded, respecting the students were noted as the most important characteristics of effective EFL teachers. In terms of 'gender' differences, female students considered the 'personality-relationship' based characteristics more important than the male students. Female students also put more emphasis on certain characteristics such as motivating students to learn English and being familiar with the English culture whereas the male students put emphasis on respecting students and being ethical (Chen & Lin 2009).

Wichadee (2010) conducted a quantitative research to explore the characteristics of effective English teachers as perceived by students and teachers at Bangkok University. This research was mainly based on the analysis of four categories: English proficiency, pedagogical knowledge, organization and communication skills, and socio-affective skills. The findings showed that the students placed a high level of importance on all of the characteristics included in the survey of teacher qualities. However, the highest ranking was given to organization and communication skills.

It can be expressed that Bangkok University students define effective English language teachers as those with good preparation, effective communication ability and a pleasant personality. On the other side, the teachers put emphasis on English proficiency. They believe that having a good command of English enables them to conduct their teaching well, too. There were no significant differences between the perceptions of male students and female students in this study (Wichadee, 2010).

Barnes and Lock (2010) examined student beliefs about the attributes of effective lecturers of English as a foreign language in a Korean university setting. This study used a free writing instrument which asked respondents to write, in their own language, about the attributes of effective EFL lecturers. Rapport attributes were viewed as particularly important components in this Korean university context. Students feel that lecturer to student rapport is essential to build a respectful atmosphere in EFL classes. Besides, discussion about delivery attributes generally addressed participatory modes of instruction. The effect of “anxiety” that students experience and the role of the teacher in reducing this language learning anxiety were also mentioned. The last lines within this paper might draw the attention of researchers:

When the beliefs of students and their instructors align, and students agree with the teaching approach, effective learning is enhanced. To achieve this alignment, lecturers, teachers, and student teachers must first understand student beliefs so that they can identify possible areas of discord, and then take action either to amend their own instruction or change erroneous student perceptions (Barnes & Lock, 2010, p.150).

The aim of the research carried out by Ghasemi and Hashemi (2011) was to study the characteristics of effective English teachers perceived by college students of Islamic Azad University in Iran. The results showed that students had different perceptions in terms of the description of effective teaching. For instance, the students with high achievement levels reported different characteristics from the students with low achievement levels in pedagogical knowledge and socio-affective skills. On the other hand, the male students reported different characteristics from the female students in socio-affective skills. The male students stated that ‘having a good sense of humor’ is an important aspect of teaching, whereas the female students stated that pronunciation proficiency, teaching how to learn English, and treating students fairly are important teacher characteristics (Ghasemi & Hashemi, 2011).

The study carried out by Chen (2012) aimed to investigate the favorable and unfavorable characteristics of the EFL teachers perceived by Thai university students. According to the findings of this study, the students attached importance to EFL teachers' personality traits. The students in this setting believed that a good/effective EFL teacher should be kind, friendly, and understanding to the students. Moreover, most of the students expressed that having good teaching skills and techniques to make the teaching content clear and comprehensible are important qualities in terms of effectiveness. These students expected the teachers to be deeply knowledgeable and have the ability to deliver the subject matter in a meaningful and engaging way (Chen, 2012).

In addition, the research conducted in Cyprus by Kourieos and Evripidou (2013) focused on student perceptions of effective EFL teachers in university settings. According to the participants of this study, an effective EFL teacher is no longer considered as one who has a directive and authoritarian role in the learning process. That is to say, the participants' opinions suggest the adoption of a more learner-centered, communicative approach to language teaching. An effective EFL teacher should take into consideration his/her students' individual differences, language anxiety, abilities and interests and design learning environments according to these components. In this respect, the social aspect of learning is realized as a fundamental issue. Language teachers' skills in using technology and engaging students in meaningful classroom interactions by involving them in group tasks designed around real life topics and 'authentic language use' were also emphasized (Kourieos & Evripidou, 2013).

On the other hand, the quantitative investigation implemented by Barnes and Lock (2013) examined student perceptions of effective foreign language teachers within a Korean University setting. Students placed high importance on rapport attributes such as friendliness, care, and patience; and delivery attributes which included the provision of clear explanations, error correction, and a participatory mode of instruction. The findings of the study also involved 'impartiality, target language knowledge and good preparation' as expected teacher characteristics. The selective use of the students' first language, presenting explicit grammar instruction and particular questioning techniques were mentioned, too (Barnes & Lock, 2013).

Another study aimed to compare Omani school students' and teachers' perceptions on the characteristics of good English as a foreign language (EFL) teachers in the Omani context. Results indicated that Omani students and teachers generally agree about the importance of all characteristic categories. The categories related to English language proficiency and treating students equally were considered more important. Moreover, according to the participants in this context, the knowledge of Western culture/s and the use of technology were relatively unimportant (Al-Mahrooqi, Denman, Al-Siyabi & Al-Maamari, 2015).

Besides, there are some studies conducted in Turkey which also have certain suggestions on defining the characteristics of an effective English language teacher through investigating students' and teachers' perspectives in different settings. For instance, Gönenç (2005) intended to investigate "the ideal foreign language (English) teacher profile" in the minds of the students and in consequence to find out students' expectations from a foreign language (English) teacher in her MA thesis study. The data collection process was carried out in three different settings; a Turkish state University, a foreign language course and a state high school. The writer stated that the students who took part in the research were quite conscious about their beliefs and expectations from an ideal foreign language (English) teacher. The ideal foreign language (English) teacher profile in the minds of the students and their expectations were representing the philosophy of the **learner-centered approach** and "the modern progressive teacher notion" required by this approach (Gönenç, 2005).

A study implemented by Arıkan et al. (2008) in two different university settings in Turkey revealed that an effective English language teacher is a friendly, young, enthusiastic, creative and humorous person whose gender is not important. This study also showed that students expect the teacher to be a native speaker of Turkish, but fluent in English, someone who likes to play educational games, and who teaches grammar effectively by using real life situations to explain language items (Arıkan et al. 2008). Moreover, Önem (2009) investigated Turkish University EFL students' and instructors' views on the characteristics of a good (English) foreign language teacher in her MA thesis study. It was found that all aspects of good teaching were regarded as important qualities by both groups, including personal qualities, socio-affective skills, academic qualities and teaching qualities. However, there was a difference between the students' and the instructors' views concerning good language teacher's *socio-affective skills*. The students endorsed this aspect more when compared to the instructors (Önem, 2009).

In addition, Akıl and Tılfarlıoğlu (2012) carried out a research called ‘Effective Teachers’ Behavior in ELT from students’ perspectives’. This research aimed to find out the effective teacher behaviors showed by the teachers in the preparatory classes of a Turkish university. The relationship between students’ success and their evaluation of teacher effectiveness was also examined. The theoretical framework of this study involved several categories such as being a good model, sincerity, patience, honesty and reliability, fairness, enthusiasm, using students’ names, using humor, using effective body language, speaking well, not making fun of students, motivation (Akıl & Tılfarlıoğlu, 2012).

Another study conducted by Çelik et al. (2013) which is also entirely based on a quantitative analysis reported that students describe a successful teacher as fair and just and as someone who has enthusiasm for teaching. In order to sum up the findings of the study conducted by Çelik et al., (2013), it can be stated that Turkish students expect their teachers to have a sound knowledge of vocabulary and grammar and they also place importance on the ability of their teachers to teach pronunciation, speaking and reading skills. Furthermore, Turkish students think that being adept at providing explanations in the students’ mother tongue is an important teacher quality to be effective. It is reported that the image in Turkish students’ minds is not an authority figure but rather a friendly and loving individual (Çelik et al.,2013).

Dinçer et al. (2013) presented a literature review about the features of an effective English language teacher by reviewing the common characteristics given in the previous studies. Accordingly, they summarize the main features related to effective teacher characteristics within four categories as ‘Socio-Affective Skills, Pedagogical Knowledge, Subject-Matter Knowledge and Personality Characteristics’. It is expressed that the concept of an effective English language teacher should include a balanced combination of these four main aspects (Dinçer et al.,2013). It is also necessary to consider the findings of the study conducted by Demir and Koçyiğit (2014) since it was implemented in the English preparatory units of two different universities. These researchers aimed to explore the perceptions of a group of students and their instructors on the characteristics of effective English language teachers. They found out that “English proficiency” was perceived as the most important dimension by the students while pedagogical knowledge was perceived as the least important dimension. In addition, female students’ expectations were higher than the male students’ expectations in all of the dimensions (English proficiency, pedagogical knowledge, socio-affective skills).

When the literature is examined carefully, it can be noticed that studies on teacher effectiveness have generally been carried out by following certain classifications like personal qualities of teachers, professional qualities and pedagogical skills.

2.4 –Studies which analyze language teachers’ effectiveness from different point of views: Different Approaches and Methodologies

In this section of the review, the aim is to examine the studies which analyze language teachers’ effectiveness through different approaches and methods.

At the beginning, the study conducted by Bell (2005) can be taken into consideration. This study investigated teacher perceptions concerning to teaching behaviors and attitudes that contribute to effective foreign language teaching and learning. In this context, the data were collected by means of a questionnaire to which 457 postsecondary foreign language teachers of *French, German, and Spanish* responded. This variety made the biggest difference in the content of the study. The results of the research pointed out an emerging professional consensus regarding a number of teacher behaviors and attitudes related to foreign language teaching. Similar to the importance of investigating students’ beliefs and perspectives, this research emphasized the importance of investigating teachers’ beliefs.

Moreover, it is asserted in this study that foreign language teaching is a complex, multi-dimensional process that means different things to different people.

The definition of effective foreign language teaching is clear and enthusiastic teaching that provides learners with the grammatical (syntactical and morphological), lexical, phonological, pragmatic, and sociocultural knowledge and interactive practice they need to communicate successfully in the target language (Bell, 2005, p.260).

Furthermore, the paper written by Borg (2006) aimed to extend our understanding of what it means to be a language teacher by examining the ways in which language teachers are seen to be different to teachers of other subjects. The findings of this study suggested that language teachers are seen to be distinctive in terms of the nature of the subject, the content of teaching, the teaching methodology, teacher-learner relationships, and contrasts between native and non-native speakers (Borg, 2006). On the other side, Lee (2010) explored the perceptions of Japanese learners on the uniqueness of EFL teachers by building on the study of Borg (2006).

This study carried out by Lee (2010) revealed Japanese English as a foreign language (EFL) learners' perceptions on some of the unique characteristics of EFL teachers. The results showed that these learners perceive EFL teachers to be unique along four central dimensions: the complex nature of the subject matter, the content of teaching, teaching approach, and teacher personality. The findings of this study also suggested that the particularity of the socio-cultural and educational context may ultimately influence learners' perceptions on EFL teachers' characteristics (Lee, 2010).

At this point, it is also vital to clarify a study which has a significant research methodology difference. The qualitative research conducted in Poland by Werbinska (2009) aimed to define the profile of an effective Polish teacher of English. This study was conducted with the participation of 9 female English language teachers in Poland who were considered excellent educators in their professional environments. Accordingly, these teachers' knowledge types and their beliefs about the language taught, the curriculum, learning, teaching, and their language profession were examined. In this study, the analysis of 'English teacher knowledge' was based on the following key points:

This classification also reflects a systematic overview of teacher knowledge:

- Linguistic knowledge:** level of language knowledge with reference to fluency, accuracy, lexicon, pronunciation, knowledge of target language culture, etc.
- Methodological knowledge:** the use of methods and techniques in the lessons, knowledge of current methodological trends, lesson preparation, methodological development, etc.
- Psychological knowledge:** creating friendly relations between the teacher and student, offering help, contactability, etc.
- Pedagogical knowledge:** lesson time management, system of assessment, lesson pace, etc.
- Normative knowledge:** values governing teacher behaviours, etc.
- Experiential knowledge:** length of years as a teacher, the importance of experience, etc.
- Contextual knowledge:** making use of the available context, promoting the values of the educational reform, etc.
- General knowledge:** teacher interests, analytical skills, personal culture, etc. (Werbinska, 2009,p.307).

According to the findings of this particular research conducted in Poland, the most effective language teacher as derived from the recommended examples of ‘good practice’ possesses the features of a good language user, an empathetic and friendly psychologist and a genuine educator attending to the global development of a young person (Werbinska, 2009).

Finally, this part of the literature review should also include a brief overview of field specific studies. That is to say, these studies dealt with the perspectives of prospective and in-service English language teachers.

For instance, Arıkan (2010) conducted a research to investigate the ideal and actual characteristics of an effective English language teacher from the perspectives of prospective and in-service teachers of English. The aim of this study was to find the characteristics of effective English language teachers from the perspectives of these participants. In addition, this study intended to find out whether in-service teachers are seen effective from the perspectives of prospective teachers or not and how in-service teachers evaluate themselves as effective teachers. Pre-service teachers highlighted four qualities regarding to teacher effectiveness. These qualities are transmitting knowledge effectively, being interested in scientific and cultural developments, being open-minded to bring the outside world into the class, valuing and respecting students’ judgments. Besides, in-service teachers highlighted three different qualities regarding to teacher effectiveness. These qualities are being sufficient in cultural knowledge, being backed up with in service training and being backed up with an updated and proper curriculum (Arıkan, 2010).

When the topic is examined in a “one-way approach” by taking into account ELT student teachers’ perspectives, the study conducted by Korkmaz and Yavuz (2011) can be taken into consideration. This study aimed to explore ELT student teachers’ perspectives of an effective English Language Teacher. They pointed out that prospective teachers put emphasis on specific qualities such as “knowing how to teach efficiently, knowing how to motivate students, knowing how to use various methods, being fair and knowing how to develop oneself as a teacher (Korkmaz & Yavuz, 2011).

3- METHODOLOGY

This part of the study presents an overview of the study including the aim of the research and research questions. It also describes the research design, setting and participants of the research, the research instrument and data collection process.

3.1-The Overview of the Study

This study intended to examine the perspectives of Başkent University English Preparatory Unit students on the characteristics of an effective English language teacher.

Furthermore, certain independent variables were addressed within the scope of this research since they might cause significant differences in the learners' perspectives. These aforementioned variables were "gender, age, the faculty of the student, English language learning time period, type of high school student graduated from and the most important reason to learn English for the student". As it was indicated in the introduction part, age was taken as an informative variable in this research context.

The research aimed to answer the following research questions:

- 1- What are the perspectives of Başkent University English Preparatory Unit students on the characteristics of an Effective English Language teacher in terms of three subcategories (personal and interpersonal characteristics, subject matter knowledge, language teaching approaches)?
- 2- Do the perspectives of the participants differ according to their genders?
- 3- Do the perspectives of the participants differ according to the types of high schools they graduated from and their English language learning time periods?
- 4- Do the perspectives of the participants differ according to the faculties they are enrolled in?
- 5- Do the perspectives of the participants differ according to their English language learning reasons?

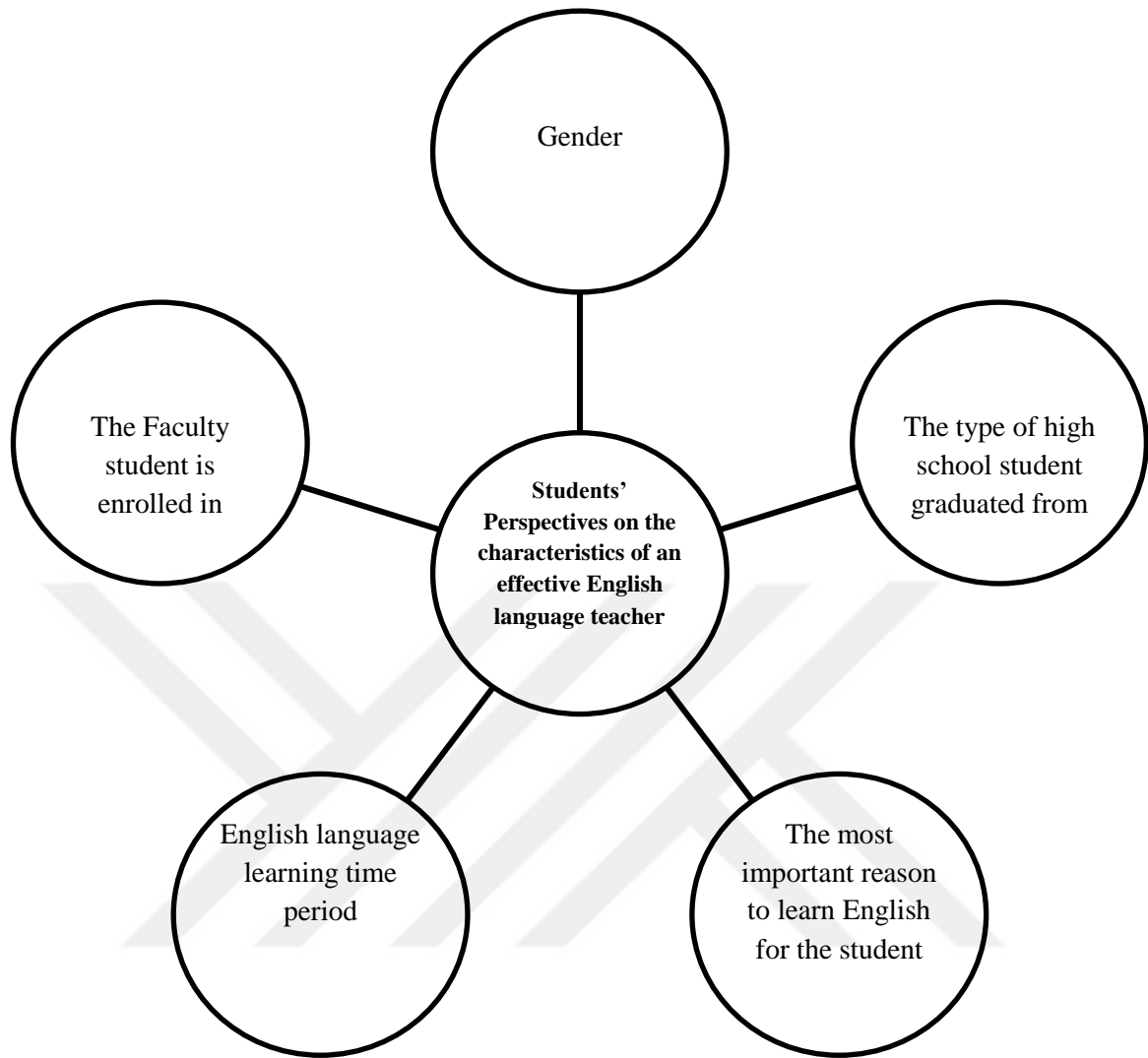


Figure 3.1- The overall research context together with the addressed variables

3.2- The Research Design

The research design of this thesis study was built upon a **quantitative data collection method**. A research guide summarizes the characteristics of quantitative research in social sciences by using different sources as follows:

Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon. The goal in conducting quantitative research study is to determine the relationship between one thing [an independent variable] and another [a dependent or outcome variable] within a population. Quantitative research designs are either **descriptive** [subjects usually measured once] or **experimental** [subjects measured before and after a treatment]. A descriptive study establishes only the associations between variables; an experimental study establishes causality (<http://libguides.usc.edu/writingguide/quantitative>).

Accordingly, this study can easily be defined as a descriptive quantitative research. As it was mentioned in the beginning section, this research actually had two major aims; the first one was to examine the English preparatory unit students' perspectives on teacher characteristics in general terms and the second one was to examine these perspectives by taking into account certain independent variables. Hatch and Farhady (1981) indicate that the independent variable is the major variable which we hope to investigate. It is the variable which is selected, manipulated, and measured by the researcher (Hatch & Farhady, 1981).

Furthermore, this thesis study was mainly based on a survey method. In this way, the researcher aimed to reach as many participants as possible within a definite time. As it is well known, survey research provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. The researcher generalizes or makes claims about the population by means of these sample results (Babbie 1990 cited in Creswell 2009).

3.3- Setting and Participants

The survey study was conducted at Başkent University School of Foreign Languages English Preparatory Unit in the spring term of 2015-2016 academic year. The English Preparatory Education at Başkent University is compulsory for the undergraduate programs whose mediums of instruction are partly English such as different programs of Engineering Faculty or the Faculty of Law. In addition, this preparatory education is compulsory for the undergraduate programs whose mediums of instruction are entirely English such as Business Administration in English or English Language Teaching. However, it is optional for the associate degree programs such as Physical Therapy or Foreign Trade and for the programs whose mediums of instruction are entirely Turkish such as different programs of Fine Arts Faculty. The English Proficiency Exam being applied by the unit is determinative for the requirement of this English Preparatory Education for each student.

The aforementioned English Preparatory Education consists of two language levels within the frame of European Language Portfolio which respectively complete each other; A level including “Beginner” (A1) and “Basic” (A2), B level including “Pre-Intermediate” (B1) and “Intermediate” (B2). Accordingly, each language level includes a ‘sixteen-weeks’ education process. The sample of this comprehensive quantitative study included 419 English Preparatory Unit students who were studying in B level in the second term of 2015-2016 academic year. As it can be understood from the education process, they have an intensive English Preparatory class program which consists of 23 hours in a week.

The mean age of these English Preparatory Unit students was calculated as 19,04 (SD=1,010). There were 260 female students and 159 male students. The mean English language learning time period of these students was calculated as 8,29 years (SD=3,526).

The English language learning reasons of these students should also be overviewed under this heading in order to introduce the features of the sample group. Out of 419 students, 100 students stated that the most important reason to learn English for them is ‘the necessity for their academic aims’, 37 students stated that the most important reason to learn English for them is ‘being interested in, having a will’, 121 students stated that it is ‘a requirement for their departments’, 161 students stated that it is a ‘necessity for their occupational aims’. The distribution of the high school types that the students graduated from can be seen in Table 3.1.

Table 3.1- The distribution of the high school types that the students graduated from

High School	Number of students
Anatolian High School	204
Vocational High School	23
Private High School	82
Science High School	11
General High School	74
Other	25
	419

3.4- The Research Instrument

The research instrument of this quantitative study was a questionnaire which was developed by Kourieous, Evripidou (2013). The original version of the questionnaire comprises of three parts. The first part of this original version of the questionnaire intends to obtain general information about the students’ profile. This general information section includes gender, age, students’ major and language proficiency.

The second part of this questionnaire consists of 35 Likert-scale questions related to the characteristics of an effective English language teacher. Nine questions are related to personal and interpersonal characteristics of the English language teacher, six questions are related to the subject matter knowledge of the English language teacher (English language) and twenty questions focus on the language teaching approaches of the English language teacher.

The items are rated on a five point level of importance scale (1- None, 2-Little, 3- Enough, 4- Very, 5- Very much) in the original version of the questionnaire. The third part in the original version of the questionnaire involves two questions. The first question in this part of the original version of the questionnaire asks students whether there is anything they would like to add or not whereas the second question asks the students whether they would be happy to follow up with an interview or not. However, the questionnaire under consideration (Kourieous, Evripidou, 2013) was adapted into Turkish for this thesis study by getting the required permission (The permission to use the questionnaire is given in the Appendix A).

3.4.1- Adaptation of the questionnaire into Turkish

The questionnaire was translated into Turkish to avoid the possible problems in terms of comprehension. In this context, the adaptation steps recommended by Hambleton and Patsula (1999), Kılınç et al. (2014) were taken as the basis of the process. The translation procedures of the questionnaire from the source language (English) to the target language (Turkish) were implemented by three experts in the field (including the researcher) who know both of the languages and the cultures well. An expert panel was carried out in the final phase of the translation process with the participation of the three experts in the field. The final form of the questionnaire was first composed at the end of this expert panel.

Following this implementation, the Turkish version of the questionnaire was translated back into English by an expert in linguistics in order to check the linguistic equivalence and the necessary examinations were done after this back-translation by the researcher. The essential comparisons between the original version and the translated version of the questionnaire were also done by the researcher.

The final form of the questionnaire was reviewed and redesigned at the end of the whole procedure by taking the opinions of the other two experts in the field. Some adjustments were made when necessary throughout this step by step translation procedure.

It can certainly be indicated that the second part of the questionnaire (consisting of 35 Likert-scale questions) was predominantly used for this thesis study.

In addition to the translation procedures, the 'General Information' part of the questionnaire was reorganized and developed by the researcher according to the aims of the study. So, the researcher also made the essential additions to the content of Part 1.

This part of the questionnaire gathered information about the students' genders, ages, the faculties they are enrolled in, English language learning time periods, the types of high schools they graduated from, English language learning reasons (the most important reason to learn English for each student). One of the major purposes of the researcher was to collect raw data concerning the students' age and learning time periods which was considered as a more reliable statistical method. Furthermore, the five point level of importance scale (1- None, 2- Little, 3- Enough, 4- Very, 5- Very much) in the original version of the questionnaire was reorganized, too. The researcher preferred to use a five point level of agreement scale (1- Strongly disagree, 2- Disagree, 3- Partly agree, 4- Agree, 5- Strongly agree).

The students expressed their agreement levels for the 35 items related to the characteristics of an effective English language teacher. Introductory information about the purpose of the research was presented at the beginning of the questionnaire. (The adapted version of the questionnaire is presented in Appendix B. The English version of this adapted version of the questionnaire is presented in Appendix C).

3.4.2- Pilot testing of the questionnaire

The pilot testing of the questionnaire was applied in a different context, in other words, in a different higher education institution in Ankara before the actual data collection. Ninety-two students who were studying in the School of Foreign Languages English Preparatory Unit participated to this pilot study. Following the data collection, the responses concerning each item in the questionnaire were evaluated in the SPSS statistical program to find out the reliability degree of the instrument.

The case processing summary defined 82 cases out of 92 cases as 'valid'. According to the results of these reliability statistics, the Cronbach's Alpha value for the 35 items was 0.823. The reliability statistics and item-total statistics showed that there was no need to delete any items. Besides, some adjustments within the personal information part (Part 1) were done after the pilot study. The most specific one was about the high school types. Two other high school types (Science high school, General high school) were added to the options.

3.5- Data Collection Process

As it was previously mentioned, the actual data collection of the study was conducted at Baškent University School of Foreign Languages English Preparatory Unit. This actual stage was fulfilled in the spring semester of 2015-2016 academic year, in March. This process was accomplished according to convenience sampling. The researcher determined to reach as many participant students as possible in order to portray an extensive framework of the learners' perspectives. In accordance with this purpose, the questionnaire was conveyed to the accessible groups and 419 students filled out the questionnaire. Each stage of the questionnaire distribution was followed by the researcher carefully. The survey was cross-sectional with the data collected at one point in time as Creswell (2009) identified. (The institutional permission to conduct the research is given in Appendix D).

4- DATA ANALYSIS

Following the data collection, the SPSS statistical software version 20.0 was used to analyze the data. The descriptive statistics of the data were obtained by using this statistical program. These descriptive statistics involved the mean values, standard deviations and the percentages of agreement related to the students' perspectives on 'the characteristics of an effective English language teacher'. Furthermore, t-tests and ANOVA (Analysis of Variance) were used to find out the possible differences in the students' perspectives in terms of certain independent variables. The overall purpose of these analyses was to answer the five research questions addressed in this thesis study. This part of the study includes the questionnaire results regarding the students' perspectives in general terms and the questionnaire results regarding the addressed independent variables together with the explanations for each section.

4.1- The questionnaire results regarding the students' perspectives in general terms

As it was mentioned in the methodology chapter, this thesis study intended to examine the perspectives of Başkent University English Preparatory Unit students on the characteristics of an effective English language teacher. Within the scope of the first research question, the aim was to examine these students' perspectives on teacher characteristics in general terms without taking into account any variables.

Research Question 1: What are the perspectives of Başkent University English Preparatory Unit students on the characteristics of an Effective English Language teacher in terms of three subcategories (personal and interpersonal characteristics, subject matter knowledge, language teaching approaches)?

In this part of the data analysis, the results related to the three different sub-categories are presented within a broader view. These statistical analyses include mean scores, standard deviations and percentages of agreement levels for all items. Afterwards, the order of importance given by the students for the three different sub-categories is presented.

4.1.1- Results of the questionnaire sub-category 1: Personal and Interpersonal characteristics of the English language teacher

First of all, the students' perspectives on the personal and interpersonal characteristics of the English language teacher can be seen in Table 4.1.

Table 4.1: The students' perspectives on the personal and interpersonal characteristics of the English language teacher

An effective language teacher should	N	Mean	SD	SDis	Dis	PAgree	Agree	SAgree
Q1. Be eager to help students in and outside the classroom	419	4.70	0.644	4(1.0%)	1(0.2%)	16(3.8%)	73(17.4%)	325(77.6%)
Q2. Encourage students to express and discuss their needs for language learning	419	4.46	0.795	5(1.2%)	5(1.2%)	35(8.4%)	120(28.6%)	254(60.6%)
Q3. Praise the effort relating to language learning	419	4.48	0.813	6(1.4%)	4(1.0%)	38(9.1%)	105(25.1%)	266(63.5%)
Q4. Have a friendly attitude towards the students	419	4.40	0.856	7(1.7%)	1(0.2%)	58(13.8%)	106(25.3%)	247(58.9%)
Q5. Treat students fairly regardless of achievement	419	4.60	0.851	9(2.1%)	8(1.9%)	23(5.5%)	62(14.8%)	317(75.7%)
Q6. Take into consideration students' difficulties with the foreign language	419	4.70	0.627	3(0.7%)	1(0.2%)	17(4.1%)	78(18.6%)	320(76.4%)
Q7. Express confidence in students' language abilities	419	4.08	0.975	11(2.6%)	12(2.9%)	81(19.3%)	143(34.1%)	172(41.1%)
Q8. Be open-minded	419	4.52	0.759	4(1.0%)	4(1.0%)	32(7.6%)	110(26.3%)	269(64.2%)
Q9. Use authority to maintain discipline	419	3.65	1.153	29(6.9%)	25(6.0%)	128(30.5%)	119(28.4%)	118(28.2%)

Table 4.1 summarizes the descriptive statistics (overall mean scores, standard deviations and percentages of agreement) concerning each item in the first sub-category.

As shown in Table 4.1, item 1, item 5 and item 6 have mean scores higher than 4.50. Besides, it can easily be noticed that 77,6 percent of the students stated that they strongly agree with the first item (Q1). This score is similar for Q5 and Q6 too. The number of students who chose ‘Strongly agree’ option for Q1 is 325 and this number represents the highest score in this section. However, this tendency is remarkably different for the last item (Q9) since approximately 28,2 percent of the students stated that they strongly agree with it. The last item has the lowest mean score and highest deviation when compared to others. When the percentages of agreement for the last item are evaluated in detail, it can be seen that 58,9 percent of the students stated that they partly agree or agree with this item (Q9).

4.1.2- Results of the questionnaire sub-category 2: Subject matter knowledge of the English language teacher

The second part of the analysis portrays the students’ perspectives on the subject matter knowledge of the English language teacher.

Table 4.2: The students’ perspectives on the subject matter knowledge of the English language teacher

An effective language teacher should	N	Mean	SD	SDis	Dis	PAgree	Agree	SAgree
Q10. Use English competently	419	4.53	0.804	6(1.4%)	5(1.2%)	32(7.6%)	94(22.4%)	282(67.3%)
Q11. Have a broad vocabulary in the English language	419	4.63	0.681	3(0.7%)	4(1.0%)	18(4.3%)	95(22.7%)	299(71.4%)
Q12. Have a native-like accent	419	3.71	1.099	17(4.1%)	40(9.5%)	109(26.0%)	135(32.2%)	118(28.2%)
Q13. Have a sound knowledge of the English grammar	419	4.62	0.742	5(1.2%)	5(1.2%)	21(5.0%)	81(19.3%)	307(73.3%)
Q14. Be familiar with language learning theories	419	4.47	0.777	5(1.2%)	4(1.0%)	32(7.6%)	125(29.8%)	253(60.4%)
Q15. Be acquainted with the target language’s (English) culture	419	3.70	1.107	18(4.3%)	38(9.1%)	116(27.7%)	127(30.3%)	120(28.6%)

Table 4.2 summarizes the descriptive statistics (overall mean scores, standard deviations and percentages of agreement) concerning each item in the second sub-category. As shown in Table 4.2, item 11 and item 13 have the highest mean scores whereas item 12 and 15 have the lowest mean scores. That is to say, 71,4 percent of the students stated that they strongly agree with Q11. This number is 73,3 percent for Q13 in the same section. On the other hand, as it can be guessed, these scores show significant differences, in other words decreases in Q12 and Q15. For instance, 28,2 percent of the students stated that they strongly agree with Q12, this score is similar for Q15 in the same section.

4.1.3- Results of the questionnaire sub-category 3: Language teaching approaches of the English language teacher

The third part of the investigation deals with the students' perspectives on the language teaching approaches of the English language teacher. Table 4.3 summarizes the descriptive statistics (overall mean scores, standard deviations and percentages of agreement) concerning each item in the third sub-category.

Table 4.3: The students' perspectives on the language teaching approaches of the English language teacher

An effective language teacher should	N	Mean	SD	SDis	Dis	PAgree	Agree	SAgree
Q16. Follow the textbook rigidly	419	3.00	1.170	46(11.0%)	90(21.5%)	159(37.9%)	66(15.8%)	58(13.8%)
Q17. Make use of different materials related to the lesson	419	4.29	0.878	7(1.7%)	7(1.7%)	55(13.1%)	139(33.2%)	211(50.4%)
Q18. Integrate computer-aided instruction into foreign language teaching	419	3.90	1.020	16(3.8%)	14(3.3%)	103(24.6%)	150(35.8%)	136(32.5%)
Q19. Use English as the predominant means of classroom communication	419	3.82	1.057	15(3.6%)	26(6.2%)	111(26.5%)	136(32.5%)	131(31.3%)
Q20. Provide opportunities for students to use English beyond the classroom setting	419	4.01	1.060	14(3.3%)	25(6.0%)	73(17.4%)	136(32.5%)	171(40.8%)
Q21. Simplify his/her classroom language to facilitate comprehension of what is being said	419	4.34	0.895	8(1.9%)	7(1.7%)	51(12.2%)	120(28.6%)	233(55.6%)
Q22. Not grade speaking/writing activities primarily for grammatical accuracy	419	3.65	1.046	15(3.6%)	34(8.1%)	135(32.2%)	133(31.7%)	102(24.3%)
Q23. Use activities which draw learners' attention to specific grammatical features	419	4.15	0.908	7(1.7%)	12(2.9%)	68(16.2%)	157(37.5%)	175(41.8%)
Q24. Set activities which require students to interact with each other in English	419	4.16	0.949	9(2.1%)	17(4.1%)	55(13.1%)	155(37.0%)	183(43.7%)
Q25. Thoroughly explain new grammar rules before asking students to practice the relevant structure	419	4.44	0.785	5(1.2%)	5(1.2%)	32(7.6%)	135(32.2%)	242(57.8%)
Q26. Grade written assignments predominantly for grammatical accuracy	419	3.44	1.114	24(5.7%)	54(12.9%)	137(32.7%)	122(29.1%)	82(19.6%)

Table 4.3:
(continues)

Q27. Grade written assignments predominantly for effort and content	419	3.89	1.100	19(4.5%)	23(5.5%)	94(22.4%)	130(31.0%)	153(36.5%)
Q28. Set activities which require students to work in pairs or small groups	419	3.80	1.144	24(5.7%)	33(7.9%)	81(19.3%)	146(34.8%)	135(32.2%)
Q29. Set activities which introduce the target language's (English) culture to the students	419	3.60	1.266	35(8.4%)	46(11.0%)	103(24.6%)	101(24.1%)	134(32.0%)
Q30. Correct students immediately after making a grammar mistake during communicative activities	419	3.80	1.104	14(3.3%)	39(9.3%)	105(25.1%)	121(28.9%)	140(33.4%)
Q31. Correct students' mistakes by using recasts (correct reformulations of students' speech)	419	4.16	0.977	10(2.4%)	16(3.8%)	64(15.3%)	138(32.9%)	191(45.6%)
Q32. Address errors by immediately providing explanation as to why students' responses are incorrect	419	4.20	0.997	7(1.7%)	26(6.2%)	54(12.9%)	121(28.9%)	211(50.4%)
Q33. Expose students to real life topics	419	4.24	0.950	10(2.4%)	9(2.1%)	64(15.3%)	125(29.8%)	211(50.4%)
Q34. Set activities which require students to work individually	419	3.94	1.042	15(3.6%)	18(4.3%)	96(22.9%)	138(32.9%)	152(36.3%)
Q35. Design or select material according to students' majors	419	3.65	1.321	42(10.0%)	37(8.8%)	101(24.1%)	85(20.3%)	154(36.8%)

It can be remarked that approximately 50 percent of the items have mean scores higher than 4 (9 items out of 20). Two items (Q21, Q25) have the highest mean scores in this context. In terms of percentages of agreement, the highest score can be seen in Q25. 57,8 percent of the students stated that they strongly agree with this item (Q25).

On the other hand, the lowest mean score (3.00) can easily be noticed in item 16. Out of 419 students, 159 students stated that they partly agree with item 16 and 90 students stated that they disagree with this item. These differences in terms of mean scores and percentages of agreement are remarkable in the overall context.

4.1.4- The order of importance given by the students for the three different sub-categories

One of the most important aspects of this quantitative study is to analyze the order of importance given by the students for the three different sub-categories in the questionnaire. This broad perspective can certainly enlighten the research context by presenting the priorities in the students' minds.

This analysis is also based on the students' responses in other words their agreement levels. The mean scores are completely determinative for this purpose. In this part, the focus is on again examining the students' perspectives in general terms.

Table 4.4: The order of importance given by the students for the three different sub-categories

Number of Students	Sub-categories	Mean	P-value (F-test)
419	Personal and Interpersonal Characteristics of the English Language Teacher	4.3998	0.000*
419	Subject matter knowledge of the English Language Teacher	4.2772	
419	Language teaching approaches of the English Language Teacher	3.9239	

According to the result of F test, it can be noted that there is a meaningful difference between the three sub-categories in terms of the students' agreement levels. This meaningful difference is built upon 95% confidence level in statistical terminology.

Accordingly, the lowest importance is attached to the third category (3.92) and the second sub-category follows this one with a mean score noted as 4.27. The highest importance was attached to the first sub-category (4.39). These results revealed that the **“Personal and Interpersonal Characteristics of the English language teacher”** sub-category is seen as the most important constituent by the students. The second sub-category (Subject matter knowledge of the English language teacher) is seen as the second most important category by the students.

4.2- The questionnaire results regarding the addressed independent variables

The major aim of this comprehensive quantitative study was previously defined as examining the perspectives of Başkent University English Preparatory Unit students on the characteristics of an effective English language teacher. Nevertheless, this major aim also involved the investigation of some other aspects that might present meaningful results. That is to say, certain independent variables were taken into account while examining the students’ perspectives on teacher characteristics. In this second part of the data analysis, the results reflecting the possible differences in the students’ perspectives according to these variables are presented.

4.2.1- Results reflecting the “gender” variable

This section of the analysis put emphasis on the following research question:

Research Question 2:

Do the perspectives of these English Preparatory Unit students (on the characteristics of an effective EFL teacher) differ according to their genders?

Out of five variables, ‘gender’ variable showed the most remarkable difference in the investigation of the students’ perspectives. In other words, ‘gender’ was noted as the only variable which caused significant differences in terms of the whole students’ perspectives. Therefore, the analyses regarding the gender variable are more detailed and extensive than the other variables’ analyses. These analyses include the comparison of male and female students’ mean scores and standard deviations for each item. In addition, the comparison of male and female students’ agreement percentages for each item is presented. Furthermore, the order of importance given by the male and female students for the three different sub-categories is reviewed.

4.2.1.1- The differences between the perspectives of male and female students for the three different sub-categories and total

At this stage, ‘t-test’ was used to find out the mean score difference between the perspectives of male and female students for the three sub-categories and after that for the total. The t-test is defined by Hoy (2010) as an appropriate statistical procedure implemented when the independent variable has two and only two categories and the dependent variable is continuous.

Table 4.5 presents the results of the four separate t-tests.

Table 4.5: The testing differences between the perspectives of female and male students for the three different subcategories and total

Gender	N	%	Total		Subcategory1		Subcategory2		Subcategory3	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
Female	260	62.1	4.188	0.430	4.468	0.457	4.375	0.542	4.006	0.506
Male	159	37.9	3.972	0.460	4.284	0.495	4.116	0.670	3.789	0.556
Total	419	100.0	4.106	0.453	4.3988	0.480	4.2772	0.606	3.923	0.536
P-value	-	-	0.000*		0.000*		0.000*		0.000*	

The mean scores of female and male students and the standard deviations for each sub-category can be seen in Table 4.5. Additionally, there is a section which presents the separate total mean scores of female and male students for all sub-categories. According to these results, the female students’ mean score for all sub-categories is higher than the male students’ mean score for all sub-categories. This case can also be interpreted as an overall difference in terms of agreement level. This certain difference in the total mean scores can also be interpreted as a kind of sensitivity towards teacher characteristics.

Besides, the total mean score for both female and male students is 4.106. All of the p-values show the significant differences between males and females ($p\text{-value}=0,000\leq 0,05$). Hoy (2010) also expresses that a **p value** is a probability level that indicates the level of significance, that is, the probability that the results symbolize function of chance. Considering these significant differences, all items were analyzed separately to find out the similarities and differences between the mean scores of two genders. These analyses which distribute the significant differences are presented in the next title (see Table 4.6). The percentages of agreement depending on gender are given in the aforementioned title, too.

4.2.1.2- The differences between the perspectives of male and female students for all items

Results of the separate t-tests regarding the mean scores of female and male students for all items are presented in Table 4.6. The p values highlight the notable differences.

Table 4.6: The testing differences between the perspectives of female and male students for all items

	Female		Male		p-value
	Mean	SD	Mean	SD	
Q1	4.78	0.553	4.58	0.757	0.006*
Q2	4.50	0.808	4.40	0.771	0.179
Q3	4.56	0.714	4.36	0.943	0.023*
Q4	4.42	0.813	4.36	0.923	0.482
Q5	4.62	0.793	4.56	0.939	0.460
Q6	4.74	0.562	4.62	0.718	0.058
Q7	4.15	0.896	3.96	1.084	0.051
Q8	4.59	0.700	4.40	0.835	0.020*
Q9	3.85	0.983	3.31	1.322	0.000*
Q10	4.64	0.663	4.35	0.969	0.001*
Q11	4.67	0.637	4.56	0.743	0.111
Q12	3.80	1.057	3.56	1.151	0.033*
Q13	4.72	0.623	4.47	0.884	0.002*
Q14	4.57	0.674	4.31	0.901	0.002*
Q15	3.85	1.007	3.45	1.215	0.000*
Q16	3.00	1.125	3.00	1.243	1.000
Q17	4.42	0.749	4.08	1.022	0.000*
Q18	4.00	0.946	3.73	1.112	0.011*
Q19	3.91	0.978	3.67	1.162	0.030*
Q20	4.09	1.009	3.89	1.131	0.061
Q21	4.43	0.824	4.19	0.984	0.008*
Q22	3.72	1.017	3.53	1.084	0.073
Q23	4.25	0.806	3.99	1.037	0.005*
Q24	4.17	0.957	4.14	0.938	0.715
Q25	4.54	0.705	4.28	0.880	0.002*
Q26	3.50	1.012	3.35	1.263	0.205
Q27	3.98	1.021	3.75	1.206	0.040*
Q28	3.78	1.125	3.82	1.178	0.734
Q29	3.81	1.163	3.27	1.358	0.000*
Q30	3.90	1.052	3.62	1.167	0.014*
Q31	4.25	0.911	4.00	1.061	0.011*
Q32	4.30	0.928	4.03	1.082	0.006*
Q33	4.33	0.864	4.09	1.064	0.017*
Q34	4.02	1.015	3.81	1.074	0.047*
Q35	3.71	1.297	3.55	1.358	0.247

Note: The subcategories of the questionnaire: Personal and interpersonal characteristics of the English language teacher (the first 9 questions), Subject matter knowledge of the English language teacher (10-15), Language teaching approaches of the English language teacher (16-35).

Based on the results in Table 4.6, except 12 items (Q2, Q4, Q5,Q6, Q7, Q11,Q16, Q20, Q22, Q24, Q28), the mean score differences are significant with a confidence level noted as 95 percent and females have higher mean scores than males. The score differences are marked and can easily be noticed in the table. For instance, the female students' mean score is 4.78 for item 1 whereas the male students' mean score is 4.58 for the same item.

Moreover, the percentages of agreement depending on gender have to be examined in this context (see Table 4.7).



Table 4.7 : Agreement distribution depending on gender

	Female (260)					Male(159)				
	SDis	Dis	PAgree	Agree	SAgree	SDis	Dis	PAgree	Agree	SAgree
Q1	2(0.8%)	-	5(1.9%)	40(15.4%)	213(81.9%)	2(1.3%)	1(0.6%)	11(6.9%)	33(20.8%)	112(70.4%)
Q2	4(1.5%)	4(1.5%)	16(6.2%)	69(26.5%)	167(64.2%)	1(0.6%)	1(0.6%)	19(11.9%)	51(32.1%)	87(54.7%)
Q3	2(0.8%)	1(0.4%)	19(7.3%)	66(25.4%)	172(66.2%)	4(2.5%)	3(1.9%)	19(11.9%)	39(24.5%)	94(59.1%)
Q4	3(1.2%)	-	36(13.8%)	67(25.8%)	154(59.2%)	4(2.5%)	1(0.6%)	22(13.8%)	39(24.5%)	93(58.5%)
Q5	4(1.5%)	4(1.5%)	15(5.8%)	40(15.4%)	197(75.8%)	5(3.1%)	4(2.5%)	8(5.0%)	22(13.8%)	120(75.5%)
Q6	2(0.8%)	-	4(1.5%)	51(19.6%)	203(78.1%)	1(0.6%)	1(0.6%)	13(8.2%)	27(17.0%)	117(73.6%)
Q7	3(1.2%)	8(3.1%)	45(17.3%)	94(36.2%)	110(42.3%)	8(5.0%)	4(2.5%)	36(22.6%)	49(30.8%)	62(39.0%)
Q8	3(1.2%)	-	14(5.4%)	67(25.8%)	176(67.7%)	1(0.6%)	4(2.5%)	18(11.3%)	43(27.0%)	93(58.5%)
Q9	4(1.5%)	16(6.2%)	75(28.8%)	84(32.3%)	81(31.2%)	25(15.7%)	9(5.7%)	53(33.3%)	35(22.0%)	37(23.3%)
Q10	1(0.4%)	2(0.8%)	15(5.8%)	54(20.8%)	188(72.3%)	5(3.1%)	3(1.9%)	17(10.7%)	40(25.2%)	94(59.1%)
Q11	1(0.4%)	4(1.5%)	6(2.3%)	57(21.9%)	192(73.8%)	2(1.3%)	-	12(7.5%)	38(23.9%)	107(67.3%)
Q12	9(3.5%)	21(8.1%)	59(22.7%)	95(36.5%)	76(29.2%)	8(5.0%)	19(11.9%)	50(31.4%)	40(25.2%)	42(26.4%)
Q13	2(0.8%)	2(0.8%)	6(2.3%)	47(18.1%)	203(78.1%)	3(1.9%)	3(1.9%)	15(9.4%)	34(21.4%)	104(65.4%)
Q14	2(0.8%)	1(0.4%)	12(4.6%)	77(29.6%)	168(64.6%)	3(1.9%)	3(1.9%)	20(12.6%)	48(30.2%)	85(53.5%)
Q15	6(2.3%)	16(6.2%)	69(26.5%)	88(33.8%)	81(31.2%)	12(7.5%)	22(13.8%)	47(29.6%)	39(24.5%)	39(24.5%)
Q16	23(8.8%)	61(23.5%)	103(39.6%)	39(15.0%)	34(13.1%)	23(14.5%)	29(18.2%)	56(35.2%)	27(17.0%)	24(15.1%)
Q17	1(0.4%)	3(1.2%)	26(10.0%)	86(33.1%)	144(55.4%)	6(3.8%)	4(2.5%)	29(18.2%)	53(33.3%)	67(42.1%)
Q18	6(2.3%)	6(2.3%)	62(23.8%)	94(36.2%)	92(35.4%)	10(6.3%)	8(5.0%)	41(25.8%)	56(35.2%)	44(27.7%)
Q19	5(1.9%)	12(4.6%)	71(27.3%)	86(33.1%)	86(33.1%)	10(6.3%)	14(8.8%)	40(25.2%)	50(31.4%)	45(28.3%)
Q20	6(2.3%)	16(6.2%)	37(14.2%)	90(34.6%)	111(42.7%)	8(5.0%)	9(5.7%)	36(22.6%)	46(28.9%)	60(37.7%)
Q21	3(1.2%)	3(1.2%)	29(11.2%)	68(26.2%)	157(60.4%)	5(3.1%)	4(2.5%)	22(13.8%)	52(32.7%)	76(47.8%)
Q22	4(1.5%)	24(9.2%)	84(32.3%)	76(29.2%)	72(27.7%)	11(6.9%)	10(6.3%)	51(32.1%)	57(35.8%)	30(18.9%)
Q23	2(0.8%)	3(1.2%)	39(15.0%)	101(38.8%)	115(44.2%)	5(3.1%)	9(5.7%)	29(18.2%)	56(35.2%)	60(37.7%)
Q24	6(2.3%)	11(4.2%)	31(11.9%)	96(36.9%)	116(44.6%)	3(1.9%)	6(3.8%)	24(15.1%)	59(37.1%)	67(42.1%)
Q25	3(1.2%)	1(0.4%)	11(4.2%)	83(31.9%)	162(62.3%)	2(1.3%)	4(2.5%)	21(13.2%)	52(32.7%)	80(50.3%)
Q26	8(3.1%)	30(11.5%)	93(35.8%)	83(31.9%)	46(17.7%)	16(10.1%)	24(15.1%)	44(27.7%)	39(24.5%)	36(22.6%)
Q27	7(2.7%)	12(4.6%)	59(22.7%)	82(31.5%)	100(38.5%)	12(7.5%)	11(6.9%)	35(22.0%)	48(30.2%)	53(33.3%)
Q28	14(5.4%)	21(8.1%)	51(19.6%)	95(36.5%)	79(30.4%)	10(6.3%)	12(7.5%)	30(18.9%)	51(32.1%)	56(35.2%)
Q29	11(4.2%)	26(10.0%)	61(23.5%)	66(25.4%)	96(36.9%)	24(15.1%)	20(12.6%)	42(26.4%)	35(22.0%)	38(23.9%)
Q30	6(2.3%)	19(7.3%)	64(24.6%)	76(29.2%)	95(36.5%)	8(5.0%)	20(12.6%)	41(25.8%)	45(28.3%)	45(28.3%)
Q31	4(1.5%)	6(2.3%)	41(15.8%)	79(30.4%)	130(50.0%)	6(3.8%)	10(6.3%)	23(14.5%)	59(37.1%)	61(38.4%)
Q32	2(0.8%)	14(5.4%)	30(11.5%)	71(27.3%)	143(55.0%)	5(3.1%)	12(7.5%)	24(15.1%)	50(31.4%)	68(42.8%)
Q33	5(1.9%)	3(1.2%)	29(11.2%)	88(33.8%)	135(51.9%)	5(3.1%)	6(3.8%)	35(22.0%)	37(23.3%)	76(47.8%)
Q34	7(2.7%)	13(5.0%)	50(19.2%)	88(33.8%)	102(39.2%)	8(5.0%)	5(3.1%)	46(28.9%)	50(31.4%)	50(31.4%)
Q35	22(8.5%)	24(9.2%)	63(24.2%)	50(19.2%)	101(38.8%)	20(12.6%)	13(8.2%)	38(23.9%)	35(22.0%)	53(33.3%)

Certain values in the agreement distribution draw the researcher's attention. For instance, 81.9 percent of the female students stated that they strongly agree with the first item (Q1). On the other side, 70.4 percent of the male students stated they strongly agree with this item. In addition, 31.2 percent of the female students (81 students) stated that they strongly agree with item 9, whereas 23.3 percent of the male students (37 students) stated that they strongly agree with this item. As it was reported in the first part of data analysis, item 9 had the lowest mean score in general terms.

Secondly, the first item in the second sub-category (Q10) can be considered as part of a difference. 72.3 percent of the female students stated that they strongly agree with Q10. This value decreases and noted as 59.1 percent in terms of the male students' agreement level for Q10.

Another difference in terms of the agreement percentage and number of students can be seen in item 25. 62.3 percent of the female students (162 Ss) stated that they strongly agree with Q25 whereas 50.3 percent of the male students (80 Ss) stated that they strongly agree with this item.

4.2.1.3- The order of importance given by the male and female students for the three different sub-categories

All in all, it is substantially crucial to review the order of importance given by the male and female students for the three different sub-categories. These comparisons can make the analysis process more clear and ascertain the concluding points.

Table 4.8: The order of importance given by the female and male students for the three different sub-categories

Number of Students	Sub-categories	Mean (Female)	Mean (Male)
419	Personal and Interpersonal Characteristics of the English Language Teacher	4.468	4.284
419	Subject matter knowledge of the English Language Teacher	4.375	4.116
419	Language teaching approaches of the English Language Teacher	4.006	3.789

The highest value regarding the difference between the mean scores of female and male students was found in the second sub-category (Subject matter knowledge of the English language teacher) In other words, although there are remarkable differences in the total mean scores of two genders, the biggest numerical difference (0.259) can be noticed in the second sub-category. The female students' mean score for the second sub-category was noted as 4.375. This score changes for the male students (4.116). It can be expressed that the second sub-category "Subject-matter knowledge of the English language teacher" is evaluated as a more important component by the female students.

All of these total scores in three categories support the previous p-value distributions. That is to say, it was noted that the mean score differences are significant at 95 percent confidence level and the female students had higher mean scores than the male students. As it was indicated before, this finding related to the female students can be defined as a sensitivity or focus. The term 'focus' actually represents the importance attached to teacher characteristics in general.

The results reflecting the other variables in this study (type of high school, English language learning time period, faculty of the student, the most important reason to learn English) are brief and limited since the possible relationships were not so considerable according to the mean scores of sub-categories. However, the type of high school variable was also evaluated from a different point of view since the results presented a mean score difference for one of the high school types within one of the sub-categories.

4.2.2- Results reflecting the "type of high school" variable

This section of the analysis aimed to answer the third research question. At this point, it is necessary to note that the type of high school being graduated from and English language learning time period were taken as two different variables in the analysis process.

Research Question 3:

Do the perspectives of these English Preparatory Unit students differ according to the types of high schools they graduated from and their English language learning time periods (including their previous language learning experiences)?

Within this context, the research aimed to examine the relationship between the types of high schools the students graduated from and their perspectives on the characteristics of an effective English language teacher. In other words, as it was indicated in the related research question, the aim was to find out the possible differences in students' perspectives according to the high school types. However, the difference was observed only in one sub-category. This sub-category was determined as 'Subject matter knowledge of the English language teacher'. The high school causing the difference was identified and the comparisons were reported by putting emphasis on p-values.

4.2.2.1- The differences between the 'types of high schools students graduated from': Three different sub-categories and total

The mean scores and standard deviations of the students for the sub-categories are presented together with the types of high schools. The total mean scores and standard deviations according to the high school types are presented in Table 4.9, too.

Table 4.9: The testing differences between 'the types of high schools students graduated from': Three different subcategories and total

High School	N	%	Total		Subcategory1		Subcategory2		Subcategory3	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
Anatolian High School	204	48.7	4.113	.470	4.407	.500	4.296	.636	3.926	.5451
Vocational High School	23	5.5	4.323	.357	4.502	.338	4.463	.358	4.200	.4995
Private High School	82	19.6	4.017	.396	4.344	.438	4.115	.592	3.841	.4940
Science High School	11	2.6	4.036	.318	4.323	.389	4.469	.266	3.777	.3770
General High School	74	17.7	4.154	.408	4.436	.398	4.324	.531	3.976	.5108
Other	25	6.0	4.029	.652	4.333	.752	4.253	.799	3.826	.6782
Total	419	100.0	4.106	.453	4.398	.480	4.277	.606	3.923	.5360
P- Value	-	-	0.068		0.640		0.010*		.063	

As shown in Table 4.9, the mean score difference is considerable only in "Subject matter knowledge of the English language teacher" sub-category (p-value=0,010≤0,05).

The high school causing the difference was identified as “Private High School”. As a result of all comparisons, the significant differences were found between “Private high school” and three other high school types as distributed in Table 4.10.

Table 4.10: The p-values distributing the differences between Private High School and three other high school types

		P- Value
Private High School	Anatolian High School	0.002*
	Vocational High School	0.015*
	General High School	0.032*

The p values were noted as 0.002, 0.015 and 0.032 for the Private High School-Anatolian High School, Private High School-Vocational High School and Private High School-General High School respectively.

4.2.2.2- The order of importance given by the students for the three different sub-categories according to the types of high schools

The order of importance given by the students for the three different sub-categories is represented in Table 4.11. The mean scores are again the basic components of this comparison. The aim of this analysis section was previously defined as putting forward a more general perspective. At this point, this general perspective should be taken into consideration for the comparison of the mean scores based on high school types.

Table 4.11: The order of importance given by the students for the three different sub-categories according to the types of high schools

Number of Students	Sub-categories	Mean (A.HS)	Mean (V.HS)	Mean (P.HS)	Mean (S.HS)	Mean (G.HS)	Mean (Other)
419	Personal and Interpersonal Characteristics of the English Language Teacher	4.407	4.502	4.344	4.323	4.436	4.333
419	Subject matter knowledge of the English Language Teacher	4.296	4.463	4.115	4.469	4.324	4.253
419	Language teaching approaches of the English Language Teacher	3.926	4.200	3.841	3.777	3.976	3.826

The second sub-category (Subject matter knowledge of the English language teacher) is the major focus in this context. This sub-category was described as a more important component by the students who graduated from Vocational high schools, Anatolian high schools and General high schools respectively when compared to the students who graduated from Private high schools. In other words, as shown in Table 4.11, the mean score of the students who graduated from Private high schools was lower than the mean scores of the students who graduated from the other three high school types in the second sub-category.

4.2.3- Results reflecting the ‘English language learning time period’ variable

The results in this part of the analysis address the second dimension of the third research question.

Research Question 3:

Do the perspectives of these English Preparatory Unit students differ according to the types of high schools they graduated from and their English language learning time periods (including their previous language learning experiences)?

The aim was to question the relationship between the students’ English language learning time periods and their perspectives on the present teacher characteristics. At this point, the research question emphasized that this learning time period includes the students’ previous language learning experiences’. As it was indicated in the methodology chapter, the mean English language learning time period of the students was calculated as 8.29 years. However, the results were brief and limited since no significant difference was explored in the sub-categories in terms of language learning time periods.

4.2.3.1- The differences between the three different language learning time periods: Three different sub-categories and total

First of all, it is necessary to assert that the time variable was classified in three ordinal categories as “1-6 years”, “7-14 years” and “15-19 years” depending on the minimum and maximum values of time in the collected data (Table 4.12).

Table 4.12 : The testing differences between the three different language learning time periods: Three different sub-categories and total

Reason	N	%	Total		Subcategory1		Subcategory2		Subcategory3	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
1-6 years	87	20.8	4.070	0.421	4.355	0.350	4.251	0.626	3.888	0.560
7-14 years	326	77.8	4.120	0.461	4.413	0.510	4.290	0.597	3.938	0.529
15-19 years	6	1.4	3.866	0.455	4.259	0.413	3.944	0.834	3.666	0.550
Total	419	100.0	4.106	0.453	4.398	0.480	4.277	0.606	3.923	0.536
P- Value	-		0.282		0.469		0.347		0.371	

ANOVA (Analysis of variance) was used to test the mean score differences between the three different language learning time period categories. Table 4.12 presents the results regarding the four separate F tests. Based on the results of F tests, no significant difference was observed in the sub-categories and in the total scores. To conclude, it was explored that the language learning time periods don't have any significant effects on the students' mean scores in the sub-categories.

4.2.3.2- The order of importance given by the students for the three different sub-categories according to their English language learning time periods

The order of importance for the three different sub-categories is presented in Table 4.13. This section is only an informative summary since there was no significant difference in the students' mean scores according to their English language learning time periods.

Table 4.13: The order of importance given by the students for the three different sub-categories according to their English language learning time periods

Number of Students	Sub-categories	Mean (1-6 y.)	Mean (7-14 y.)	Mean (15-19 y.)
419	Personal and Interpersonal Characteristics of the English Language Teacher	4.355	4.413	4.259
419	Subject matter knowledge of the English Language Teacher	4.251	4.290	3.944
419	Language teaching approaches of the English Language Teacher	3.888	3.938	3.666

4.2.4- Results reflecting the “faculty of the student” variable

The fourth research question in this quantitative study aims to examine the possible differences in the students’ perspectives according to the faculties they will study at after the preparatory year.

Research Question 4:

Do the perspectives of these English Preparatory Unit students differ according to the faculties they are enrolled in?

Within the scope of this analysis, there were 14 different faculties (including the vocational schools) reported by the students. The analysis consisted of 410 student participants’ responses since there were 9 missing student responses in the faculty section. The distribution of student numbers in each faculty is also given under the following title.

There was no significant difference in terms of the students’ perspectives according to the ‘faculty’ variable. The reason for this situation can be explained as ‘the unmanageable categorical variety’. This unmanageable categorical variety may have easily inhibited to select the possible differences in the students’ perspectives. In other words, the overall distribution is indefinite.

An extra section including the order of importance given by the students for the three different sub-categories is not presented in this context since it might present a complex framework instead of a systematic summary.

4.2.4.1- The differences between types of faculties: Three different sub-categories and total

ANOVA (Analysis of variance) was used to find out the mean score differences (for three different sub-categories and total) between 14 different faculties. Table 4.14 presents the results regarding the four separate F tests.

Table 4.14: The testing differences between types of faculties: Three different sub-categories and total

Department/ Faculty	N	%	Total		Subcategory1		Subcategory2		Subcategory3	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
Economics A.	84	20.0	4.053	0.438	4.415	0.389	4.232	0.59	3.836	0.568
Engineering	102	24.3	4.028	0.463	4.307	0.496	4.219	0.613	3.846	0.550
Law	28	6.7	4.058	0.354	4.448	0.410	4.273	0.555	3.817	0.412
Health S.	48	11.5	4.222	0.365	4.504	0.348	4.420	0.396	4.035	0.464
Dentistry	6	1.4	4.100	0.254	4.518	0.303	4.388	0.69	3.825	0.329
Science and L.	26	6.2	4.111	0.607	4.329	0.715	4.359	0.772	3.938	0.589
Communication	33	7.9	4.193	0.375	4.451	0.365	4.343	0.650	4.031	0.475
Education	30	7.2	4.119	0.639	4.414	0.739	4.222	0.661	3.955	0.674
Commercial	42	10.0	4.208	0.391	4.415	0.478	4.257	0.654	4.101	0.447
F.A.D.A.	5	1.2	4.000	0.587	4.200	0.505	4.133	0.802	3.870	0.599
Kazan VS	2	0.5	4.471	0.383	4.444	0.785	4.416	0.824	4.500	0.070
Social S. VS	1	0.2	4.800	.	5.000	.	5.000	.	4.650	.
Health S. VS	1	0.2	3.771	.	3.7778	.	4.000	.	3.700	.
Technical S. VS	2	0.5	4.228	0.363	4.444	0.314	4.583	0.589	4.025	0.318
Total	410	97.9	4.107	0.454	4.397	0.482	4.277	0.603	3.925	0.534
P- value	-		0.277		0.541		0.846		0.143	

The results of the F-tests demonstrate that no significant difference was observed neither in sub-categories nor in the total scores which means that the faculty variable has no significant effect on the whole mean scores. These findings provide the opportunity to answer the fourth research question. In conclusion, it can be asserted that the perspectives of the English Preparatory Unit students on the characteristics of an effective English language teacher don't differ according to the faculties they will study at after the English preparatory education.

4.2.5- Results reflecting “the most important reason to learn English” variable

The last research question tries to find out whether the students’ perspectives differ according to their English language learning reasons or not.

Research Question 5: Do the perspectives of these English Preparatory Unit students differ according to their English language learning reasons (the most important reason to learn English for each student)?

The question addressed to the students in the personal information part of the questionnaire was “What is your most important reason to learn English?”.

This variable was determined as an important component of the research because it intended to explore the students’ overall awareness towards language learning and the priority in their minds. However, it was explored that the students’ mean scores in the questionnaire sub-categories and in total don’t differ according to their English language learning reasons. The order of importance given by the students for the aforementioned sub-categories is presented, too. This order of importance part can summarize the findings in a broader frame by highlighting the mean scores.

4.2.5.1- The differences between the English language learning reasons: Three different sub-categories and total

ANOVA (Analysis of variance) was used to test the mean score differences between four different English language learning reasons concerning the three different sub-categories and total (4.15).

Table 4.15: The testing differences between the types of English language learning reasons: Three different subcategories and total

Reason	N	%	Total		Subcategory1		Subcategory2		Subcategory3	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
Necessity for academic aims	100	23.9	4.042	0.535	4.342	0.620	4.211	0.665	3.856	0.591
Interest/Will	37	8.8	4.166	0.388	4.375	0.460	4.405	0.470	4.000	0.454
Requirement	121	28.9	4.117	0.424	4.419	0.359	4.286	0.628	3.931	0.548
Occupational Aims	161	38.4	4.124	0.433	4.423	0.465	4.281	0.578	3.942	0.507
Total	419	100.0	4.106	0.453	4.3988	0.480	4.2772	0.606	3.923	0.536
P- Value	-	-	0.398		0.545		0.415		0.468	

Table 4.15 presents the results of four separate F tests. Besides, the student numbers in each ‘language learning reason’ category are distributed within Table 4.15. For instance, 161 students identified the most important reason to learn English for them as the necessity for their occupational aims. On the other side, 37 students identified the most important reason to learn English for them as ‘being interested in it and having a will to learn it’.

Based on the results of F-tests, no significant difference was observed in the sub-categories and in the total scores. So, it can be asserted that the English language learning reasons (*the most important reason to learn English for each student*) don’t have any significant effects on the mean scores of the students.

4.2.5.2- The order of importance given by the students for the three different sub-categories according to their English language learning reasons

The order of importance according to the mean scores of the students is presented in Table 4.16 by taking the English language learning reasons as the focus of the analysis (4.16).

Table 4.16: The order of importance given by the students for the three different sub-categories according to their English language learning reasons

Number of Students	Sub-categories	Mean (Nec.)	Mean (Int.)	Mean (Req.)	Mean (Occup.)
419	Personal and Interpersonal Characteristics of the English Language Teacher	4.342	4.375	4.419	4.423
419	Subject matter knowledge of the English Language Teacher	4.211	4.405	4.286	4.281
419	Language teaching approaches of the English Language Teacher	3.856	4.000	3.931	3.942

4.3- The reliability statistics regarding to all items and each sub-category in the questionnaire

The Cronbach's Alpha coefficient was calculated as 0,895 for all items (35 items). This coefficient was measured as 0,775 for the first subcategory (6 items), 0,739 for the second subcategory (9 items) and 0,852 for the third subcategory (20 items).



5 - CONCLUSION AND DISCUSSION

This part of the study presents the concluding remarks related to each research question in a systematic approach. In addition, this stage of the study also includes comparative discussions related to the findings of the research.

5.1- The Findings of Research Question 1

Research Question 1: What are the perspectives of Başkent University English Preparatory Unit students on the characteristics of an Effective English Language teacher in terms of three subcategories (personal and interpersonal characteristics, subject matter knowledge, language teaching approaches)?

As it was already asserted in the data analysis part, the first research question aimed to examine Başkent University English Preparatory Unit students' perspectives on teacher characteristics in general terms without taking into account any variables.

In this part of the concluding remarks, the findings should be interpreted by reconsidering the four different headings given in the data analysis part (Table 5.1).

Table 5.1- The four different headings reflecting the findings of the first research question

Results of the questionnaire sub-category 1: Personal and Interpersonal characteristics of the English language teacher
Results of the questionnaire sub-category 2: Subject matter knowledge of the English language teacher
Results of the questionnaire sub-category 3: Language teaching approaches of the English language teacher
The order of importance given by the students for the three different sub-categories

To begin with, there are four items in the first sub-category which might easily be noticed because of their mean scores and percentages of agreement. The mean scores of item 1, item 5 and item 6 were higher than 4.50. The percentages of agreement were quite high in the ‘Strongly agree’ option of these three items, too.

According to these findings, most of the students perceive ‘being eager to help students in and outside the classroom, treating students fairly regardless of achievement and taking into consideration students’ difficulties with the foreign language’ as important personal and interpersonal characteristics in terms of teacher effectiveness.

However, this tendency was remarkably different for the last item in the first sub-category (Q9). In other words, item 9 had the lowest mean score and the percentage of agreement in ‘Strongly agree’ option was quite low for this item. The highest student number in terms of agreement level was observed in the ‘Partly agree’ section for this item (Q9). So, it can be stated that most of the students don’t perceive ‘using authority to maintain discipline (Q9)’ as an important component of English language teachers’ effectiveness. Secondly, the results regarding to the students’ perspectives on the subject matter knowledge of the English language teacher should be discussed. Item 11 and item 13 had the highest mean scores in the second sub-category. The reported percentages of agreement in ‘Strongly agree’ option were quite high for these items, too. Therefore, it can be indicated that most of the participant students attach a considerable importance to these items. So, these students think that an effective English language teacher should have a broad vocabulary in the English language and a sound knowledge of the English grammar as distributed in Figure 5.1.

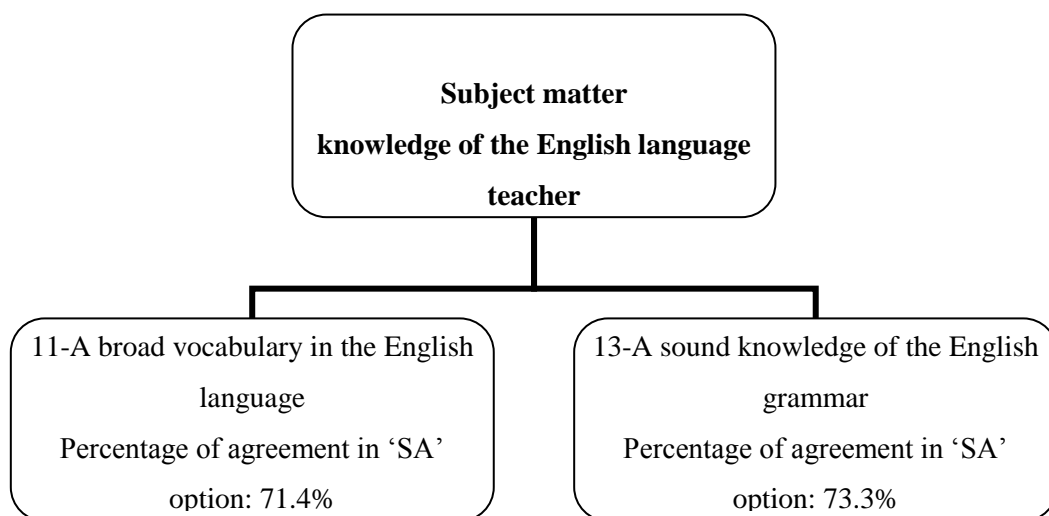


Figure 5.1- The items with the highest mean scores in the second sub-category

On the other side, item 12 and item 15 in the second sub-category had the lowest mean scores. As it was noted in the data analysis section, the percentages of agreement also showed significant differences in these items. These findings revealed that ‘having a native-like accent and being acquainted with the target language’s (English) culture’ are not perceived as important aspects of teacher effectiveness by the students in general terms.

Furthermore, the third part within this research question examined the students’ perspectives on the language teaching approaches of the English language teacher. It was already reported that the mean scores of approximately 50 percent of the items were higher than 4 (9 items out of 20). In this context, item 25 had the highest mean score and the highest agreement percentage in ‘Strongly agree’ option. According to this finding, it can be asserted that ‘thoroughly explaining new grammar rules before asking students to practice the relevant structure’ is perceived as an effective teaching approach by most of the students. In addition, item 21 had the second highest mean score. This finding revealed that ‘simplifying the classroom language to facilitate comprehension of what is being said’ is also a preferred teaching approach.

However, the lowest mean score in this sub-category was observed in the analysis of item 16. A considerable number of students stated that they partly agree or disagree with this item. Thus, it can be indicated that ‘following the textbook rigidly (Q16)’ is not identified as an effective teaching approach by most of the students.

One of the most crucial aspects of this quantitative study was previously explained as analyzing the order of importance given by the students for the three different sub-categories in the questionnaire. It was also expressed that the mean scores were completely determinative for this purpose. As it was mentioned in the beginning paragraph, the aim of the first research question was to examine the students’ perspectives in general terms. Accordingly, the highest importance was attached to the first sub-category by the students. The second sub-category was evaluated as the second most important category and the lowest importance was attached to the third sub-category.

1. Personal and interpersonal characteristics of the English language teacher (MS- 4.39)
2. Subject matter knowledge of the English language teacher (MS- 4.27)
3. Language teaching approaches of the English language teacher (MS- 3.92)

To conclude, it can be remarked that the personal and interpersonal characteristics were perceived as the most important components of teacher effectiveness by the participant students. 'Subject-matter knowledge' followed this component with the second highest mean score as the second most important component. On the other side, the last sub-category in the questionnaire was not the priority in the students' minds.

At this stage, the findings of the first research question should be discussed in a broader perspective by taking into account the findings of previous studies. Although a variety of studies conducted in the field were mentioned in literature review part, the major purpose of the discussion part is to consider the studies which have similar research methods. The reason for that choice can be defined as "the determinative nature of methodologies for the research contexts".

The findings of the first research question show similarities with Chen and Lin's (2009) study in terms of some aspects. This study under consideration (Chen and Lin, 2009) was actually conducted with the participation of a group of high school students. Nevertheless, the findings of this study showed some similarities with the findings of the first research question. For instance, the high school students generally perceived *teachers' personality* and *teacher-student relationship* as more important characteristics than the characteristics related to instructional competence. Specific teacher characteristics such as *being enthusiastic in teaching, respecting the students* were emphasized. These findings regarding to the "characteristics of effective English teachers" were in accord with the findings of this thesis study. On the other side, within the scope of the study carried out by Chen (2012), Thai University students attached importance to EFL teachers' *personality traits* such as being kind and understanding to the students. These students also emphasized the importance of having *good teaching skills and techniques* to make the teaching content clear and comprehensible in terms of effectiveness. It is necessary to express that these findings noted in Chen's study (2012) also show similarities with the findings of this thesis study. Moreover, the students who participated to the study (Chen,2012) expected the teachers to be *competent in subject matter knowledge*, which can also be defined as a similar result.

The findings of the first research question were also in accord with the findings of the study carried out by Kourieos and Evripidou (2013). This aforementioned study was also implemented in a university setting.

The present similarity was remarkable. That is to say, an effective EFL teacher was no longer considered as one who has a *directive and authoritarian role in the learning process* according to the findings of the study carried out by Kourieos and Evripidou (2013). As it was stated in the findings of the first research question, the students who participated to this thesis study also didn't perceive "using authority to maintain discipline" as an effective feature.

Besides, the students who participated to the research implemented by Kourieos and Evripidou (2013) put emphasis on the use of "*group tasks designed around real life topics*" and "*authentic language use*" in the foreign language classroom. In a similar vein, "following the textbook rigidly" was not actually perceived as an effective teaching approach by most of the students taking part in this thesis research.

According to the results of the study conducted by Barnes and Lock (2013) in a Korean university setting, students placed high importance on *rappor attributes, impartiality, presenting explicit grammar instruction and target language knowledge*. These results were also similar with the results obtained from this thesis study. For instance, the term impartiality symbolizes treating students fairly regardless of achievement. Furthermore, presenting explicit grammar instruction symbolizes thoroughly explaining new grammar rules before asking students to practice the relevant structure. Rapport attributes can be discussed under the sub-category of personal and interpersonal characteristics.

It is extremely necessary to compare the findings of this thesis study with the findings of the study conducted by Arıkan et al. (2008). The reason for that case is the similarity of research settings. In other words, Arıkan et al. (2008) conducted their research in two different universities' English preparatory schools in Turkey. This study revealed that students focus on certain *personality traits* such as being friendly, enthusiastic and creative in terms of teacher effectiveness. "Teaching grammar effectively" was also seen as an important dimension of teacher effectiveness. These preferences of the students actually show similarities with the preferences of the students who participated to this thesis study. Another preference that should be addressed is certainly "*being fluent in English*". As it can easily be recalled, subject matter knowledge of the teacher was a crucial component for the preparatory unit students in this thesis study.

In addition, there are considerable similarities between the findings of this thesis study and the findings of the study conducted by Çelik et al.(2013) in a Turkish university setting.

The students who participated to this study described a successful English language teacher as *fair* and *just* and as someone who has *enthusiasm for teaching*. It was also reported that Turkish university students expect their teachers to have *a sound knowledge of vocabulary* and *grammar*. As it was already stated in the concluding remarks, these components (having a broad vocabulary in the English language and a sound knowledge of the English grammar) were also expected by the participant students in this thesis study. Besides, similar to the findings of this thesis study, “being an authority figure in the classroom” wasn’t seen as a required teacher quality in the study conducted by Çelik et. al. (2013).

5.2- The Findings of Research Question 2

Research Question 2: Do the perspectives of these English Preparatory Unit students differ according to their genders?

The second research question aimed to explore the possible differences in the English Preparatory Unit students’ perspectives according to their genders. As it was mentioned in the data analysis part, out of five variables, ‘gender’ variable showed the most remarkable difference in the investigation of students’ perspectives. Thus, the analyses regarding the gender variable were more detailed and extensive than the other variables’ analyses.

Significant differences were detected in the mean scores of female and male students for the three sub-categories. Furthermore, the female students’ total mean score for all sub-categories was higher than the male students’ total mean score for all sub-categories. It was already noted in the data analysis part that this certain difference within the total mean scores can be interpreted as a kind of sensitivity towards teacher characteristics. In other words, the female students’ sensitivity towards teacher characteristics might be higher than the male students’ sensitivity towards these characteristics.

Besides, considering the significant differences in the mean scores for three sub-categories, all items in the questionnaire were analyzed separately and the p values distributing the differences were noted (p-values were already given in the data analysis part).Afterwards, the percentages of agreement depending on gender were reported. Now, these findings should be briefly discussed.

To begin with, based on the results, the mean score differences were significant and except 12 items , the female students had higher mean scores than the male students.

The items which were perceived as more crucial components of teacher effectiveness by the female students should be examined in Table 5.2.

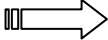
Meanwhile, only seven items from the third sub-category (language teaching approaches of the English language teacher) were respectively selected and presented in the table in order to exemplify the difference.

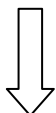
Table 5.2- The items with higher mean scores : The female students’ perspectives

<p>Item 1- Being eager to help Ss in and outside the classroom</p> <p>Item 3- Praising the effort relating to language learning</p> <p>Item 8- Being open-minded</p> <p>Item 9- Using authority to maintain discipline</p>	<p>Item 10- Using English competently</p> <p>Item 12- Having a native- like accent</p> <p>Item 13- Having a sound knowledge of the English grammar</p> <p>Item 14- Being familiar with language learning theories</p> <p>Item 15- Being acquainted with the target language’s (English) culture</p>	<p>Item 17- Making frequent use of other materials related to the lesson</p> <p>Item 18- Integrating computer aided instruction into foreign language teaching</p> <p>Item 19- Using English as the predominant means of classroom communication</p> <p>Item 21- Simplifying his/her classroom language to facilitate comprehension of what is being said</p> <p>Item 23- Using activities which draw learners’ attention to specific grammatical features</p> <p>Item 25- Thoroughly explaining new grammar rules before asking students to practice the relevant structure</p> <p>Item 27- Grading written assignments predominantly for effort and content</p>
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In terms of the agreement distribution, four items were randomly chosen to discuss in detail.

For instance, the female students perceived **Item 1** as a more crucial feature in terms of effectiveness when compared to the male students.

Item 1  being eager to help students in and outside the classroom



81.9 percent (female students)- in 'SA' option

70.4 percent (male students)- in 'SA' option

Additionally, the percentage of agreement was higher in 'SA' option of item 9 for female students when it is compared with the value noted for the male students.

This item under consideration (Q9) had the lowest mean score in general terms as it was explained in the findings of the first research question. However, it is easy to notice that the female students' agreement level was higher for this item (Item 9: Using authority to maintain discipline). 31.2 percent of the female students stated that they strongly agree with this item. According to the perspectives of these female students, an effective English language teacher should use authority to maintain discipline. However, this value decreases to 23.3 percent for the male students within the same option.

Secondly, the first item in the second sub-category (Q10) showed a significant difference in terms of genders, too. 72.3 percent of the female students stated that they strongly agree with this item (Q10). However, this value decreases in the agreement level of male students and it was noted as 59.1 percent in "SA" option.

This situation revealed that 'using English competently' is a more preferred component for the female students.

Moreover, the agreement level of the female students for item 25 (-thoroughly explaining new grammar rules before asking students to practice the relevant structure) was also higher when it is compared to the male students' agreement level (Female students- 62.3 percent, Male students- 50.3 percent).

It is necessary to remember that item 25 had the highest mean score in general terms in the findings of the first research question. It can be interpreted that this range was actually based on female students' overall perspectives.

At this point, the order of importance given by the female and male students for the three different sub-categories should be reviewed by referring to the total mean scores (Table 5.3).

Table 5.3- The numerical differences between the mean scores of female and male students for the three sub-categories

Number of students	Sub-categories	Mean score Female Ss	Mean score Male Ss	The numerical difference
419	Personal and Interpersonal characteristics of the English language teacher	4.468	4.284	0,184
	Subject matter knowledge of the English language teacher	4.375	4.116	0,259
	Language teaching approaches of the English language teacher	4.006	3.789	0,217

As it can be seen in the table, the highest value regarding the difference was observed in the second sub-category.

According to this finding, the second sub-category (Subject-matter knowledge of the English language teacher) was perceived as a substantially important issue by the female students. In other words, the importance attached to this category by the female students was higher than the importance attached by the male students. Moreover, the female students' overall mean scores in each sub-category were higher than the male students' overall mean scores in these sub-categories. This finding represented the sensitivity of female students towards teacher characteristics in general terms.

Finally, the findings of the second research question should be discussed together with the findings of previous studies conducted in the field. In this context, the first example might be the research implemented by Chen and Lin (2009) in a high school setting. As it was previously explained in the literature review part, the focus of this study included questioning the effect of gender on students' perceptions. The importance attached to the "personality-relationship" based characteristics by the female students was higher than the importance attached to these characteristics by the male students in this study.

Besides, it was noted that the female students also put more emphasis on certain teacher characteristics such as motivating students to learn English and *being familiar with the English culture*. These findings reported in the study conducted by Chen and Lin (2009) were partly in accord with the findings of this thesis study. In other words, the major finding isn't completely similar with the finding reported in the second research question.

The reason is obvious; "the subject matter knowledge of the English language teacher" was a priority in the minds of the female students who participated to this study. But we have to remember that the female students' overall mean scores for the three sub-categories were higher than the male students' overall mean scores according to the findings of this thesis. So, the female students also attach a remarkable importance to the "personal and interpersonal characteristics of the English language teacher".

On the other hand, being familiar with the English culture actually symbolizes "being acquainted with the target language's (English) culture" and this item was a preferred feature for the female students who participated to this thesis study.

The content of the research conducted by Wichadee (2010) in Bangkok University was previously explained by addressing the findings. Although this study under consideration (Wichadee, 2010) obtained a completely different finding in terms of gender variable, it can be considered in this framework. There were no significant differences between the perceptions of male and female students according to the analysis of four categories related to teacher qualities; "English proficiency, pedagogical knowledge, organization and communication skills, and socio-affective skills" in this study.

Moreover, the findings of the study conducted by Ghasemi and Hashemi (2011) in a university setting in Iran show some similarities with the findings of this thesis study. The male students who participated to this study indicated that “having a good sense of humor” is an important aspect of teaching, whereas the female students emphasized the importance of “*pronunciation proficiency*”, “teaching how to learn English” and “*treating students fairly*”.

Similar to the these findings, the female students who participated to this thesis study also attached a considerable importance to “having a native like accent”. However, “treating students fairly regardless of achievement” was described as an important quality by the whole group according to the findings of the first research question in this thesis study.

Within the scope of Demir and Koçyiğit’s research (2014) which was implemented in the English preparatory units of two different universities, the female students’ expectations were higher than the male students’ expectations in all of the dimensions related to teacher qualities (English proficiency, pedagogical knowledge, socio-affective skills). This finding can easily recall the finding of the second research question in this thesis study.

In other words, similar to Demir and Koçyiğit’s study (2014), the female students’ total mean score for all sub-categories was higher than the male students’ total mean score for all sub-categories in the findings of this thesis study,

5.3- The Findings of Research Question 3

Research Question 3: Do the perspectives of these English Preparatory Unit students differ according to the types of high schools they graduated from and their English language learning time periods (including their previous language learning experiences)?

The third research question intended to examine the possible differences in the students’ perspectives according to the types of high schools they graduated from and their English language learning time periods. The type of high school student graduated from and English language learning time period were taken as two different variables in the analysis process.

✓ **“The type of high school” variable**

First of all, the findings regarding to the type of high school variable should be explained and discussed. These findings presented a mean score difference only in one of the sub-categories.


This aforementioned sub-category was the “Subject matter knowledge of the English language teacher”. The high school type causing the difference was “Private High School”.

As it was already clarified in the data analysis part, the significant differences were found between “Private High School” and three other high school types. These high school types were determined as “Anatolian High School, Vocational High School and General High School”. The comparisons were based on the calculation of p-values.

To conclude, it is necessary to discuss the order of importance given by the students for the three different sub-categories according to the types of high schools. This general perspective can certainly enlighten the comparison of students’ mean scores based on the high school types. Accordingly, the mean score of the students who graduated from Private high schools was lower than the mean the score of the students who graduated from “Vocational high schools, Anatolian high schools and General high schools” in the second sub-category.

This finding can remind us the importance attached to the second sub-category by these students. It can be stated that “subject matter knowledge of the English language teacher” is seen as a more important component in terms of effectiveness by the students who graduated from Vocational high schools, Anatolian high schools and General high schools. However, this importance attached to the “subject matter knowledge of the teacher” shows a decrease for the graduates of Private high schools.

Table 5.4- The high school type causing the difference in the second sub-category

Number of students	Sub-category 2	A.H.S Mean score	V.H.S Mean score	P.H.S Mean score	G.H.S Mean score
419	Subject matter knowledge of the English language teacher	4.296	4.463	 4.115	4.324

All in all, it can be inferred that the recent educational backgrounds of the students (the types of high schools they graduated from) partly affect their perspectives on the characteristics of an effective English language teacher. The findings obtained in the analysis of this variable can be reconsidered by taking into account the current system of English language teaching at the high school level. However, these findings can only be discussed alone since the previous studies being reviewed didn't involve a similar variable while examining the students' perspectives on teacher characteristics. Subject matter knowledge of the EFL teacher directly refers to the language proficiency, cultural acquaintance and field specific knowledge of the teacher. Accordingly, it can be indicated that these components related to the subject matter knowledge aren't the major priorities for the graduates of Private high schools in contrast to the graduates of three other high school types. This case can also be interpreted through considering the intensiveness of English courses in the high school types being mentioned.

✓ **“English language learning time period” variable**

The second focus of this research question was on examining the relationship between the students' English language learning time periods and their perspectives on the present teacher characteristics. The mean English language learning time period of the students was calculated as 8.29 years. The time variable was classified in three ordinal categories as “1-6 years”, “7-14 years” and “15-19 years” depending on the minimum and maximum values of time in the data.

However, as it was already stated in the data analysis part, the results were brief and limited since no significant difference was explored in the sub-categories in terms of language learning time periods. Based on the results of the statistical tests, it was found out that the students' perspectives on the characteristics of an effective English language teacher don't differ according to their English language learning time periods. So, the importance attached to the three different sub-categories by the students doesn't present a remarkable difference in this context.

To sum up, the students' language learning time periods (including the previous learning experiences and the English preparatory education) do not cause any differences in their perspectives on teacher characteristics. It can be interpreted that the language learning time period variable is not a determinative factor in terms of perceiving the characteristics of an effective EFL teacher.

In addition, this overall finding cannot be compared with any other studies since the previous studies being reviewed did not involve a similar variable while examining the students' perspectives on teacher characteristics.

5.4- The Findings of Research Question 4

Research Question 4: Do the perspectives of these English Preparatory Unit students differ according to the faculties they are enrolled in?

The fourth research question aimed to examine the possible differences in the students' perspectives according to the faculties they will study at after the English preparatory year. However, the statistical analysis revealed that there was no significant difference in the students' perspectives according to "faculty" variable. The reason regarding to this finding was already explained as "the unmanageable categorical variety". The order of importance given by the students for the three different sub-categories was not reviewed since it might present a complex framework instead of a systematic summary of mean scores.

To conclude, the perspectives of the English preparatory unit students on the characteristics of an effective EFL teacher do not differ according to the faculties they will study at after the English preparatory year.

The unmanageable categorical variety represents the 14 different faculties (including the vocational schools) reported by the students in this context. As it was stated in the data analysis part, this variety may have inhibited to select the possible differences in the students' perspectives. However, based on the statistical test results, it should be noted that the faculty variable wasn't a determinative or significant factor within the analysis of preparatory unit students' perspectives. This finding cannot be compared with any other studies being reviewed by the researcher, too.

It is necessary to note that some differences in the perspectives of these students were in fact expected by the researcher since the "faculty/department" factor is a remarkable aspect which may easily affect students' attitudes towards language learning during the English preparatory year.

5.5- The Findings of Research Question 5

Research Question 5: Do the perspectives of these English Preparatory Unit students differ according to their English language learning reasons?

The last research question intended to find out the possible differences in the students' perspectives according to their English language learning reasons.

In other words, a multiple-choice question developed by the researcher was addressed to the students in the personal information section of the questionnaire (Question: "What is your most important reason to learn English?")

Actually, this question aimed to explore the students' overall awareness towards language learning and the priority in their minds and examine the possible relationship between these areas and the students' perspectives as distributed in Figure 5.2.

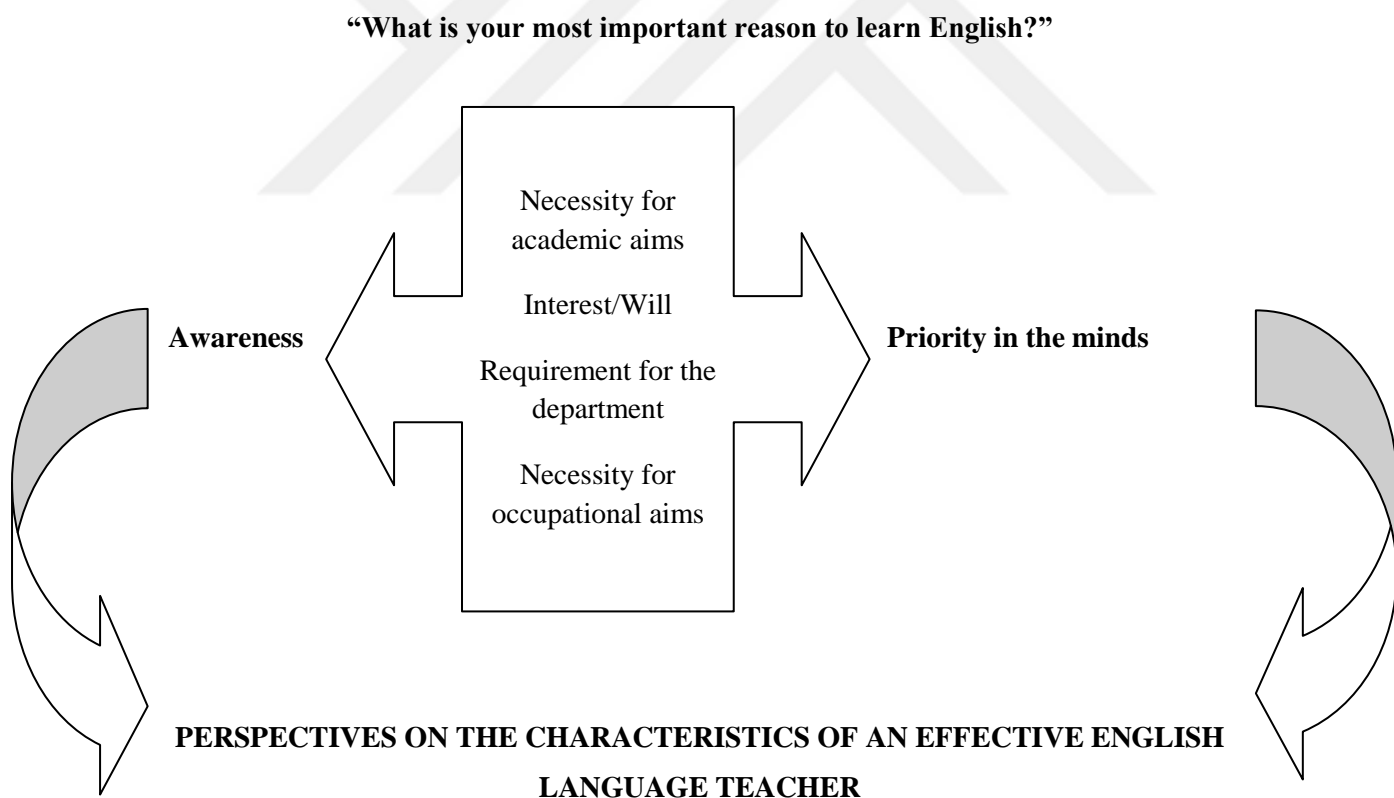


Figure 5.2- The content of the question directed to the students in order to answer the last research question

However, the findings revealed that the students' perspectives on teacher characteristics do not differ according to the most important reasons to learn English for them. Thus, the importance attached to the sub-categories by the students does not present a considerable difference in this part, too.

This part of the research basically had a great importance since it put emphasis on examining students' awareness towards language learning and the priorities in their minds regarding to language learning reasons. As it was already explained, the purpose was to associate these factors with their perspectives on teacher characteristics. Nevertheless, the expected differences, in other words, possible effects, were not observed which means that the descriptions of language learning reasons do not have a significant relationship with the perspectives on teacher characteristics. Since this research instrument and content has an authentic nature, it is not possible to discuss the finding together with the reviewed studies' findings.

6 - OVERALL CONCLUSION AND IMPLICATIONS

The first purpose of this part of the study is to overview the findings through presenting a “step-by step” summary. Afterwards, the implications based on the classroom practices and further researches are clarified as part of the final interpretations.

6.1- The concluding remarks regarding the investigation of students’ perspectives in general terms

- ✓ Most of the English preparatory unit students perceive “being eager to help students in and outside the classroom, treating students fairly regardless of achievement and taking into consideration students’ difficulties with the foreign language” as important personal and interpersonal characteristics in terms of teacher effectiveness. On the other hand, most of these students don’t perceive “using authority to maintain discipline” as an important component of English language teachers’ effectiveness.
- ✓ Furthermore, these students think that an effective English language teacher should have a broad vocabulary in the English language and a sound knowledge of the English grammar. Besides, the findings revealed that “having a native-like accent and being acquainted with the target language’s (English) culture” are not perceived as important aspects of teacher effectiveness by the students in general terms.
- ✓ It can also be asserted that “thoroughly explaining new grammar rules before asking students to practice the relevant structure” is perceived as an effective teaching approach by most of the students. “Simplifying the classroom language to facilitate comprehension of what is being said” is also a preferred teaching approach. But, “following the textbook rigidly” is not identified as an effective teaching approach by a considerable number of the students.
- ✓ The highest importance was attached to the first sub-category of the questionnaire by the students. The second sub-category was evaluated as the second most important category and the lowest importance was attached to the third sub-category. To conclude, the personal and interpersonal characteristics of the EFL teacher were perceived as the most important components of teacher effectiveness by the participant students. “Subject-matter knowledge of the EFL teacher” followed this component as the second most important component of effectiveness. On the other side, the last sub-category of the questionnaire (Language teaching approaches of the EFL teacher) was not the priority in the students’ minds.

6.2- The concluding remarks regarding the place of addressed independent variables within the investigation

- ✓ “Gender” variable showed the most remarkable difference in the investigation of the students’ perspectives on teacher characteristics. Significant differences were detected in the perspectives of female and male students for the three sub-categories of the questionnaire. Furthermore, the female students’ total agreement level (reported as the mean score) for all sub-categories was higher than the male students’ total agreement level for all sub-categories. This certain difference can be interpreted as a kind of sensitivity towards teacher characteristics. In other words, the female students’ sensitivity towards teacher characteristics might be higher than the male students’ sensitivity towards these characteristics. The items which were perceived as more crucial components of teacher effectiveness by the female students were interpreted in the previous part of the study. On the other hand, the importance attached to the subject-matter knowledge of the English language teacher by the female students was higher than the importance attached to this sub-category by the male students. Moreover, the female students’ overall mean scores (representing the agreement levels) in each sub-category were higher than the male students’ overall mean scores in each sub-category. This finding also represented the sensitivity of female students towards teacher characteristics in general terms.

- ✓ The findings related to the type of high school variable presented a significant difference only in one of the sub-categories. This aforementioned sub-category was the “Subject matter knowledge of the English language teacher”. The high school type causing this difference was “Private High School”. The significant differences were found between “Private High School” and three other high school types. These high school types were determined as “Anatolian High School, Vocational High School and General High School”. “Subject matter knowledge of the English language teacher” was seen as a more important component in terms of effectiveness by the students who graduated from Vocational high schools, Anatolian high schools and General high schools. However, this importance attached to the “subject matter knowledge of the teacher” shows a decrease for the graduates of Private high schools. To sum up, it can be inferred that the recent educational backgrounds of the students (the types of high schools they graduated from) partly affect their perspectives on the characteristics of an effective English language teacher.

- ✓ It was explored that the students' perspectives on the characteristics of an effective English language teacher do not differ according to their English language learning time periods. In other words, the students' language learning time periods (including their previous learning experiences and the English preparatory education) do not cause any differences in their perspectives on teacher characteristics.
- ✓ The perspectives of these students on the characteristics of an effective EFL teacher do not differ according to the faculties they will study at after the English preparatory year.
- ✓ The findings of this study also revealed that the English preparatory unit students' perspectives on the aforementioned teacher characteristics do not differ according to their English language learning reasons (the description of the most important reason to learn English for each student).

6.3- Implications

6.3.1- Implications for classroom practices

In this final section of the study, the first purpose is to interpret the overall findings of the study in terms of classroom practices. In accordance with this purpose, the first three aspects that were emphasized by the students can be reconsidered.

To begin with, since the “helpful” teacher profile is perceived as an important part of effectiveness during the language learning process, EFL teachers should attach importance to this component. Furthermore, “treating students fairly without considering their achievement levels” is actually a well-known notion of pedagogical knowledge. This feature also symbolizes the teacher's objective attitude towards the students. However, the major aim should be to create a general awareness towards language learning and classroom responsibilities in whole group's views. Another emphasized aspect of the first sub-category was “taking into consideration students' difficulties with the foreign language”. Students might have a variety of difficulties and needs during the language learning process. Besides, these difficulties and needs might change for each student. Accordingly, one of the major roles of an effective EFL teacher should be able to notice the needs of the students and provide the necessary remedial teaching practices.

On the other hand, two aspects of the subject matter knowledge of the EFL teacher were also emphasized by the students, which is actually an expected finding; *“a broad vocabulary in the English language and a sound knowledge of the English grammar”*.

The vocabulary knowledge and the grammar knowledge are the two important determinative components of language proficiency. Moreover, the primary requirement of conveying knowledge in a successful way is to be competent in that specific field. In this regard, language teachers might consistently continue to develop their language proficiency by taking “life-long learning” as the basis of their teaching philosophy. At this point, it is necessary to state that teaching and learning should be strongly intertwined with each other for an effective teacher who aims to become a life-long learner.

As it was previously explained, the students who participated to this quantitative study also put emphasis on two different items under the sub-category of “language teaching approaches of the EFL teacher”. In this context, a detailed and systematic presentation of grammar rules should be taken into consideration for effective classroom practices. Language teachers can make use of different materials while presenting the grammar rules. They can even design authentic contents to present the new structures. So, the practice stage of the relevant structures can proceed in a more efficient way. The second item that was emphasized by the students was about the simplicity of the classroom language. The simplicity of the classroom language used by the teacher is extremely important to facilitate comprehension in the language learning process. A suggestion for effective teaching might be to make plans in advance about the content of the classroom language especially while presenting new topics.

Since **“the personal and interpersonal characteristics of the EFL teacher”** were perceived as the most important components of teacher effectiveness by the participant students in general terms, there should be an overall awareness towards the reflection of these characteristics on the language teaching process.

In addition, the present two variables that showed some differences in the investigation of the students’ perspectives on teacher characteristics can provide valuable insights to the EFL teachers. The first one was “Gender” since it showed the most remarkable difference. The second one was completely related to the recent educational backgrounds of the students.

Because of the fact that these factors might cause significant differences in the students' perspectives on teacher characteristics and they might change the students' sensitivity levels, they should be kept in mind within the language teaching process, too.

6.3.2- Implications for further researches

The second purpose in this final section of the study is to present implications for further researches related to this research topic. First of all, as it was already asserted, this thesis study examined the student perspectives in a single context including a particular group of students and a particular education term. A suggestion for further researches might be examining students' perspectives on the characteristics of an effective EFL teacher in different settings or in different times and comparing the findings. Besides, similar studies might be conducted in order to examine high school students' or secondary school students' perspectives on teacher characteristics. In a similar vein, these investigations might be supported with qualitative research techniques such as the interviews. In addition, the students' language proficiency levels can be taken as the basis of further research; especially when the context is determined as "English preparatory unit in higher education". A different point of view might be based on examining the students' perspectives on teacher characteristics by taking into consideration the teachers' experience periods. In other words, the students' views on the significance of experience period in terms of the teacher's effectiveness can be examined within the scope of further researches.

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APPENDICES

Appendix A: The permission for the use of the questionnaire

01.05.2016 Gmail - Permission to use the questionnaire

 Deniz Yerli <denizyerli89@gmail.com>

Permission to use the questionnaire
2 ileti

Deniz Yerli <denizyerli89@gmail.com> 30 Kasım 2015 23:00
Alıcı: skourieos@cytanet.com.cy, DEvripidou@uclan.ac.uk

Dear Dr. Stella Kourieos and Dr.Dimitris Evripidou,

I am an MA student at Başkent University Institute of Educational Sciences ELT Program. Currently, I am working on my thesis. I intend to examine Turkish Preparatory School students' perspectives on the characteristics of an 'Effective English Language Teacher'.

I would like your permission to adapt the questionnaire- based survey in your article (Students' Perceptions of Effective EFL Teachers in University Settings in Cyprus,2013) into Turkish for my research.

I would be very pleased if you could give me the chance to adapt the instrument into Turkish.

Sincerely,

Deniz Yerli
Başkent University
Ankara
Turkey

Stella Kourieos <skourieos@gmail.com> 2 Aralık 2015 16:11
Alıcı: Deniz Yerli <denizyerli89@gmail.com>

Yes sure you can. Good luck with your thesis.
Regards,
Stella

[Alıntılanan metin gizlendi]

<https://mail.google.com/mail/u/0/?ui=2&ik=3373f9edd6&view=pt&q=stella&qs=true&search=query&th=1515a326536fc14f&siml=1515a326536fc14f&siml=15...> 1/1

Appendix B: The adapted version of the questionnaire

ANKET FORMU

Bu anket, etkili bir İngiliz dili öğretmeninin niteliklerine ilişkin bakış açılarınızı araştırmayı hedefleyen bir yüksek lisans tez araştırması için hazırlanmıştır. Anketten elde edilecek sonuçlar araştırma amacı dışında kesinlikle kullanılmayacaktır. Anket formuna adınızı yazmanız gerekli değildir. Sizin bireysel görüşleriniz bizim için değerlidir. Katkılarınız için çok teşekkürler.

Deniz YERLİ
Başkent Üniversitesi
İngiliz Dili Öğretimi Programı
Yüksek Lisans Öğrencisi

LÜTFEN ANKETİ TAMAMLAMAYA BURADAN BAŞLAYINIZ

BÖLÜM 1

Cinsiyet : K () E ()

Yaşınız :

Fakülteniz/ Bölümünüz :

Ne kadar süredir İngilizce öğreniyorsunuz? _____ yıl _____ ay

Mezun olduğunuz lisenin türü

a) Anadolu lisesi b) Meslek lisesi c) Özel lise d) Fen lisesi e) Düz lise

f) Diğer belirtiniz _____

İngilizceyi öğrenmek için en önemli sebebiniz nedir?

- a) Akademik hedeflerim için gerekli
- b) İlgi/istek duyuyorum
- c) Bölümüne devam etmem için gerekli
- d) Mesleki hedeflerim için gerekli

BÖLÜM 2

ETKİLİ BİR İNGİLİZCE ÖĞRETMENİ

Bu bölümde, aşağıda verilen maddelere ne derece katılıp katılmadığınızı 1 ile 5 arası bir rakamı yuvarlak içine alarak belirtmeniz beklenmektedir. Lütfen hiçbir maddeyi boş bırakmayınız.

ETKİLİ BİR İNGİLİZCE ÖĞRETMENİ

1 Kesinlikle katılmıyorum **2** Katılmıyorum **3** Kısmen katılıyorum **4** Katılıyorum **5** Kesinlikle katılıyorum

1. Öğrencilere sınıf içinde ve dışında yardım etmek için istekli olmalıdır.	1	2	3	4	5
2. Öğrencileri dil öğrenme konusundaki ihtiyaçlarını ifade etmeleri ve tartışmaları için teşvik etmelidir.	1	2	3	4	5
3. Dil öğrenmeye ilişkin çabayı takdir etmelidir.	1	2	3	4	5
4. Öğrencilere genel olarak arkadaşça yaklaşmalıdır.	1	2	3	4	5
5. Başarıya bakmaksızın öğrencilere adil davranmalıdır.	1	2	3	4	5
6. Öğrencilerin yabancı dil ile ilgili yaşadığı zorlukları dikkate almalıdır.	1	2	3	4	5
7. Öğrencilerin dil becerilerine güven duymalıdır.	1	2	3	4	5
8. Yeniliklere açık olmalıdır.	1	2	3	4	5
9. Disiplini sağlamak için otoritesini kullanmalıdır.	1	2	3	4	5
10. İngilizceyi yetkin bir şekilde kullanmalıdır.	1	2	3	4	5
11. Engin bir İngilizce kelime dağarcığına sahip olmalıdır.	1	2	3	4	5
12. Anadili gibi bir aksana sahip olmalıdır.	1	2	3	4	5
13. İyi bir İngilizce gramer bilgisine sahip olmalıdır.	1	2	3	4	5
14. Dil öğrenme kuramlarına aşina olmalıdır.	1	2	3	4	5
15. Hedef dilin (İngilizce) kültürüne aşina olmalıdır.	1	2	3	4	5
16. Ders kitabını sıkı sıkıya takip etmelidir.	1	2	3	4	5
17. Ders ile ilgili farklı materyaller kullanmalıdır.	1	2	3	4	5
18. Bilgisayar destekli eğitimi yabancı dil öğretimine entegre etmelidir.	1	2	3	4	5
19. Sınıf içi iletişim için daha çok İngilizceyi kullanmalıdır.	1	2	3	4	5
20. Öğrencilerin İngilizceyi sınıf ortamının dışında da kullanmaları için olanaklar sağlamalıdır.	1	2	3	4	5

ETKİLİ BİR İNGİLİZCE ÖĞRETMENİ

1 Kesinlikle katılmıyorum **2** Katılmıyorum **3** Kısmen katılıyorum **4** Katılıyorum **5** Kesinlikle katılıyorum

21. Ne söylendiğinin kavranmasını kolaylaştırmak için sınıfta kullandığı dili sadeleştirmelidir.	1	2	3	4	5
22. Konuşma ve yazma aktivitelerini öncelikli olarak dilbilgisel doğruluk yönünden değerlendirmemelidir.	1	2	3	4	5
23. Öğrencilerin dikkatini belirli dilbilgisel özelliklere çeken aktiviteler kullanılmalıdır.	1	2	3	4	5
24. Öğrencilerin birbirleriyle İngilizce iletişim kurmalarını gerektiren aktiviteler düzenlemelidir.	1	2	3	4	5
25. Öncelikle yeni öğretilecek dilbilgisi kurallarını kapsamlı bir şekilde öğrencilere açıklamalı ve ardından verilen yapıyı pratik etmelerini istemelidir.	1	2	3	4	5
26. Yazılı ödevleri ağırlıklı olarak dilbilgisel doğruluk bakımından değerlendirmemelidir.	1	2	3	4	5
27. Yazılı ödevleri ağırlıklı olarak çaba ve içerik bakımından değerlendirmemelidir.	1	2	3	4	5
28. Öğrencilerin ikili ya da küçük gruplar halinde çalışmalarını gerektiren aktiviteler düzenlemelidir.	1	2	3	4	5
29. Öğrencilere hedef dilin (İngilizce) kültürünü tanıtan aktiviteler düzenlemelidir.	1	2	3	4	5
30. İletişimsel aktiviteler sırasında öğrencileri dilbilgisi hatası yaptıktan hemen sonra düzeltmelidir.	1	2	3	4	5
31. Öğrencilerin konuşma esnasındaki hatalarını doğru biçimlerini vererek düzeltmelidir.	1	2	3	4	5
32. Öğrencilerin yaptığı hataları neden yanlış olduğuna anında açıklama getirerek ele almalıdır.	1	2	3	4	5
33. Öğrencileri gerçek yaşamdan konular ile karşı karşıya getirmelidir.	1	2	3	4	5
34. Öğrencilerin bireysel çalışmalarını gerektiren aktiviteler düzenlemelidir.	1	2	3	4	5
35. Öğrencilerin bölümlerine göre materyal tasarlamalı ya da seçmelidir.	1	2	3	4	5

Appendix C: The English version of the adapted version of the questionnaire

QUESTIONNAIRE FORM

This questionnaire has been prepared for an M.A thesis study which aims to investigate your perspectives on the characteristics of an effective English language teacher. The results obtained from the questionnaire will definitely not be used for any other purposes except from the aim of this thesis study. You don't have to write your name in the questionnaire form. Your personal opinions are valuable for us. Thank you very much for your contributions.

Deniz YERLI
Başkent University
M.A. Program in ELT
Graduate student

PLEASE START FILLING IN THE QUESTIONNAIRE FROM HERE

PART 1

Gender : F () M ()

Age :

Your faculty/ Department :

How long have you been learning English? _____ year/s _____ month/s

Type of high school you graduated from

- a) Anatolian high school b) Vocational high school c) Private high school
d) Science high school e) General high school f) Other _____

What is your most important reason to learn English?

- e) It is necessary for my academic aims
f) I am interested in it / I want to learn it
g) It is a requirement for my department
h) It is necessary for my occupational aims

PART 2 AN EFFECTIVE ENGLISH LANGUAGE TEACHER

In this part, you are expected to circle the number that indicates how much you agree or disagree with each statement given below. Please don't leave any item unanswered.

Main Source for the 35 items: Kourieous, Evripidou (2013)

An effective English language teacher should :

1 Strongly disagree	2 Disagree	3 Partly agree	4 Agree	5 Strongly agree
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1. Be eager to help students in and outside the classroom	1	2	3	4	5
2. Encourage students to express and discuss their needs for language learning	1	2	3	4	5
3. Praise the effort relating to language learning	1	2	3	4	5
4. Have a friendly attitude towards the students	1	2	3	4	5
5. Treat students fairly regardless of achievement	1	2	3	4	5
6. Take into consideration students' difficulties with the foreign language	1	2	3	4	5
7. Express confidence in students' language abilities	1	2	3	4	5
8. Be open-minded	1	2	3	4	5
9. Use authority to maintain discipline	1	2	3	4	5
10. Use English competently	1	2	3	4	5
11. Have a broad vocabulary in the English language	1	2	3	4	5
12. Have a native-like accent	1	2	3	4	5
13. Have a sound knowledge of the English grammar	1	2	3	4	5
14. Be familiar with language learning theories	1	2	3	4	5
15. Be acquainted with the target language's (English) culture	1	2	3	4	5
16. Follow the textbook rigidly	1	2	3	4	5
17. Make use of different materials related to the lesson	1	2	3	4	5
18. Integrate computer-aided instruction into foreign language teaching	1	2	3	4	5
19. Use English as the predominant means of classroom communication	1	2	3	4	5
20. Provide opportunities for students to use English beyond the classroom setting	1	2	3	4	5

21. Simplify his/her classroom language to facilitate comprehension of what is being said	1	2	3	4	5
22. Not grade speaking/writing activities primarily for grammatical accuracy	1	2	3	4	5
23. Use activities which draw learners' attention to specific grammatical features	1	2	3	4	5
24. Set activities which require students to interact with each other in English	1	2	3	4	5
25. Thoroughly explain new grammar rules before asking students to practice the relevant structure	1	2	3	4	5
26. Grade written assignments predominantly for grammatical accuracy	1	2	3	4	5
27. Grade written assignments predominantly for effort and content	1	2	3	4	5
28. Set activities which require students to work in pairs or small groups	1	2	3	4	5
29. Set activities which introduce the target language's (English) culture to the students	1	2	3	4	5
30. Correct students immediately after making a grammar mistake during communicative activities	1	2	3	4	5
31. Correct students' mistakes by using recasts (correct reformulations of students' speech)	1	2	3	4	5
32. Address errors by immediately providing explanation as to why students' responses are incorrect	1	2	3	4	5
33. Expose students to real life topics	1	2	3	4	5
34. Set activities which require students to work individually	1	2	3	4	5
35. Design or select material according to students' majors	1	2	3	4	5

Appendix D: The institutional permission to conduct the research

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25.01.2016

Başkent Üniversitesi Yabancı Diller Eğitimi Anabilim Dalı Başkanlığına

Anabilim Dalınız İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisiyim. 'Etkili bir İngiliz dili öğretmeninin niteliklerine dair öğrenci bakış açıları: Türkiye de bir üniversite ortamında gerçekleştirilen araştırma' adlı tez çalışmam için hali hazırda İngilizce okutmanı olarak görev yaptığım Başkent Üniversitesi Yabancı Diller Yüksekokulu Hazırlık Biriminde 2015-2016 Bahar döneminde anket uygulaması yapmak istiyorum. Söz konusu uygulama için kullanacağım anket ve araştırma öneri formum ekte sunulmaktadır.

Gereğini saygılarımla bilgilerinize arz ederim.

Deniz YERLİ

İngiliz Dili Öğretimi Programı Yüksek Lisans Öğrencisi,
Yabancı Diller Yüksekokulu İngilizce Okutmanı



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EK 1- Araştırma öneri formu
EK 2- Anket formu

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BAŞKENT ÜNİVERSİTESİ
Eğitim Bilimleri Enstitüsü Müdürlüğü



TS-EN-ISO 9001
KALİTE SİSTEM BELGESİ



Sayı : 67284360-100/ 2622
Konu : Anket Uygulama İzni Hk.

25/01/2016

REKTÖRLÜK MAKAMINA

Enstitümüz, İngiliz Dili Öğretimi Tezli Yüksek Lisans programı öğrencisi Deniz Yerli, "Etkili bir İngiliz dili öğretmenliğinin niteliklerine dair öğrenci bakış açısı: Türkiye'de bir üniversite ortamında gerçekleştirilen araştırma" adlı teziyle ilgili olarak bir örneği ilişikte gönderilen anket çalışmasını Üniversitemizin, Yabancı Diller Yüksekokulu Hazırlık biriminde 2015-2016 bahar yarıyılında yapmak istemektedir.

Gereğini bilgilerinize arz ederim.

Saygılarımla,

Prof. Dr. Sadegül AKBABA ALTUN
Enstitü Müdürü

Ek :Anket uygulama (8 sayfa)

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NOTLAR (Anket Uygulama İzni hk.)



M.Abdülkadir VAROĞLU (27/01/2016 22:59)

Uygundur.