MALTEPE UNIVERSITY

INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

ENGLISH LANGUAGE TEACHING

STUDENTS' AND TEACHERS' PERCEPTION OF EFFECTIVE FOREIGN LANGUAGE TEACHING

MASTER OF ARTS THESIS

ZEYNEP BİRİNCİ GÜLER

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Supervisor

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TEZ ONAY SAYFASI

05/ 10/2010

T.C. MALTEPE ÜNİVERSİTESİ

Sosyal Bilimler Enstitüsü Müdürlüğü'ne

Zeynep BİRİNCİ GÜLER'e ait STUDENTS' AND TEACHERS' PERCEPTION OF EFFECTIVE FOREIGN LANGUAGE TEACHING ADLI çalışma, jürimiz tarafından İNGİLİZ DİLİ VE EĞİTİMİ Anabilim Dalı'nda YÜKSEK LİSANS TEZİ olarak kabul edilmiştir.

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ABSTRACT

It is believed that foreign language teachers and students might hold similar or different views on effective foreign language teaching. These views are thought to result in various ways, which may affect the success and satisfaction of the learners. Based on this knowledge, this study aimed at examining the similarities and differences between students' and teachers' perception of effective foreign language teaching.

43 English instructors (10 native, 33 non-native speakers of English) and their 647 students at the English Preparatory School of a foundation university located in Istanbul responded to a 21-item Likert-scale questionnaire to determine, compare and contrast teachers' and students' ideals of effective teacher behaviors. Several issues in L2 teaching were included in the questionnaire; a comparison was made in terms of the following factors: gender, high school type and hometown of students, high achieving and low achieving students' perceptions, teachers' being a native speaker or not and their graduate degree.

Findings revealed that unlike the students, the teachers placed more importance on speaking the target language beginning the first day of class, teacher's being attentive to his or her appearance, having the students use the target language outside of class, being familiar with theories of Second Language Acquisition, using information gap activities, and preparing and organizing the lesson. Yet, addressing errors by providing immediate explanations, teacher's helping students after class time, and speaking the foreign language with native-like control received greater student agreement than teacher agreement. In addition, the highest agreement between students and teachers were about teacher's not discriminating among

students, having sense of humor, maintaining discipline in class, being sensitive to students' problems, and using small group activities to reduce learner anxiety. Moreover, maintaining discipline in class, teaching grammar by giving examples of grammatical structures before explaining the grammar rules, and being treated fairly showed a greater female student agreement than male student agreement. Students who will have an English-medium instruction at their faculties agreed more with the teacher's requiring students to use the language outside of class with other speakers of the language than students who will have a Turkish-medium instruction. Significant differences in perceptions were observed between native speaker teachers and non-native speaker teachers. Regarding the relationship between students' or teachers' beliefs about effective foreign language practices and students' success in the achievement tests, and the differences in perceptions between high achieving and low achieving students, results indicated several negative or positive relationships. Classes whose beliefs match with their teachers' about several characteristics were more successful in achievement tests compared to the ones that do not. Finally, results showed that the more the individual student and teachers' beliefs matched about several characteristics of an effective teacher, the higher success rate was observed for that student.

TEZ ÖZETİ

Yabancı dil öğretmenlerinin ve öğrencilerinin etkili yabancı dil öğretimi konusunda benzer ya da farklı algılamaları olduğu bir gerçektir. Bu algılamaların öğrencilerin başarı ve tatminini etkileyebilecek çeşitli sonuçlar doğurduğu düşünülmektedir. Buna dayanarak, bu çalışma öğretmen ve öğrencilerin etkili yabancı dil öğretimine ait algılamaları arasındaki benzerlik ve farklılıkları incelemeyi amaçlamıştır.

İstanbul'da bir vakıf üniversitesinin İngilizce Hazırlık Okulundaki 43 İngilizce okutmanı (10 anadili İngilizce olan, 33 anadili İngilizce olmayan) ve onların 647 öğrencisi, öğretmen ve öğrencilerin etkili öğretmen davranışları konusundaki ideallerini belirlemek ve karşılaştırmak için 21soruluk Likert tipi ölçeği yanıtlamışlardır. Ölçek, ikinci dil öğretimi ile ilgili çeşitli konuları içermektedir: cinsiyet, mezun olunan lise ve öğrencilerin geldikleri şehir, başarıları yüksek ve düşük öğrencilerin algılamaları, öğretmenin anadilinin İngilizce olması ve olmaması ve öğretmenlerin mezuniyet dereceleri ile ilgili faktörler çerçevesinde bir karşılaştırma yapılmıştır.

Bulgular, öğretmenlerin, daha ilk günden sınıfta yabancı dilin konuşulmasını istemesine, öğretmenin dış görünüşüne özen göstermesine, öğrencilerin dili sınıf dışında kullanmasını istemesine, öğretmenin ikinci dil edinim kuramlarına aşina olmasına, öğrencilerin yabancı dili kullanarak sınıf arkadaşlarından sorular yoluyla bilgi edinmesini gerektirecek etkinlikler kullanmasına ve dersi hazırlayıp düzenlemesine öğrencilerden daha fazla önem verdiğini ortaya koymuştur. Diğer yandan, öğrencilere yanlış cevaplarının neden doğru olmadığını hemen açıklamak, öğrencilere dersten sonra yardımcı olmak ve öğrettiği yabancı dili hem dilbilgisi hem

de sesletim yönünden anadili gibi öğrencilerin öğretmenlerden daha fazla önem verdiği konular olarak ortaya çıkmıştır. Buna ek olarak, öğretmen ve öğrencilerin en fazla hemfikir olduğu konular: öğretmenin öğrencileri arasında ayrımcılık yapmaması, mizah anlayışına sahip olması, sınıfta disiplini sağlaması, öğrencilerin sorunlarına karşı hassas olması ve öğrencilerin kaygısını azaltmak için küçük grup aktiviteleri kullanmasıdır. Ayrıca, sınıfta disiplinin sağlanması, dilbilgisini kuralları açıklamadan önce yapılarla ilgili örnekler vererek öğretilmesi ve öğrenciler arasında ayrımcılık yapmaması erkek öğrencilere kıyasla kız öğrencilerden daha fazla görüş birliği almıştır. Fakültelerinde İngilizce eğitim görecek olan öğrenciler, öğretmenin öğrencilerin dili sınıf dışında kullanmasını istemesine Türkçe eğitim görecek öğrencilerden daha fazla önem vermişlerdir. Anadili İngilizce olan ve olmayan öğretmenlerin algılamaları arasında anlamlı farklılıklar gözlenmiştir. Öğretmen ya da öğrencilerin etkili yabancı dil öğretimi uygulamaları konusundaki inançları ile öğrencilerin sınav başarıları arasındaki ilişki ve başarıları yüksek öğrencilerle düşük olan öğrencilerin algılamaları arasındaki fark konusunda çeşitli negatif ve pozitif ilişkiler bulunmuştur. Etkili yabancı dil öğretmenlerinin bazı özellikleri konusunda inançları öğretmenleriyle eşleşen sınıflar sınavlarda daha başarılı olmuşlardır. Sonuç olarak, öğrenci ile öğretmenin inançları, etkili öğretmenin bazı özellikleri konusunda ne kadar uyum gösterdiyse, o öğrencinin başarı oranının o kadar arttığı gözlenmiştir.

Anahtar Kelimeler: Etkili yabancı dil öğretimi, öğrencilerin inançları, öğretmenlerin inançları, algılamalar, öğretmenin özellikleri

CONTENTS

ABBREVIATIONS

BALLI   Beliefs About Language Learning Inventory

EFL   English as a Foreign Language

ELT   English Language Teaching

ESL   English as a Second Language

L2   Second Language

PUPE   Prep for Undergraduate Programs in English

PUPT   Prep for Undergraduate Programs in Turkish

NTs   Native-Speaker Teachers

NNTs   Non-Native Speaker Teachers

SD   Standard Deviation

SLA   Second Language Acquisition

SPSS   Statistical Package for the Social Sciences

M **diff.**   Mean Difference

*M*t   Mean for teachers

*M*sts   Mean for students

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CHAPTER 1

INTRODUCTION

Recent research in second language learning seems to favor communicative and student-centered approach in the second language classroom. Therefore, curricula are designed based on this approach and textbooks are selected to foster interaction in the classroom. However, there still seems to remain some uncertainties on the reasons for not achieving the desired success rate or motivation level. A significant factor which might cause such problems could be that students and teachers may have both similar and different views and beliefs on effective foreign language teaching. Mismatches between foreign language learners' and teachers' expectations are claimed to adversely affect the students' satisfaction with the language class (Brown, 2009, p.1).

Language teachers may think that they are doing the best for their students to learn and they may believe that they have the right behaviors, attitudes and implement the right methods. Nevertheless, to what extent these beliefs match with that of the learners' is an issue which still needs to be discussed. According to the study carried out by Weinstein (1989 cited in Williams and Burden, 1997, p.98) learners' perceptions of instructors' behavior in class did not correspond with those teachers' intentions. It was added that learners' perceptions and interpretations had a great impact on successful learning. Horwitz (1990), Kern (1995), and Schulz (1996) brought major contributions to the field by arguing that mismatches between

students' and teachers' expectations could negatively affect the satisfaction of the learners and their motivation in attending the language class.

Bearing the possible effects of such a mismatch in mind, it has been necessary to examine and establish criteria for assessing the characteristics of effective foreign language teachers. Bell (2005) states that in recent literature, there is no one single acknowledged definition of effective foreign language teaching because it is a process which has many aspects and may mean different things to different people (p.259). In her study, she considered "effective foreign language teaching" as "clear and enthusiastic teaching that provides learners with the grammatical, lexical, phonological, pragmatic, and sociocultural knowledge and interactive practice they need to communicate successfully in the target language". The definition that Bell maintained in her study depends mainly on methodogical and theoretical aspects of foreign language teaching. Yet, in this study, the scope is broadened according to needs analysis, and other aspects are taken into account such as effective foreign teacher's qualifications and characteristics.

When dealing with the concept of "effective foreign language teacher", it is observed that recent literature has placed great focus on "beliefs" on the grounds that it holds influence on the perceptions and judgments of both teachers and students as stated in Pajares (1992, p. 313). He added that the fact that beliefs have been studied in different fields resulted in a variety of meanings. Pajares (1992) characterized beliefs as a "messy" construct, one that is elusive and therefore difficult to define (p. 307).

Rokeach (1968), for example, defined beliefs as "any simple proposition, conscious or unconscious, inferred from what a person says or does, capable of being preceded by the phrase, ' I believe that…'" (cited in Pajares 1992, p.314).

Sigel (1985) defined beliefs as "mental constructions of experience- often condensed and integrated into schemata or concepts that are held to be true and that guide behaviour" (cited in Pajares, 1992, p.313).

According to Eisenhart, Shrum, Harding, and Cuthbert (1988), beliefs are "a way to describe a relationship between a task, an action, an event, or another person and an attitude of a person toward it" (cited in Şenel, 2006, p.12).

Moreover, in her study, Richardson (1996) defined attitudes and beliefs as "a subset of a group of constructs that name, define, and describe the structure and content of mental states that are thought to derive a person's actions" (p.102). She also made an indirect reference to the definition of "beliefs" presented by anthropologists, social psychologists, and philosophers and stated that "beliefs are thought of as psychological held understandings, premises, or propositions about the world that are felt to be true" (Richardson,1996, p.103).

Finally, Borg (2001) considered some common features concerning the definition of beliefs and concluded that "a belief is a proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitment; further, it serves as a guide to thought and behaviour" (p.186).

Regarding students' beliefs, several studies may be introduced. Puchta (1999) stated that both students and teachers' beliefs could have a strong systematic effect on the students' success and that beliefs were formed in several ways. First two ways listed were through the culture that one lives in and through repetitive experiences. Another way was modelling of important people such as teachers. Past experiences were also indicated as a part of the foundation of belief systems (p.257). However, in Horwitz's study (1999), which reviewed some representative studies from different

cultures that had used the 'Beliefs about Language Learning Inventory' (BALLI), it was found that there was insufficient evidence to indicate that learners' beliefs varied systematically according to cultural background.

In fact, the interest in belief systems dates back to the pioneering work of Horwitz (1981), when she developed the BALLI. She administered it to preservice language teachers in her methods class in 1985 to report on typical responses of methods students. Later in 1988, she conducted another research on students' beliefs and administered the BALLI to intact classes of first semester language students at the University of Texas during the first three weeks of the semester: eighty students of German, sixty- three French students, and ninety-eight in Spanish. Results indicated that answers on some items seemed to differ from commonly held teacher perceptions.

Rifkin (2000) used the BALLI in his three-year study to compare the beliefs about language learning reported in his study with those held by learners in Horwitz's study (1988), "The Beliefs about Language Learning of Beginning University Students". He found that the level of language instruction, the nature of language studied, and the type of educational institution played a role in shaping learner's beliefs, but also stressed that other factors, such as demographic variables, learner variables and other institutional variables could play just as or more important roles than the factors considered in his study (Rifkin, 2000, p.407).

Ellis explained that although beliefs constitute an individual difference variable different from the other individual difference factors such as language aptitude or motivation, like these variables, they have an effect on both the process and product of learning and that they are dynamic and situation specific (Ellis, 2008, p.7). Furthermore, Ellis made a reference to Little, Singleton, and Silvius's study

(1984) in which they had surveyed random samples of undergraduate and postgraduate students of foreign languages at Trinity College, Dublin and found that "past experience, both of education in general and of language learning in particular, played a major role in shaping attitudes to language learning" (cited in Ellis 2008). Ellis also reported on Barcelos' study (2003) in which he had defined three different approaches to investigating learners' beliefs: the normative approach, the metacognitive approach and the contextual approach (Ellis, 2008, p.8). Firstly, the normative approach regards beliefs as "preconceived notions, myths or misconceptions", which can be studied by means of Likert-style questionnaires such as the BALLI. Secondly, Wenden (1987) advocated the metacognitive approach assuming that students' metacognitive knowledge also forms their "theories in action" (cited in Barcelos, 2003, p.16) and they are examined by using verbal accounts obtained through semi-structured interviews and self reports. Thirdly, Barcelos states that the basic idea behind the contextual approach is combining different methods to interpret students' beliefs in their contexts (Barcelos, 2003, p.20) and it involves gathering a variety of data types and diverse ways of data analysis such as ethnographic classroom observations, case studies, diaries, discourse analyses. Ellis added a fourth approach to these- the metaphor analysis approach (Ellis, 2002 and Kramsch, 2003 cited in Ellis, 2008, p.8), which means analyzing the metaphors used by learners to describe their learning and constitutes an indirect means of identifying beliefs.

Teachers' beliefs is another issue that needs to be taken into consideration. Pajares stated that all teachers held beliefs about their work, their students, their subject matter, and their roles and responsibilities (Pajares, 1992, p.314). Richards added that teachers' belief systems are founded on the goals, values, and beliefs they

hold in relation to the content and process of teaching, and their understanding of the systems in which they work and their roles within it (Richards, 1998, p.51). Much of their decision making and action are based on these beliefs and values. Furthermore, Williams and Burden (1997) stated that teachers' beliefs about what learning is will affect their actions in the classroom, whether these beliefs are implicit or explicit and that even if a teacher acts spontaneously, or from habit, such actions are prompted by a deep-rooted belief that may never have been articulated or made explicit (Williams & Burden, 1997, p.57).

Richardson (1996) referred to three categories of experience which influence the development of beliefs and knowledge of teaching. These categories are personal experience, experience with schooling and instruction, and experience with formal knowledge and they are said to begin at different stages of the individual's educational career.

When it comes to students and teachers' beliefs about second language (L2) teaching and learning, it should be noted that until 1990s, no studies had directly compared foreign language teachers' and students' beliefs. In 1990, Lutz compared culture-specific expectations about the respective roles of students and teachers in general instruction among American students, Japanese graduate students, and their teachers at Georgetown University. He found that the American students' and teachers' responses were on the whole in agreement with one another, while mismatches between the Japanese graduate students and the American faculty occurred.

McCargar (1993) studied student and teacher role expectations among English as a Second Language (ESL) students from various linguistic backgrounds. He found significant differences in expectations both across nine student culture

groups and between student groups and American ESL teachers on most expectation categories.

Kumaravadivelu (1991) attempted to identify differences between teachers' intentions and intermediate ESL students' interpretations of a skill integrative language task and found ten potential sources of teacher-learner mismatch.

Nunan (1993), reporting the findings of an earlier comparative study of learning preferences of learners and teachers in the Australian Adult Migrant Education Program, found differences in students' and teachers' priority ratings of eight instructional components. These differences were seen in three areas: error correction (rated "very high" by students and "low" by teachers), student self-discovery of errors, and pair work (both rated "low" by students and "very high" by teachers).

Kern administered the BALLI to both students and teachers in his study in 1995 to compare L2 students' beliefs about language learning with those of their teachers. He discovered that beginning-level students maintain unrealistic expectations and narrowly defined perspectives about L2 learning (Kern, 1995 cited in Brown, 2009, p.48).

Mantle-Bromley (1995) also used the BALLI (with five items omitted) to investigate the beliefs of 208 seventh grade middle school students taking first-year French and Spanish in Kansas. The results hold significance due to the fact that they display a comparison and a measure of the beliefs of younger learners beginning to learn a foreign language. Mantle-Bromley's results indicate, as did Horwitz's (1990) and Kern's (1995), that some of her students' beliefs about language learning differed from commonly held teachers' beliefs. It is interesting that her learners

underestimated the difficulty of language learning to a greater extent than Horwitz's and Kern's.

Peacock (1999) also used the BALLI to investigate the beliefs about language learning of 202 English as a Foreign Language (EFL) students and 45 EFL teachers in the Department of English at the City University of Hong Kong. The results indicated that four of the mismatched learner beliefs negatively affected EFL proficiency. The students who agreed that "Learning a foreign language is mostly a matter of learning a lot of grammar rules" were less proficient than those who disagreed. The students who underestimated the difficulty of learning a foreign language were less proficient than those with a more realistic view. The students who disagreed with the statement "If you are allowed to make mistakes in the beginning, it will be hard to get rid of them later on." were more proficient than those who agreed. The students who disagreed with the statement "You shouldn't say anything in the foreign language until you can say it correctly" were more proficient than those who agreed. Additionally, learner answers on seven other BALLI items were considered to have implications for the learning and teaching of EFL.

More specifically, Levine (2003) used an internet- based questionnaire to gather data on L2 students' and teachers' perceptions about quantity of target language use in various classroom contexts in university L2 classes from various US states and four Canadian provinces, their beliefs about the importance of target language use, and student anxiety due to target language use. Results revealed that both students and teachers felt that students used the L2 less than their teachers did and even less when interacting with other students than in their interactions with the teacher. Moreover, his findings showed that students who perceived higher levels of target language use in their classrooms also reported lower levels of anxiety about

target language use and the teachers who responded to the questionnaire appeared to perceive higher levels of L2-related anxiety among the students than the students themselves did.

More recently, Jun and Intaraprasert (2009) explored the existence of differences of beliefs about learning English held by Chinese non-English major university students and their teachers of English in China. The results of the questionnaire study revealed that 34 out of 44 (plus 2 additional) items of beliefs varied significantly between teachers and students.

The concept of "effective teaching" is another key term that needs to be discussed. Since the beginning of the twenty-first century, all the professions, including teaching, have been under a critical public scrutiny where issues of standards, accountability and quality of service are subject to examination (Turnbull, 2007, p.2). In teaching, what has to be dealt with is a public perception of what a "good" education involves, and this frequently includes a vision of teachers standing in front of compliant, attentive classes delivering their expert knowledge. In addition, the continuous knowledge explosion in this century affects teachers as everyone else. They have to work harder and cope with what information revolution brings with it and they are expected to be able to master these advances and work smarter as well. Moreover, the free and open access to information from the media and the internet has raised the general awareness of the public resulting in even higher expectations. Therefore, it is not surprising that many researchers and professionals responsible for teacher development and evaluation have been striving hard to establish criteria for assessing effective teaching.

What constitutes effective teaching is still being discussed in different domains and there seems to be little agreement regarding which behaviors and

characteristics contribute to effective teaching (Reber, 2001, p.10). Brosh states that because every teaching-learning situation is unique, and that subjects differ from one another, there are teaching behaviours that are regarded as effective in one setting yet less effective in another (Brosh, 1996, p.125). However, researchers agree at least on some dimensions that describe effective teaching in general regardless of subject matter. Murray (1991) reported these as enthusiasm/expressiveness, clarity of explanation, and rapport/interaction. Researchers also agree that teaching is multidimensional and that although these dimensions may change according to discipline and setting, they are still consistent to some degree across disciplines (Reber, 2001, p.10). The characteristics of effective teachers have been investigated both inside and outside the domain of foreign language education. Park & Lee (2006) assert that these characteristics consist of several underlying constructs including subject matter knowledge, pedagogical knowledge, and socio-affective skills. Some characteristics are considered as universal, yet others are domain- specific. The related literature suggests that there is no one single accepted definition of effective foreign language teaching (Reber, 2001, p.10). As stated earlier, the reason for this might be that foreign language teaching is a complex and multidimensional process and its meaning may vary according to each person. Within the scope of this study, Reber's definition of effective foreign language teaching will be maintained. Reber defined effective foreign language teaching as 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 (Reber, 2001, p.11). However, the present study takes into account not only the methodogical but also the pedagogical and personal characteristics of the foreign language teacher. To this end, this particular study

might provide a contrastive profile of the beliefs and perceptions of a large group of foreign language learners and their teachers.

Regarding the characteristics of effective teachers, there have been some studies which aimed at defining them. Ericksen analyzed the views of learners and administrators in a study and reached the conclusion that an effective teacher had to be inspiring, concerned about students, an active scholar respected by discipline peers and an efficient organized professional who is accessible to students and colleagues (Ericksen, 1984:3). More recently, Park & Lee (2006) and Intraboonsom (2007) stated that different groups of people such as teachers and students (Lang et al., 1993; Murphy et al., 2004), males and females (Witcher et al., 2001; Minor et al., 2002), good students and weak students (Koutsoulis, 2003), and students with different majors (Check, 1986); held different views on the characteristics of effective teachers outside the domain of foreign language education.

Lang et al. (1993) designed an instrument to examine the perceptions about teaching characteristics held by administrators, chairpersons, teachers, and deaf college students. They ranked three characteristics considered important to teaching and significant differences were found between respondents.

Similarly, Lowman (1995 cited in Park & Lee, 2006, p.237) found that exemplary teachers excelled in one of the two dimensions: the ability to generate intellectual excitement and interpersonal rapport in students. In 1996, he further investigated 500 teaching awards nomination letters from the students at the University of North Carolina, and found 39 descriptors of effective teacher characteristics. Upon analyzing the data, he decided to add two more dimensions, which were effective motivation, commitment to teaching.

Witcher et al. (2001) conducted a research in which they asked pre-service teachers to identify, rank, and define three to six characteristics that effective teachers possessed. They ended up with 125 characteristics which were classified into six categories: student-centeredness (79.5%), enthusiasm for teaching (40.2%), ethicalness (38.8%), classroom and behavior management (33.3%), teaching methodology (32.4%), and knowledge of subject (31.5%). As previously stated, gender made the strongest contribution to the participants' responses with females ranking learner centeredness higher, whereas, males endorsing classroom and behavior management.

Minor et al. (2002) also found significant differences between perceptions of male and female participants. Male participants preferred an authoritarian teacher, while female respondents valued enthusiasm.

Murphy et al. (2004 cited in Intraboonsom, 2007, p.2) identified qualities that students perceived effective teachers needed to have, and reported that the ability to organize the lesson, giving clear explanation and speaking softly were considered important for them. On the other hand, in-service teachers believed effective teachers had to be patient and polite.

Koutsoulis (2003) identified 94 characteristics of effective teachers by 25 high school students in Cyprus and classified these characteristics into three categories: human characteristics, communication characteristics and teaching and production characteristics. Interestingly, students at different achievement levels viewed teacher effectiveness differently. The low achieving students favored human and communication characteristics more than the high achieving students, whereas the high achievement students preferred teaching and production characteristics more.

Although it is stated that it is difficult to define the characteristics of effective teachers, several researchers tried to describe who good teachers were. Leamson (1999) stated that motivating and making the students ready were highly significant in effective teaching. Furthermore, a good teacher had to be very careful with what and how he/she said or did something, what he/she requested of students, and how he/she reacted to their successes and failures. The image the teacher presents and the entity students perceive and interact with were also considered essential.

In Şişman's study (1999 cited in Afyon, 2005) a good teacher was described as one using his/her native language effectively and loving people and his/her job. He/She was characterized as optimistic, tolerant and loving, friendly, cheerful, reliable and honest towards students. Fairness, objectivity, patience and good control of feelings were also considered essential. Finally, it was added that a good teacher was intellectual, cultured and creative, innovative and aware of all the changes going on.

Özdemir and Yalın (2000 cited in Afyon, 2005) defined good teachers as enthusiastic, friendly, humorous, trustworthy, serious, organized and flexible.

Burke (2002 cited in Afyon, 2005, p.28) described good teachers as ones who believed that their students could be successful, who had research orientation, had a deep knowledge of the subjects they taught, used a variety of teaching methods, encouraged students and monitored their progress, whose discipline strategies were firm and clear, yet created a climate of fairness in class.

Karaçam (2003 cited in Afyon, 2005:28) listed several qualities of a good teacher.Good teachers should love their jobs, be moral, patient, self-sacrificing, be good models, understand student psychology, be competent in their field, well-

educated, innovative and cultured, intelligent, read books, have speaking skills, be sociable and sportive.

Sönmez (2003 cited in Afyon,2005:29) focused on the teachers' classroom management skills and maintained that good teachers were effective classroom managers, encouraged students to participate, used eye contact and gestures efficiently, had an audible voice, moved in class, were competent in their native language, democratic, fair, well-prepared for the lesson, gave regular feedback and made regular revisions.

Okçabol, Akpınar, Caner, Erktin, Gök and Ünlühisarcıklı (2003 cited in Afyon, 2005) made a study in 15 cities in Turkey with 5800 students and asked them to write three important qualities of a good teacher. The results indicated that 40% of the students wanted teachers to hold a positive attitude towards them. 37% wanted teachers to be successful in their fields. 12% wished their teachers to have positive personality traits and 7% of the respondents wanted teachers to love and respect their jobs.

Turnbull (2007) defined nine habits of highly effective teachers, which are thinking for yourself, laying the foundation of confident performance, taking action on stress, taking your time, establishing creative rapport, attentive listening, practicing the behaviors of influence, influencing leadership behaviors, and extending the influence (p.7).

In conclusion, the literature is replete with studies delving into the characteristics of effective or good teachers in general. Some of the characteristics of effective teachers summarized in the studies mentioned above were universal, and others were group dependent. It can also be said that several effective characteristics

could be classified into categories such as subject matter knowledge, pedagogical knowledge, and socio-affective skills.

Although there are many studies conducted on the characteristics of effective teachers in general education, there is a lack of studies on the characteristics of effective foreign language teachers. The L2 classroom presents learning objectives, tasks, and instructional approaches that are qualitatively distinct from those of other subjects (Brown, 2009, p.46). In content classes, the transmission of conceptual knowledge and concrete facts takes place by using a mutually intelligible language. In contrast, L2 learning involves transmission of concepts and facts via the subject which is under examination-that is the L2 (Brown, 2009, p.46).

Brosh (1996) conducted a research in Israel, which involved both high school foreign language teachers of English, French, Arabic, and Hebrew, and 406 high school students from ten schools. Respondents were asked to select the three important characteristics of a good teacher from a list of 20 features, which reflected personal, pedagogical, and interactional characteristics. To better understand the quantitative results of the study, and reveal some themes in teachers' and students' perceptions of the nature of language, language teaching, and language learning, interviews were conducted with sixteen teachers and 18 students. The results indicated that both students and teachers perceptions were mainly homogeneous since their first and second rank-ordered items were the same. Both groups perceived the teacher's adequate command of the subject matter as the first priority (Brosh, 1996, p.129). As the second priority, both groups placed importance on the ability of the language teacher to transmit knowledge in a comprehensive way. In addition, it was seen that teachers paid more attention to teachers' ability to generate motivation, while students emphasized the importance of fairness. Interestingly, the least

important factors perceived were knowledge of, and positive attitude toward, the native speakers' culture, conducting the lesson in the target language, knowledge of the curriculum, classroom research orientation, readiness for in-service training, sense of humor, teacher's sex, and appearance. Brosh asserted that the reason for this could be that neither teachers nor students believed they contributed to the development of linguistic skills (Brosh, 1996, p.130).

Brown (2001) discussed the notion of good teaching and referred to eight major professional goals (adapted from Pennington, 1990, p.150) of effective foreign language teachers. These goals were listed as follows:

- a knowledge of the theoretical foundations of language learning and teaching

- the analytical skills necessary for assessing different teaching contexts and classroom conditions,

- an awareness of alternative teaching techniques and the ability to put these into practice,

- the confidence and skill to alter one's teaching techniques as needed,

- practical experience with different teaching techniques,

- informed knowledge of one's self and students,

- interpersonal communication skills, and

- attitudes of flexibility and openness to change (Brown, 2001, p.426).

Brown also introduced a checklist of good language teaching characteristics. The list had four categories related to language teaching: technical knowledge, pedagogical skills, interpersonal skills, and personal qualities, and offered characteristics of good language teaching in each category (Brown, 2001, p.430).

Prodromou (1991 cited in Borg, 2006, p.6) presented a long list of characteristics valued by learners; examples cited were "being friendly, giving good notes, playing games, telling jokes, not pushing weak learners and being more like a comedian".

Banno (2003 cited in Intraboonsom, 2007, p.14) investigated university students' expectations of foreign language teachers cross-culturally in Japan. Japanese, American, and Chinese college students chose five important qualities in a teacher from a list. Results indicated that students of all groups placed importance on some qualities such as teacher's ability to explain clearly, approachability and motivating students. Japanese and Chinese students had some similar expectations of teachers. While Chinese students considered teacher's ability to motivate students to be an important characteristic, American and Japanese students stated that teacher's ability to explain clearly was more important. In addition, American and Chinese students believed that having good teaching methods was important, but Japanese students paid less attention to this characteristic.

Bell's (2005) dissertation study presented an extensive profile of teachers' beliefs on principals of L2 pedagogy and theories of second language acquisition. In her study, Bell argued that the first step in determining effective teaching behaviors in foreign language teaching is to go over the theoretical models of second language acquisition and the research that has been carried out to test these models in the classroom environment (Bell, 2005, p.260). She added that the second step would be to find out which of these teaching behaviors were perceived by teachers to be effective in successful foreign language learning. Through a questionnaire, she tried to identify the professional consensus on effective teaching behaviors (Bell, 2005, p.261). Her questionnaire contained 80 items that covered the following categories

relevant to Second Language Acquisition (SLA) and foreign language teaching: (a) learning objectives related to the *Standards for Foreign Language Learning* (National Standards, 1999 cited in Bell, 2005); (b) corrective feedback; (c) theories and teacher behaviors related to communicative approaches; (d) focus on form in classroom SLA; (e) individual learner differences in foreign language learning; (f) strategies for foreign language learning; (g) theories about SLA; (h) teacher qualifications; and (i) assessment in foreign language teaching. The questionnaire was divided into two parts. Part One contained items regarding observable behaviors of effective foreign language teachers and Part Two of the questionnaire contained theoretical statements regarding attitudes about SLA and foreign language teaching and learning. She collected data from 457 postsecondary foreign language teachers of French, German, and Spanish. The results indicated that teachers agreed with the majority of the items related to the following categories: qualifications of foreign language teachers; general theories and behaviors related to communicative theories of foreign language teaching, the importance of small group work, and negotiation of meaning; selected strategies in foreign language learning; and assessment. Less agreement was observed in the following three categories: error correction, focus on grammatical form, and individual differences of foreign language learners. Finally, Bell suggested that this response pattern might be indicative of controversial areas in L2 acquisition and teaching, such as assessment, error correction, Krashen's monitor model (1982), individual learner differences, and focus on grammatical form in the classroom (Bell, 2005 cited in Brown, 2009, p.48).

Inspired by Bell (2005), Brown (2009) used a 24-item Likert-scale questionnaire covering some areas of foreign language pedagogy. The participants were 49 foreign language teachers at the University of Arizona and their students. He

concluded that the students in his study seemed to prefer a grammar-based approach unlike their teachers, who are more fond of the communicative activities. He suggested that teachers design their own personalized questionnaires to administer to their students and use them as a source of discussion about second language acquisition and pedagogy (Brown, 2009, p.57).

Intraboonsom (2007) identified perceived characteristics of an effective university EFL teacher from three different perspectives: university EFL teachers, university teachers from other disciplines, and university EFL learners. Data were collected through a questionnaire adapted from Banno (2003), Brosh (1996) and Young and Shaw (1999) and interviews with volunteering participants. Similar to Brosh's study, results revealed that both teachers in English Language Teaching (ELT) and teachers from other disciplines rated "having good knowledge of subject matter" as the most important characteristic. In contrast, learners' top priority was giving clear explanation.

Park & Lee (2006) investigated the characteristics of effective English teachers as perceived by 169 teachers and 339 students in high school in Korea, with a questionnaire consisting of three categories: English proficiency, pedagogical knowledge, and socio-affective skills. The study also aimed to identify any possible differences between the perceptions of high achieving students and low achieving students and to investigate whether gender played a role in perceptions. Results showed that the teachers perceived significantly different characteristics than the students in all three categories with the teachers ranking English proficiency the highest in contrast to the students who ranked pedagogical knowledge the highest. Moreover, high achieving students reported different characteristics than low achieving students in pedagogical knowledge and socio-affective skills, whereas the

male students demonstrated different characteristics from the female students in socio-affective skills.

Afyon (2005) conducted a research to investigate "the ideal foreign language (English) teacher profile" in the minds of the students and thus to find out the qualities considered inappropriate by the students and to see how students place the three aspects of a foreign language teacher into order of priority. Through a questionnaire, she collected data from 261 students at Marmara University, a foreign language course and a state school. Findings showed that the students all had similar ideal foreign language teacher profiles in their minds regardless of the institution they studied at. Afyon stated that the most profound features of the ideal foreign language teacher profile were about the teacher's professional identity and target language use. She also said that in terms of professional identity, the first thing all students expected from a foreign language teacher was a sound subject matter expertise; in other words, all students idealized a foreign language teacher who was knowledgeable and competent in the field (Afyon, 2005, p.67). Apart from these, she indicated that the students desired to have a teacher who made them feel psychologically good in class. The results also revealed that the students all assigned more or less the same qualities as inappropriate for a foreign language teacher. Firstly, they did not approve of a traditional teacher who conducted teacher-centered lessons, sticked to the book, encouraged memorization, and devoted the lesson to lecturing and grammar. Secondly, being strict and dominating were considered as undesirable features of a foreign language teacher. Looking at the whole group results, it was concluded that except for the ELT department students and the language course students, the first thing students gave importance to when they evaluated a foreign language teacher was his/her classroom behaviors, followed by

professional identity and personality. The ELT Department students and students at the language school made a difference and they put professional identity to the first order (Afyon, 2005, p.74).

Şenel (2006) investigated "teachers' beliefs on the concept of good language teaching". The participants of her research were 175 teachers working at various state and private institutions and a questionnaire was prepared and used to collect data. The data analysis was carried out in two steps: First, the points that teachers agreed and disagreed were identified in general. Then, their beliefs were classified under six headings; the academic orientation of a teacher, teacher as a person, classroom management, organizing instruction, implementing instruction, and monitoring student progress and potential. Findings revealed that teachers usually preferred relatively mild expressions and they stated strong beliefs only in the issues which are generally accepted and approved (Şenel, 2006, p.v).

Aydın et al. (2009) argued that the previous studies conducted in ELT, focused mainly on the cognitive domain of teaching, and the affective domain was generally ignored. They added that most of the efforts have been spent on the cognitive side which has the most observable outcomes and that there was a bigger gap in the studies conducted with Turkish English language teachers focusing on the affective side. They believed that affect was an indispensable component of language learning process, and only teachers who were aware of the influence of affect could really help their students to be successful learners throughout their lives. They collected data from 199 expert or novice Turkish EFL teachers through a questionnaire developed by the researchers themselves. The results revealed that Turkish EFL teachers gave importance to the affective side and their perceptions do not differ according to their teaching experience or context. School context, students,

teachers and environmental factors were reported as the main reasons for not addressing the affective side.

In sum, the previous research cited in this study has contributed greatly to understanding students' and teachers' perceptions of certain aspects of L2 teaching and learning. Yet, as can be seen, relatively few studies compared both students' and teachers' perceptions of the effective foreign language teacher (Brosh, 1996; Park & Lee, 2006; Intraboonsom, 2007; Brown, 2009). Brosh (1996) asserted that by knowing more about the characteristics of effective language teachers, it might be possible to develop language teacher preparation models that incorporate aspects of relevant language teaching as well as help in establishing standards for evaluating language instruction (Brosh, 1996, p.125).

1.1. Purpose of the study

The present study can be described as exploratory in nature and the main aim is to identify the similarities and differences between the students' and teachers' perceptions of effective foreign language teaching at a single institution, in which there are three distinct English preparatory programs. The main program is for the students who will study their majors in Turkish at the faculty (PUPT hereafter). These students are taught English for one academic year solely for the purpose of making them understand lectures and written texts in English and providing them with communication skills for different social and cultural environments. The second group is a smaller one and they are the ones who will study at English-medium majors (PUPE hereafter). The third group is the prospective English language teachers, who study at a demanding course and need to pass with high level of English (ELT Group hereafter). However, it should be noted that due to the small number of students in the ELT program (only 16 students), the ELT students were

added to the PUPT group while doing statistical analysis. Concerning PUPT, the greatest obstacle which makes language teaching difficult is the fact that students can go to their faculties at the end of the academic year unless they fail due to absenteeism. In other words, they can go to their faculties even if they have not successfully passed the preparatory course. Knowing this, teachers at the program need to strive hard to motivate students to take part in the lessons and fulfill the requirements of the course. Therefore, it is necessary to seek means to bridge the gap between teachers and students. One way of doing this might be to determine a contrastive profile of the perceptions of a large group of language learners and teachers.

The study also aims to find whether significant differences in perceptions exist among the students when some factors are taken into account: gender, English program that they are attending, their hometowns, and high school type.

Moreover, the study aims to investigate the possible similarities and differences between the perceptions of teachers according to the department they had graduated from and whether they have an M.A. degree or not, and compare the perceptions of native-speaker teachers and non-native speakers teachers.

Finally, some hypotheses are expected to be confirmed through this research. The hypotheses predict the existence of a relationship between the students' and teachers' beliefs and achievement test scores.

The research questions and hypotheses formulated for the study are as follows:

1. Based on a Likert-scale questionnaire, how do students' beliefs about effective foreign language teacher practices compare to teachers' responses overall at Maltepe University English Preparatory School? What are the differences and

similarities between teachers and students in terms of beliefs about effective foreign language teacher practices? What are the prominent factors in the questionnaire for teachers and students?

2. What are the similarities and differences in students' perceptions in terms of their gender?

3. What are the similarities and differences between the perceptions of students at PUPT and PUPE?

4. What are the similarities and differences between the expectations of the students from Istanbul and students coming from other cities in Turkey?

5. Do the perceptions of students change in accordance to the type of high school they graduated from?

6. What are the similarities and differences between the perceptions of native-teachers (NTs) and non-native speaker teachers (NNTs)?

7. What are the similarities and differences between the perceptions of teachers with M.A. degree and others (just with undergraduate degree)?

8. What are the similarities and differences between the perceptions of teachers holding a graduate degree on ELT department and other majors?

Hypothesis 1

It is predicted that there will be a relationship between students' or teachers' beliefs about effective foreign language teacher practices and students' success in the achievement tests. Additionally, it is expected that there will be differences between high achieving students and low achieving students.

Hypothesis 2

It is predicted that classes whose beliefs about effective foreign language teacher practices match with their teachers' will be more successful in achievement tests compared to the ones that do not.

Hypothesis 3

It is predicted that students whose beliefs about effective foreign language teacher practices match with their teachers' will be more successful in achievement tests compared to the ones that do not.

1.2. Significance of the study

The focus on perceptions of effective foreign language teaching is not a novel subject in the field of language teaching. It is stated that the literature is complete with studies examining students' and teachers' perceptions of effective foreign language teaching and learning (Bell, 2005; Brosh, 1996; Horwitz, 1988; Levine, 2003; Shulz,1996, 2001;Wennerstrom&Heiser, 1992 cited in Brown, 2009, p.47). Yet, the proposed research will have a substantial and original contribution to knowledge because it will extend findings from several areas of research related to the students' and teachers' perceptions of effective language teaching. The role of the instructor is vitally important in language instruction and investigating how the instructor is perceived by the learner might have great influence in his or her language learning experience. The previous research by Bell indicated the need for conducting further research which would compare and match the beliefs of both teachers and students (Bell, 2005, p.267). Brown's study (2009) involved 49 teachers and approximately 1600 of their students from intact first and second year classes from nine different languages at the University of Arizona. Within the framework of this particular study, it may be possible to focus on the beliefs of teachers and their

students in an English Preparatory School of a foundation university. The results might be an invaluable chance for teachers, administrators and those who are interested in effective foreign language teaching. Teachers may gain an insight into their practices and administrators can well benefit from the results by referring to them in their planning of the program.

CHAPTER 2

METHOD

2.1. Participants

Collective administration is regarded as one of the best ways of administering a questionnaire (Kumar, 1999, p.113). Having a captive audience such as students in a classroom, people attending in a function, participants in a program or people assembled in a place is claimed to ensure a very high and quick response rate, and personal contact with the study population helps making clarifications in case questions arise (Kumar, 199, p. 113). The type of sampling obtained in the present study might be defined as 'Quota Sampling', one of the types of non-random designs. Kumar states that the main consideration directing quota sampling is the researcher's ease of access to the sample population (Kumar, 1999, p. 161). The sample is selected from a location convenient to the researcher and whenever a person with the relevant characteristic is seen, that person is asked to participate in the study. The same procedure is carried out until the researcher has been able to contact the required number of respondents (quota). Having considered these factors, the respondents in the present study consisted of 43 English instructors (10 native, 33 non-native speakers of English) and their 647 students at the English Preparatory School of a foundation university located in Istanbul. The students were from 28 intact classes in three different programs during the fall semester of the 2009-2010 academic year.

2.1.1. Teacher Population

The majority (84%) of the teacher population was female and aged between 24 and 53 years with a mean of 35.14 (*SD*=9.078). In the demographic part of the questionnaire, teachers were asked to indicate their undergraduate background and their postgraduate degree if they had any. Table (2.1) demonstrates the frequency distribution of the undergraduate degrees of the teachers.

Table 2.1

Frequency Distribution of Undergraduate Degree for Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English Language Teaching	17	39.5	39.5	39.5
	English Literature	12	27.9	27.9	67.4
	American Literature	1	2.3	2.3	69.8
	Translation and Interpretation	2	4.7	4.7	74.4
	Linguistics	2	4.7	4.7	79.1
	Other	9	20.9	20.9	100.0
	Total	43	100.0	100.0	

Concerning the postgraduate studies, almost 56% of the teachers reported that they had a Master of Arts degree, which is more than half the population. Only one teacher indicated pursuing a doctorate program. About 42% of the participants indicated no postgraduate studies (See Table 2.2).

Table 2.2
Frequency Distribution of Postgraduate Studies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None	18	41.9	41.9	41.9
	MA	24	55.8	55.8	97.7
	Ph.D	1	2.3	2.3	100.0
	Total	43	100.0	100.0	

The numbers of years in language teaching for the teachers ranged from 1 to 33 years with a mean of 10.77 (*SD*= 9.018). Teachers who had less than one year experience were considered as having one year experience. Therefore, "1" also meant up to 1 year (See Table 2.3).

Table 2.3
Descriptive Statistics for Numbers of years in Teaching a Second Language

	N	Range	Minimum	Maximum	Mean	*SD*	Variance
Number of years for teaching second language	43	32	1	33	10.77	9.018	81.326
Valid N (listwise)	43						

2.1.2. Student Population

Regarding the student population, 54% of the participating students were females and their ages ranged from 17 to 39 with a mean of 19.12 (*SD*= 1.831). The city of the high school that the students had graduated from was asked, and the results revealed that 54% of the students graduated from high schools in cities other than Istanbul. Students were also asked about their high school type. The majority (41%) were from regular government schools. The second largest group (about 24%) was from Anatolian high schools, and 21% had graduated from private high schools. For the years spent in foreign language education, students' answers ranged from 0 to 16 years with a mean of 5.76 (*SD*=4.035). In other words, 127 students had reported that it was their first year in foreign language education (See Table 2.4).

Table 2.4
Descriptive Statistics for Years Spent in Second Language Education

	N	Range	Minimum	Maximum	Mean	*SD*	Variance
Number of years spent in second language education	647	16	0	16	5.76	4.035	16.280
Valid N (listwise)	647						

2.2. Data Collection tool

2.2.1. Development of the instrument

The instrument used in this study may serve as an instrument in future studies owing to the fact that it has evolved from three different questionnaires and has undergone many procedures such as translation, and, most importantly, has internal consistency as a result of reliability tests.

The instrument contains two parts: some questions to gather demographic information about the participants as well as a 21-item Likert-scale questionnaire. The demographic part of the questionnaire included such items as age, gender, degree, years spent in foreign language education, and high school type. The instrument underwent some revisions for the sake of reliability and validity: deciding on what items to include in the study, the translation of the items from English to Turkish, expert reviews of the translation, piloting the questionnaire, and finally, deletion of items according to item-total correlation.

In the first stage, the researcher made extensive use of Brown's (Brown, 2009, p.59) questionnaire (Appendix 1). Brown had 24 items in his questionnaire. These 24 items had been developed from Bell's (2005) 80-item questionnaire, which covered many categories relevant to SLA and foreign language teaching (See Appendix 2). Thus, after an in depth analysis of the items in Brown's questionnaire, all 24 items were kept for the pilot study. In addition, 3 items were taken from Bell's (2005) questionnaire, 10 items were selected from Brosh's (1996) questionnaire (Appendix 3) and 1 item was devised by the researcher. The questions gathered belonged to 11 different categories. Both the categories and the number of items taken from Brown, Bell and Brosh's questionnaires are displayed in Table 2.5.

Table 2.5
Items taken from Brown, Bell and Brosh according to categories

	BROWN	BELL	BROSH
Grammar Teaching	10,16,18,20		
Error correction	5,8,13		
Target Language Use	7,14,17,19,22,23		
Culture	3,9,21		
Computer Based Technology	1		
Communicative Language Teaching Strategies	2,4,11,12,15,21,23,24	T6*	
Assessment	2,6,10,23		
Individual Learner Differences		T13*	
Personal Characteristics			4,5,10,12, 14,16,18
Pedagogical Characteristics		T33*	1
Interactional Characteristics			3

* Theory related items; items containing theoretical statements rather than observable behaviors

The second stage in the development of the instrument was the translation process. Since the purpose behind the present study is to compare both teachers' and students' perceptions on effective foreign language teaching, it was necessary to administer similarly worded instruments to both groups. The instrument was designed with a minimal amount of technical jargon to make the questions understandable to all participants (Brown, 2009, p.50). After having decided on the items to be included in the study, the questions were translated into Turkish to minimize any possible bias arising students' and non-native teachers' comprehension of English. Moreover, the English version would have been impossible to understand for the beginning-level students, who constituted the majority of the population.

Following the translation carried out by the researcher, an expert on second language teaching was consulted for the editing of the translation, and each item was carefully checked by the expert to convey the right meaning. Considering the suggestions of the expert, the translation was revised accordingly.

In its final form, the instrument was ready for the pilot study with three parts: the demographic information section, the questionnaire with 38 items and the evaluation part. This last consisted of with 3 items, which questioned the layout, asked whether there were questions which were difficult to understand and why, and presented an open ended question asking about the process, the language used, and the clarity of the instructions in the instrument (See Appendix 4 for the questionnaire used in the pilot study).

2.2.2. Piloting of the Instrument

A pilot study was conducted with 50 students and 14 teachers. In order not to reduce the number of the population available for the actual procedure, 6 teachers from the staff teaching at the undergraduate English programs and 8 teachers from the English Language Teaching Department at the Faculty of Education were asked to participate in the pilot study. 8 of the participating teachers held a Ph.D in a related field. Due to a delay in receiving 3 of the questionnaires back, only 11 of the teachers' questionnaires were included in the analysis. However, the other 3 teacher questionnaires were included in the suggestions and comments part.

With the cooperation of a colleague, the questionnaires were administered to two classes. These two classes were subsequently excluded from the actual data collection procedure. The distribution of the questionnaires to the teachers was made by the researcher in person. Each teacher was encouraged to make detailed comments on the questionnaire.

The results of the pilot study will be presented in 3 parts: analysis and results of the 38-item questionnaire, comments of the teachers and students, and suggestions for the demographic part.

2.2.2.1. Analysis and results of the 38-item questionnaire

The reliability of the items was assessed by an internal consistency measure. This scale yielded a solid internal consistency reliability of .77. Items having the highest corrected item-total correlation were chosen and the total number of items was decreased to 21 (Table 2.6).

Table 2.6
Reliability Statistics of the questionnaire used in the pilot study

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
.772	.786	21

As a result of the reliability analysis, items 4,7,8,9,10,11,12,13,15,16,18, 25,26, 27, 30,31, and 32 were eliminated from the instrument, leaving at least one item in each category. The only category which had no items left was "Computer based technology", and it was removed from the survey.

2.2.2.2. Comments of the teachers and students

The first question in the suggestions and comments section was about the layout of the questionnaire. Out of 14 teachers, 9 teachers agreed that the layout was clear and understandable, only 1 teacher thought that the format was confusing and she had to reread some questions, and 3 teachers left the question unanswered. Therefore, the majority (64%) of the teachers found the layout clear. On the other hand, 98% of the student population agreed on the clarity of the layout. Only 1 student questioned the purpose of the survey and stated that the format was not clear.

The second question asked the participants to indicate which items were confusing for them and why. The item which got the most comments was item 9. The original item was "An effective foreign language teacher should be native". The Turkish translation of the item read "Etkili yabancı dil öğretmeni, öğretilen yabancı dil, anadili olmalıdır". The most probable reason for the objections of the participants was that the translation had caused ambiguity in the statement. Both the teachers and the students stated that it was difficult to comprehend the meaning of the item, that it was unclear, and that it did not comply with the beginning of the statement above. Item number 1 was criticized by the teachers for the translation of the word phrase "with other speakers" as "diğer konuşucularla". Since the item was to be kept, the translation was revised making the statement clearer. Furthermore, 2 of the teachers questioned the word "discrimination", which was translated as "ayrım yapmak" in item 3. They asked what was meant by the word "discrimination" . Whether it was about the attitude towards the students or separating them into weak and strong learners. The translation was revised and the word "ayrım yapmak" was replaced with the word "ayrımcılık yapmak". Questions about gender (items 18 and 30) were eliminated to provide internal consistency. Surprisingly, item 18, which read "An effective foreign language teacher should be male" got a mean score of 1.74, a result which showed that the participants were more inclined to disagree with the statement. Similarly, item 30, which stated that "An effective foreign language teacher should be female" got a mean score of 2.74. These results might show that participants did not have a particular preference on the gender of an effective foreign language teacher. Brosh (1996) obtained similar results concerning the gender of the effective foreign language teacher. He stated that gender was among the least important factors for the perceived effectiveness of a foreign language teacher. He

added that it was not regarded as an essential factor contributing directly to the development of linguistic skills (Brosh, 1996, p.130). Finally, the translations of items 5, 23, 28 were revised on the advice of another expert.

The third question asked about the process, the language used, and the clarity of the instructions in the instrument. Students generally gave positive feedback saying that overall, the instrument was comprehensible, meaningful and useful. The teachers made comments on key issues such as focusing on the high school type of the students, and revising the wording of the statements explaining the purpose of the questionnaire. One teacher pointed out the advantage of having the beginning of the sentence at the top of each page (An effective foreign language teacher should…). Another teacher criticized the fact that the categories had not been made evident in the instrument. However, in his study, Brown had explained that he had omitted the category titles deliberately (Brown, 2009:50). Bell also stated that her 80-item questionnaire was also randomly ordered, not according to category. Taking these two examples into account, the same philosophy was maintained in this study. One other important point made by a teacher emphasized the necessity of a consent form to explain how the data gathered will be used, and the purpose of the study. Bearing this suggestion in mind, an introduction was written in the very beginning, informing the participant about the purpose of the study and assuring them of the confidentiality of the information they provide.

2.2.2.3. Suggestions for the demographic part

Initially, upon the suggestion of one of the teachers, it became evident that the use of check boxes for some items would make the questionnaire more professional looking and easier to administer.

In the part named "Only for the students", students' names and classes were asked. This was necessary in order to match the student with his or her achievement exam grade, which would make it possible to examine whether high achieving students had a different perception than low achieving ones. The ethical aspect of this issue was discussed with the experts and it was decided that there was no harm in asking the students their names since the instrument did not contain personal questions. It was also decided to give each questionnaire an application number in advance to be used in entering the data.

Another point taken into consideration was a broadening of the list of types of high school which the students had graduated from. In the piloted questionnaire, only three types were indicated, whereas three more types were added to the final instrument.

In the part named "Only for the teachers", check boxes were added to indicate their majors. Most importantly, the teachers were asked to write the names of the classes they were teaching. That would serve as a means to avoid the teachers' writing their names on the instrument; thus, keeping their anonymity.

After making all the changes mentioned above, a cover page for the instrument was added explaining the reason behind the instrument to the participant in detail. The final version of the questionnaire was then ready for the actual data collection procedure. The English version of the instrument was designed by the researcher for native-speaker teachers, and English versions of the items were extracted from their original questionnaires (namely Brown, Brosh and Bell's studies) and were ordered accordingly. The table showing item statistics, the corresponding numbers of the items in the new scale and the original numbers of the items taken from different authors can be found in Table 2.7.

Table 2.7
Item Statistics

Pilot scale number	Mean	Std. Deviation	N	Original scale number	New scale number
a1	4.13	.896	56	Brown 4	1
a2	4.21	1.004	56	Brown 21	2
a3	4.38	1.153	56	Brosh 18	3
a5	4.41	.968	56	Brown 13	4
a6	4.23	1.027	56	Brosh 16	5
a14	4.39	.802	56	Brown 24	6
a17	4.34	.920	56	Brosh 3	7
a19	4.00	.874	56	Brown 23	8
a20	4.07	.931	56	Brown 20	9
a21	4.68	.543	56	Brosh 10	10
a22	3.98	1.213	56	Brown 8	11
a23	4.20	.942	56	Brown 19	12
a24	2.73	1.328	56	Brown 14	13
a28	4.07	1.006	56	Brown 10	14
a29	4.32	.789	56	Brosh 12	15
a33	3.70	1.111	56	Brown 3	16
a34	3.96	1.111	56	Brown 9	17
a35	3.82	.993	56	Bell T33	18
a36	4.45	.761	56	Brosh 1	19
a37	3.88	1.237	56	Brosh 5	20
a38	4.54	.631	56	Bell T6	21

2.3. Data analysis

During the 11th week of the fall semester 2009, the researcher allocated certain teachers to administer the questionnaires to their students during their class hours (See Appendix 5 for the questionnaire used in the study). The teachers' questionnaires were distributed by the researcher herself. Native-speaker teachers were given the English version of the questionnaire (Appendix 6).

The questionnaires were administered to 28 classes, and a minimum of 23 responses from each class was aimed for. The administration took about three days.

While entering data onto the Statistical Package for the Social Sciences (SPSS) spread sheet, finished questionnaires were checked for completeness and missing data were identified. Later, the researcher, asked her colleagues to have their students complete the missing data, though only where this was related to demographic part.

Data were analyzed using SPSS 13.0 for windows. The procedure was carried out in cooperation with a professional statistician. By consulting her, it was possible to gain accurate and reliable results, and make consistent interpretations of the results.

CHAPTER 3

FINDINGS

The main aim of this study was to identify the similarities and differences between the students' and teachers' perceptions of effective foreign language teaching and while doing that several issues in L2 teaching were included in the questionnaire; a comparison was made in terms of some factors such as gender, high school type and hometown of students, high achieving and low achieving students' perceptions, teachers' being a native speaker or not and their graduate degree. Results will be displayed according to each research question and hypothesis. For Research Questions 1 to 8, independent samples *t*-test was used and for Hypotheses 1 to 3, Pearson correlation was calculated.

3.1. Findings for Research Question 1

Research Question 1

Based on a Likert-scale questionnaire, how do students' beliefs about effective foreign language teacher practices compare to teachers' responses overall at Maltepe University English Preparatory School? What are the differences and similarities between teachers and students in terms of beliefs about effective foreign language teacher practices? What are the prominent factors in the questionnaire for teachers and students?

Firstly, teachers' responses ranged from 3.67 to 4.77 on the five-point scale, with 1 indicating *strongly disagree* and 5 *strongly agree*. On the other hand, the students'

responses showed a slightly higher variation with scores ranging from 2.71 to 4.67. In comparing the students' and teachers' responses overall, an independent samples *t*-test was calculated. For this reason, it was necessary to use a Bonferroni adjustment, in which the traditional alpha level of 0.05 was divided by 21 (as there were 21 items in the scale), giving an adjusted alpha level of 0.002. For results in which Levene's Test for Equality of Variances value was significant ($p < .05$), the t value for "Equal variances not assumed" was taken into consideration. Having made this analysis, it was observed that the differences between the teachers' and the students' perceptions were statistically significant for 9 items. Table 3.1 presents the teachers' and students' overall means, the differences between the teachers' and students' responses (Ts-Ss= Mean Difference), the *t*-value and the *p*-value that resulted from the "t-test for Equality of Means." The items are ranked from the largest to the smallest mean difference. The negative signs indicate greater student agreement than teacher agreement with the item. It should be noted that item 1 and 18 resulted in equal mean difference values.

Table 3.1.
Overall Comparison of Student and Teacher Means

ITEM	Effective Foreign Language Teacher Should…	Mean Difference (Ts-Ss)	Teachers' Means, *SD* (*n*=43)	Students' Means, *SD* (*n*=647)	t value	*P* value
13	require students to speak L2 first day of class.	1.06	3.77 *SD*=1.020	2.71 *SD*=1.315	6.465	.000
4	address errors by providing immediate explanations.	-1	3.67 *SD*=1.128	4.67 *SD*= .749	-5.709	.000
20	be attentive to his/her appearance.	0.62	4.09 *SD*= .648	3.47 *SD*=1.148	5.752	.000
1	require students to use the language outside of class.	0.54	4.58 *SD*=.663	4.04 *SD*=1.078	4.951	.000
18	be familiar with theories of Second Language Learning.	0.54	4.19 *SD*= .764	3.65 *SD*=1.020	4.383	.000
7	help students after class time.	-0.48	3.93 *SD*= .768	4.41 *SD*= .782	-3.911	.000
12	speak the foreign language with native-like control.	-0.44	3.91 *SD*= .868	4.35 *SD*= .882	-3.176	.002
6	use information gap activities.	0.36	4.65 *SD*= .529	4.29 *SD*= .875	4.127	.000
19	prepare and organize the lesson.	0.31	4.70 *SD*=.465	4.39 *SD*= .704	4.031	.000

Overall, teachers showed a greater agreement in items 13, 20, 1, 18, 6, and 19 than the students. On the other hand, students' answers indicated a higher agreement on items 4, 7, and 12.

Regarding item 13, results revealed that teachers placed more importance on speaking the target language beginning the first day of class than their students (3.77 and 2.71 respectively).

The results for Item 4 indicated that students showed greater agreement on addressing errors by providing immediate explanations than their teachers (4.67 and 3.67 respectively).

Item 20, which is about being attentive to appearance, and item 1, stating that it was necessary to have the students use the target language outside of class received more teacher agreement than student agreement. The mean scores were 4.09, *SD*=.648, and 3.37, *SD*=1.148 for the former and 4.58, *SD*=.663, and 4.04, *SD*=1.078 for the latter.

Item 18 is about teachers' familiarity with theories of SLA and results showed that teachers believed it was important more than their students did (4.19 and 3.65 respectively).

Both Item 7 (helping students after class time) and Item 12 (speaking the foreign language with native like control) received more student agreement than teacher agreement with mean scores of 3.93, *SD*=.768, and 4.41, *SD*=.782 for the former, and 3.91, *SD*=.868, and 4.35, *SD*=.882 for the latter.

Regarding item 6, teachers believed more than students in the importance of using information gap activities (4.65 and 4.29 respectively).

Regarding item 19, teachers showed a greater agreement on the importance of preparing and organizing the lesson more than the students (4.70 and 4.39 respectively).

Furthermore, five items which showed high teacher-student agreement are items 3, 10, 5, 15, and 21 (See Table 3.2).

Table 3.2
Items showing high student-teacher agreement

ITEM	Effective Foreign Language Teacher Should…	Teachers' Means, *SD* (*n*=43)	Students' Means, *SD* (*n*=647)
3	<u>not</u> discriminate among students.	4.77 *SD*= .684	4.67 *SD*=.894
10	have sense of humour.	4.60 *SD*=.541	4.51 *SD*=.757
5	maintain discipline in class.	4.47 *SD*=.550	4.35 *SD*= .990
15	be sensitive to students' problems.	4.33 *SD*=.522	4.47 *SD*=.692
21	use small group activities to reduce learner anxiety.	4.40 *SD*=.660	4.32 *SD*=.852

Results for Item 3 showed the highest agreement between students and teachers over the statement "Effective foreign language teacher should <u>not</u> discriminate among students." (Teachers' Mean= 4.77, *SD*= .684 and Students' Mean= 4.67, *SD*= .894). This may indicate that both groups value treating students fairly.

Moreover, "having sense of humor" received the second highest agreement and "maintaining discipline in class" the third highest agreement between students and teachers in this study.

According to the results for Item 15, in this study both teachers and students showed a greater agreement on being sensitive to students' problems (4.33 and 4.47 respectively).

As their fifth highest agreement result, both teachers and students thought using small group activities to reduce learner anxiety was an important characteristic of an effective foreign language teacher (4.40 and 4.32 respectively).

3.2. Findings for Research Question 2

Research Question 2

What are the similarities and differences in students' perceptions in terms of their gender?

When the gender of the students was taken into consideration, it was observed that the differences between males and females' perceptions were statistically significant for items 3, 5 and 9 (See Table 3.3). Firstly, results for Item 5 showed a greater female student agreement than male student agreement with females having a mean score of 4.50 and males 4.19. In addition, regarding Item 9, it can be seen from Table 3.3 that female students believed an effective language should teach grammar by giving examples of grammatical structures before explaining the grammar rules. Finally, results for Item 3 showed that female students perceived being treated fairly as more important than male students.

Table 3.3
Items showing significant differences regarding the gender of the students

ITEM	Effective Foreign Language Teacher Should…	Mean Difference (Males-Females)	Males' Means, *SD* (*n*=297)	Females' Means, *SD* (*n*=350)	t value	*p* value
5	maintain discipline in class.	- 0.31	4.19 *SD*=1.048	4.50 *SD*=.745	-4,294	.000
9	teach grammar by giving examples of grammatical structures before explaining the grammar rules.	-0.31	3.97 *SD*=.984	4.28 *SD*=.891	-4.246	.000
3	<u>not</u> discriminate among students.	-0.29	4.52 *SD*=1.097	4.81 *SD*=.649	-4.009	.000

3.3. Findings for Research Question 3

Research Question 3

What are the similarities and differences between the perceptions of students at PUPT and PUPE?

After the analysis, it was observed that only Item 1 showed a significant difference between the perceptions of students in PUPT and PUPE. It can be said that students at PUPE, who will have an English-medium instruction at their faculties, agree more with the statement "An effective foreign language teacher should require students to use the language outside of class with other speakers of the language (e.g., Internet, e-mail, clubs, community events, etc.)" than students at PUPT, who will have a Turkish-medium instruction (mean scores 4.32, *SD*= .758 and 3.99, *SD*= 1.118 respectively, t= -3.652, *p*< .000) .

The item which showed the highest agreement for both groups was Item 3, which stated that "An effective foreign language teacher should not discriminate among students". The mean score for students at PUPT was 4.67, *SD*= .913 and 4.70, *SD*= .779 for students at PUPE.

Concerning the other items, no significant difference was observed in the analysis of independent samples *t*-test.

3.4. Findings for Research Question 4

Research Question 4

What are the similarities and differences between the expectations of the students from Istanbul and students coming from other cities in Turkey?

After the analysis, no significant differences were found between the expectations of the students from Istanbul and students coming from other cities in Turkey (See Appendix 7 for results output of Research Question 4).

3.5. Findings for Research Question 5

Research Question 5

Do the perceptions of students change in accordance with the type of high school they graduated from?

After analysis, no significant differences were found between the perceptions of students according to the type of high school they graduated from (See Appendix 8 for results output of Research Question 5).

3.6. Findings for Research Question 6

Research Question 6

What are the similarities and differences between the perceptions of native-speaker teachers (NTs) and non-native speaker teachers (NNTs)?

Overall, the results showed that Item 3 had received the highest agreement from NNTs; that is they perceived treating students equally as the most important feature of an effective foreign language teacher with a mean score of 4.88, *SD*= .331.

On the other hand, NTs showed the highest agreement over Item 13, so they believed that requiring the students to speak L2 first day of class was the most important feature of an effective teacher (Mean score= 4.80, *SD*= . 422).

Furthermore, native-speaker teachers' and non-native speaker teachers' perceptions showed significant differences in items 1, 4, 11, 13, and 16 (See Table 4.4). The items are ranked from the largest to the smallest mean difference. The negative signs indicate greater native teacher (NT) agreement than non-native teacher (NNT) agreement with the item (See Table 3.4).

Table 3.4
Differences between native-speaker teachers' and non-native speaker teachers' perceptions

Item	Effective Foreign Language Teacher Should…	Mean Difference (NNT-NT)	NNTs' Means, *SD* (*n*=33)	NTs' Means, *SD* (*n*=10)	T Value	*p* value
4	address errors by providing immediate explanations.	1.79	4.09 *SD*=.765	2.30 *SD*=1.059	5.917	.000
13	require students to speak L2 first day of class.	-1.35	3.45 *SD*=.938	4.80 *SD*=.422	-6.381	.000
11	only correct students indirectly when they produce oral errors instead of directly.	0.98	4.48 *SD*=.619	3.50 *SD*=.707	4.269	.000
16	devote as much time to the teaching of culture as to the teaching of language.	0.91	3.91 *SD*=.765	3.00 *SD*=.816	3.243	.002
1	require students to use the language outside of class.	0.89	4.79 *SD*=.485	3.90 *SD*=.738	4.470	.000

3.7. Findings for Research Question 7

Research Question 7

What are the similarities and differences between the perceptions of teachers with an M.A. degree and others (with just undergraduate degree)?

After the analysis, it was seen that having an M.A. degree did not cause a significant difference in the perceptions of teachers (See Appendix 9 for results output of Research Question 7).

3.8. Findings for Research Question 8

Research Question 8

What are the similarities and differences between the perceptions of teachers holding a graduate degree from an ELT department and other majors?

It was observed that holding a graduate degree on ELT department and other majors did not lead to any significant differences between teachers' perceptions (See Appendix 10 for results output of Research Question 8).

3.9. Findings for Hypothesis 1

Hypothesis 1

It is predicted that there will be a relationship between students' or teachers' beliefs about effective foreign language teacher practices and students' success in the achievement tests. Additionally, it is expected that there will be differences between high achieving students and low achieving students.

In order to test this hypothesis, firstly, frequencies for first exam grade and second exam grade of students were determined. Following that, the average of two exam grades was calculated (See Table 3.5). It should be noted that the exam grades of students show a normal distribution (See figures 3.1, 3.2 and 3.3).

Table 3.5.
Frequency Distribution of Exam Grades of Students

	First Exam Grade of Students	Second Exam Grade of Students	Average of Two Exam Grades
N	647	647	647
Mean	60.80	50.95	55.88
Std. Deviation	20.564	19.404	18.517
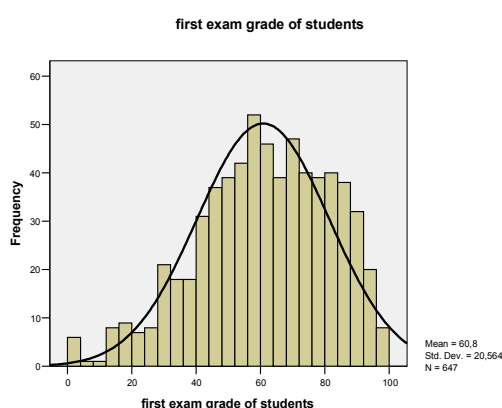
Figure 3.1.
Histogram for First Exam Grade of Students

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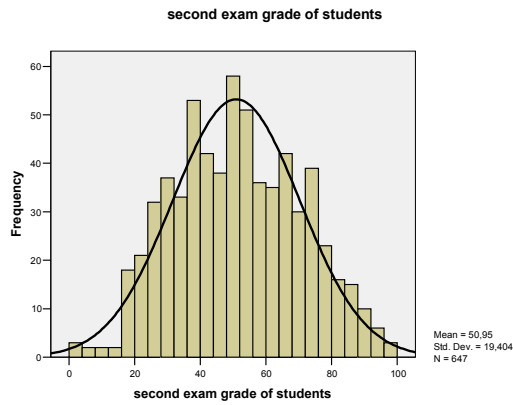
Figure 3.2.
Histogram for Second Exam Grade of Students
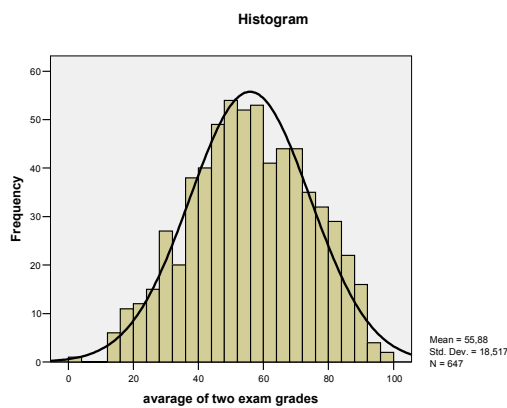
Figure 3.3.
Histogram for Average of Two Exam Grades of Students

Secondly, the hypothesis was tested from several aspects, so it was divided into 4 sub-hypotheses: Hypothesis 1a, Hypothesis 1b, Hypothesis 1c, and Hypothesis 1d. Findings for each sub-hypothesis will be displayed under separate headings.

3.9.1. Findings for Hypothesis 1a (Is there a relationship between students' beliefs in terms of effective language teacher practices and their success in the achievement exams?)

Pearson Correlation was used to examine if there was a significant relationship between students' beliefs and their success in the achievement exams. Students' grades from the first and the second achievement exams were taken into consideration together with their mean. Significant positive relationships were found between items 1 (getting the students to use the language outside of class), 6 (using information gap activities), and 13 (making the students use L2 the first day of class) and students' achievement in the exams: Students who gave higher agreement scores to these items on the five-point scale had been more successful on the achievement exams. However, a significant negative relationship was revealed between Item 16 (devoting time to the teaching of the culture) and second exam grade of students, meaning that students who agreed with this item got lower grades on the second exam (See Table 3.6 for items with significant Pearson Correlation results).

Table 3.6.
Significant correlations for item results and students' success in the achievement exams

	Effective Foreign Language Teacher Should…	First Exam Grade of Sts. M= 60.80 SD= 20.56	Second Exam Grade of Sts. M= 50.95 SD= 19.40	Average of Two Exam Grades M=55.88 SD= 18.51
Item 1 (M=4.04, SD=1.08) Pearson Correlatio Sig. (2-tailed) N	require students to use the language outside of class.	.145** .000 647	.183** .000 647	.176** .000 647
Item 6 (M=4.29, SD=.875) Pearson Correlation Sig. (2-tailed) N	use information gap activities.	.066 .93 647	.096* .015 647	.087* .027 647
Item 13(M=2.71, SD=1.315) Pearson Correlation Sig. (2-tailed) N	require students to speak L2 first day of class.	.134** .001 647	.175** .000 647	.166 .000 647
Item 16(M=3.60, SD=1.105) Pearson Correlatio Sig. (2-tailed) N	devote as much time to the teaching of culture as to the teaching of language.	-.043 .278 647	-.085* .031 647	-.068 .083 647

* *. Correlation is significant at the 0.01 level (2-tailed)
   *. Correlation is significant at the 0.05 level (2-tailed)

3.9.2. Findings for Hypothesis 1b (Is there a relationship between the beliefs of the class as a whole in terms of effective language teacher practices and average exam grades of the students in the class?)

For this aspect of the hypothesis, the mean score of the class for each item and the average of exam scores were taken into consideration. Significant relationships were found between items 7, 12, and 14 and average of the class in the second exam. Just like in Hypothesis 1a, negative signs indicate that classes that gave lower scores to those items got higher grades in the exams. Therefore, it is possible

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to say that classes that gave lower scores to item 12, which stated that an effective foreign language teacher should speak the foreign language with native-like control, had higher average grades in the second exam (See Table 3.7).

Table 3.7
Significant correlations showing average item scores of the students in the class and the average exam grades of the students in the class

	Effective Foreign Language Teacher Should…	Average grade of the class in the first exam M= 60.47 SD= 6.56	Average grade of the class in the second exam M= 51.18 SD= 5.66	Overall average grade of the class from two exam grades M=55.83 SD= 3.81
Item 7 (*M*=4.42, *SD*=.188) **Pearson Correlation Sig. (2-tailed)** **N**	help students after class time.	-.127 .521 28	.415* .028 28	.200 .309 28
Item 12 (*M*=4.35, *SD*=.203) **Pearson Correlation Sig. (2-tailed)** **N**	speak the foreign language with native-like control.	-.006 .974 28	-.495** .007 28	-.373 .050 28
Item 14 (*M*=3.80,*SD*=.220) **Pearson Correlation Sig. (2-tailed)** **N**	not grade language production (i.e., speaking and writing) primarily for grammatical accuracy.	-.004 .983 28	.415* .028 28	.305 .115 28

* *. Correlation is significant at the 0.01 level (2-tailed)
*. Correlation is significant at the 0.05 level (2-tailed)

3.9.3. Findings for Hypothesis 1c (Is there a relationship between the average item scores of the teachers of the class and the average exam grades of students in the class?)

Firstly, mean scores for each item were calculated for all the instructors teaching each class. For instance, if there were three teachers sharing the same class, the mean score that the teachers gave for each item was calculated. The mean scores were then correlated with the average of exams for classes. Significant relationships were observed for items 10, 12, 13, 14, 18, and 21. (See Table 3.8).

Table 3.8.
Significant correlations showing average item scores of the teachers and the average exam grades of the students in the class

	Effective Foreign Language Teacher Should…	Average grade of the class in the first exam M= 60.47 SD= 6.56	Average grade of the class in the second exam M= 51.18 SD= 5.66	Overall average grade of the class from two exam grades M= 55.83 SD= 3.81
Average of teachers in Item 10 (*M*=4.56,*SD*=.373) **Pearson Correlation** **Sig. (2-tailed)** **N**	have sense of humour.	-.432* .022 28	.226 .248 28	-.204 .299 28
Average of teachers in Item 12 (*M*=3.93, *SD*=.505) **Pearson Correlation** **Sig. (2-tailed)** **N**	speak the foreign language with native-like control.	.409* .031 28	-.268 .167 28	.152 .440 28
Average of teachers in Item 13 (*M*=3.65,*SD*=.607) **Pearson Correlation** **Sig. (2-tailed)** **N**	require students to speak L2 first day of class.	.286 .140 28	-.521** .005 28	-.140 .476 28
Average of teachers in Item 14 (*M*=3.78,*SD*=.570) **Pearson Correlation** **Sig. (2-tailed)** **N**	not grade language production (i.e., speaking and writing) primarily for grammatical accuracy.	-.213 .276 28	.391* .040 28	.107 .587 28
Average of teachers in Item 18 (*M*=4.16,*SD*=.474) **Pearson Correlation** **Sig. (2-tailed)** **N**	be familiar with theories of Second Language Learning.	-.432* .022 28	.549** .003 28	.036 .858 28
Average of teachers in Item 21 (*M*=4.41,*SD*=.411) **Pearson Correlation** **Sig. (2-tailed)** **N**	use small group activities to reduce learner anxiety.	-.306 .113 28	.504** .006 28	.111 .574 28

* *. Correlation is significant at the 0.01 level (2-tailed)
*. Correlation is significant at the 0.05 level (2-tailed)

The classes whose teachers believed that having sense of humor (item 10) and being familiar with theories of SLA (item 18) were important got lower average grades in the first exam. Similarly, the classes whose teachers believed that making the students speak L2 the first day of class (item 13) was important got lower average exam grades in the second exam. However, the classes whose teachers gave higher average scores to effective foreign language teacher's speaking the foreign language

with native-like control (item 12), not grading language production primarily for grammatical accuracy (item 14), being familiar with theories of SLA (item 18) and using small group activities to reduce learner anxiety (item 21) got higher average exam grades.

3.9.4. Findings for Hypothesis 1d (Is there a significant difference between the beliefs of high achievers and low achievers in terms of effective foreign language teaching?)

In order to determine the high achievers and low achievers, the average of the two exam grades was calculated. The mean was 55.88 and students who got higher than this grade were classed as high achievers (that is 49.8 % of them) and the ones who got below that mark were considered as low achievers (50.2% of them). After this procedure, an independent samples *t*-test was used and significant differences were found for items 1, 6, 13 (See Table 3.9).

Table 3.9
Items showing significant differences regarding high achieving and low achieving students

Item	Effective Foreign Language Teacher Should…	Mean Difference (Low Ach. - High Ach.)	Low Achievers' Means, *SD* (*n*=325)	High Achievers' Means, *SD* (*n*=322)	t value	*p* value
1	require students to use the language outside of class.	-0.38	3.85 *SD*=1.201	4.23 *SD*=.898	-4.566	.000
6	use information gap activities.	-0.22	4.18 *SD*=.965	4.40 *SD*=.760	-3.255	.001
13	require students to speak L2 first day of class.	-0.41	2.50 *SD*=1.330	2.91 *SD*=1.270	-3.995	.000

In all 3 items indicated in Table 3.9, high-achieving students showed a greater agreement than low achieving students. That is, they believe that an effective foreign language teacher should require the students to use the language outside of class, use information gap activities and make the students speak L2 first day of class.

3.10. Findings for Hypothesis 2

Hypothesis 2

It is predicted that classes whose beliefs about effective foreign language teacher practices match with their teachers' will be more successful in achievement tests compared to those that do not.

To test this hypothesis, the average score of the students in each class was determined for each item, and the mean score of the class was obtained. The same procedure was carried out for teachers. Then, the difference between the mean scores of teachers and students was found (Mt-Msts) for each item. A smaller mean difference meant that there was a match between the beliefs of the students and the teachers. Finally, these scores were correlated with the average exam grades of the classes. A one –tailed test of significance was used because the hypothesis states the direction of the relationship by saying 'more successful'. The hypothesis may look very similar to Hypothesis 1b, though, instead of correlating the mean score for each item of the class with the average of exam scores, the difference between the mean scores of teachers and students (Mt-Msts) for each item was correlated with average exam scores. Results revealed a significant negative relationship between the average first exam grades and items 3, 12, and 18. Similarly, a significant negative relationship was observed between the average of the second exam grades and items 2 and 13.This significant negative relationship means that the smaller the difference between teachers' and students' beliefs for these item, the more successful the class was. However, a significant positive relationship was observed between the average of second exam grades and items 11, 18, 20, and 21, which means classes with bigger difference in teachers and students' beliefs concerning these items had higher second exam grade average (See Table 3.10).

Table 3.10

<u>Significant correlation results for items showing a match between the class and the teachers and the average exam grades of the class</u>

	Effective Foreign Language Teacher Should…	**Average grade of the class in the first exam** *M*= 60.47 *SD*= 6.56	**Average grade of the class in the second exam** *M*= 51.18 *SD*= 5.66	**Overall average grade of the class from two exam grades** *M*= 55.83 *SD*= 3.81
Item 2 (*M*=.40, *SD*=.269) **Pearson Correlation** **Sig. (1-tailed)** **N**	use predominantly real-life materials (e.g., music, pictures, foods, clothing) in teaching both the language and the culture rather than the textbook.	.030 .439 28	-.341* .038 28	-.227 .123 28
Item 3 (*M*=.37, *SD*=.319) **Pearson Correlation** **Sig. (1-tailed)** **N**	<u>not</u> discriminate among students.	-.383* .022 28	.226 .124 28	-.162 .206 28
Item 11(*M*=.50, *SD*=.298) **Pearson Correlation** **Sig. (1-tailed)** **N**	only correct students indirectly when they produce oral errors instead of directly.	.083 .337 28	.331* .043 28	.317 .050 28
Item 12(*M*=.47, *SD*=.473) **Pearson Correlation** **Sig. (1-tailed)** **N**	speak the foreign language with native-like control.	-.429* .011 28	.085 .333 28	-.305 .057 28
Item 13 (*M*=1.01, *SD*=.538) **Pearson Correlation** **Sig. (1-tailed)** **N**	require students to speak L2 first day of class.	.282 .073 28	-.512** .003 28	-.137 .243 28
Item 18(*M*=.63, *SD*=.444) **Pearson Correlation** **Sig. (1-tailed)** **N**	be familiar with theories of Second Language Learning.	-.404* .016 28	.561** .001 28	.069 .364 28
Item 20(*M*=.60, *SD*=.406) **Pearson Correlation** **Sig. (1-tailed)** **N**	be attentive to his/her appearance.	-.113 .284 28	.510** .003 28	.281 .074 28
Item 21(*M*=.37, *SD*=.246) **Pearson Correlation** **Sig. (1-tailed)** **N**	use small group activities to reduce learner anxiety.	-.266 .086 28	.363* .029 28	.041 .418 28

* *. Correlation is significant at the 0.01 level (1-tailed)

*. Correlation is significant at the 0.05 level (1-tailed)

3.11. Findings for Hypothesis 3

Hypothesis 3

It is predicted that students whose beliefs about effective foreign language teacher practices match with their teachers' will be more successful in achievement tests compared to those that do not.

Testing this hypothesis was carried out in two steps. In the first, the mean difference (shown as '*M* diff.' in Table 4.11) between each student and his or her teachers' scores for each item was calculated. For example, if a student had given Item 1 a score of 5, and the three teachers who were teaching that student's class had given the item a mean score of 3.33, then there occurred a 1.67 point discrepancy between the student's score and the teachers'. Then, Pearson Correlation was used to determine whether a significant relationship existed between this discrepancy and individual student success. Just like in the previous hypothesis, a one –tailed test of significance was used to test this hypothesis. Results showed significant negative relationships for items 1, 2, 5, 6, 7, 11, 13, 14, and 18, meaning that the more the student and teachers' beliefs matched, the more successful the individual student was (See Table 3.11).

Table 3.11

Significant correlation results for items showing a match between the students and the teachers and the average exam grades of the class

ITEM	Effective Foreign Language Teacher Should…	First Exam Grade of Sts. M= 60.80 SD= 20.564	Second Exam Grade of Sts. M= 50.95 SD= 19.404	Average of two exam grades M= 55.88 SD= 18.517
1 (*M*diff=.87,*SD*=.872) **Pearson Correlation** **Sig. (1-tailed)** **N**	require students to use the language outside of class.	-.126** .001 647	-.186** .000 647	-.168** .000 647
2(*M*diff.=.91,*SD*=.674) **Pearson Correlation** **Sig. (1-tailed)** **N**	use predominantly real-life materials (e.g., music, pictures, foods, clothing) in teaching both the language and the culture rather than the textbook.	-.032 .208 647	-.077** .026 647	-.058 .070 647
5(*M*diff.=.71,*SD*=.616) **Pearson Correlation** **Sig. (1-tailed)** **N**	maintain discipline in class.	-.059 .067 647	-.081* .020 647	-.075* 0.28 647
6(*M*diff.=.70,*SD*=.672) **Pearson Correlation** **Sig. (1-tailed)** **N**	use information gap activities.	-.063 .054 647	-.098** .006 647	-.086* .014 647
7(*M*diff.=.80,*SD*=.564) **Pearson Correlation** **Sig. (1-tailed)** **N**	help students after class time.	-.090* .011 647	-.079* .023 647	-.091* .010 647
11(*M*diff.=.91,*SD*=.822) **Pearson Correlation** **Sig. (1-tailed)** **N**	only correct students indirectly when they produce oral errors instead of directly.	-.061 .060 647	-.085* .015 647	-.078* .023 647
13(*M*diff.=1.45,*SD*=.929) **Pearson Correlation** **Sig. (1-tailed)** **N**	require students to speak in the foreign language beginning the first day of class.	-.095** .008 647	-.191** .000 647	-.153** .000 647
14 (*M*diff.=.95, *SD*=.707) **Pearson Correlation** **Sig. (1-tailed)** **N**	not grade language production (i.e., speaking and writing) primarily for grammatical accuracy.	-.093** .009 647	-.095** .008 647	-.101** .005 647
18(*M*diff.=.96,*SD*=.772) **Pearson Correlation** **Sig. (1-tailed)** **N**	be familiar with theories of Second Language Learning in order to teach better.	-.074* .030 647	.017 .330 647	-.032 .208 647

* *. Correlation is significant at the 0.01 level (1-tailed)
*. Correlation is significant at the 0.05 level (1-tailed)

The second step involved calculating the overall mean difference score for each student. The mean differences between each student and his or her teachers' scores for each item calculated in the first step were added up. The purpose of this was to find out how much each student's beliefs differed from his or her teachers'. Then, these difference scores were correlated with the exam scores of the students and significant negative relationships were revealed for both exam grades and their average (See Table 3.12). Therefore, just as was predicted in Hypothesis 3, those students whose beliefs about foreign language teacher practices matched with their teachers' were more successful in the exams.

Table 3.12
Correlation of overall mean difference score between students' and teachers' beliefs and exams

	First Exam Grade of Sts. M= 60.80 SD= 20.564	Second Exam Grade of Sts. M= 50.95 SD= 19.404	Average of two exam grades M= 55.88 SD= 18.517
Overall M diff. Score= 17.92 SD=.5.340 **Pearson Correlation** **Sig. (1-tailed)** N	-.132** .000 647	-.144** .000 647	-.148** .000 647

**. Correlation is significant at the 0.01 level (1-tailed).

Hypothesis 3 was also tested from another perspective. The procedure mentioned above was carried out again, only this time differentiating high achieving and low achieving students, not according to their exam grades. An independent samples t-test was used and results showed significant differences for items 1 and 13, which means that high achieving students had similar beliefs about these items to their teachers (See Table 3.13).

Table 3.13
Items showing significant relationships between teachers' beliefs and those of high-low achieving students

Item	Effective Foreign Language Teacher Should…	Low Achievers' Means, *SD* (*n*=325)	High Achievers' Means, *SD* (*n*=322)	T Value	*p* value
1	require students to use the language outside of class.	1.01 *SD*=1.006	.72 *SD*=.682	4.366	.000
13	require students to speak L2 first day of class.	1.59 *SD*=.990	1.31 *SD*=.841	3.922	.000

p<.002

In addition, a significant relationship was observed between the overall mean difference score of students and teachers and high achievers' and low achievers' scores. This means that, overall, high achieving students' beliefs match their teachers' beliefs more (See table 3.14).

Table 3.14
Significant relationships between overall mean difference score of students and teachers, and high achievers' and low achievers' scores

	Low Achievers' Means, *SD* (*n*=325)	High Achievers' Means, *SD* (*n*=322)	t value	*P* Value
Overall *M* diff. score of students and teachers	18.48 *SD*=6.058	17.36 *SD*=.4.437	2.693	.007

p<.05

CHAPTER 4

DISCUSSION

4.1. Discussion of the findings

The findings of the 21-item questionnaire study, which yielded an internal consistency reliability of .77, have generated several issues to be discussed concerning characteristics of effective foreign language teachers.

By looking at the findings for Research Question 1, it can be seen that the item about target language use (item 13) shows the greatest disagreement between teachers and students overall. Teachers place more importance on speaking the target language beginning the first day of class than their students. In Brown's study (2009, p. 51), teachers' means for this item are also higher than students' means (3.14 and 2.55 respectively on a four-point scale, $p= .0001$). However, in Brosh's study (1996), conducting the lesson in the target language is perceived as one of the least important characteristics of effective language teachers. In addition, in Bell's study, 86% of the teachers agree that "effective teachers encourage learners to speak the target language beginning the first day of class" with a mean score of 4.28 on a five-point scale (Bell, 2005, p.262). Şenel's study reveals that 60% of the respondents (all teachers) believe students *should* be encouraged to use the target language, but none of them believes students *must* be encouraged to use the target language (Şenel, 2006, p.90). Results for another item concerning target language use in class in Şenel's study show that 36% of the whole group believe only L2 *should* be

encouraged to be used in class, and 16% of the respondents believe that only L2 *must* be encouraged to be used in class. Park & Lee's study has a similar item stating that "An effective English teacher is someone who should teach English in English" and results show that teachers and high-achieving students agree more with this statement than other students with mean scores of 1.79 and 1.77 (Park & Lee, 2006, p.243).

Addressing errors by providing immediate explanations (item 4), has received greater student agreement than teacher agreement in this study. This finding is in line with the result in Brown's study (2009), which shows that students favor immediate correction more than teachers (3.13 and 2.71 respectively) on a four-point scale, $p=$ .0001). However, Bell states that her study reveals a controversial result regarding error correction, with teachers' responses yielding very close rates of agreement and disagreement (Bell, 2005, p. 266). The statement "Effective foreign language teacher corrects errors as soon as possible after they occur" has received 40% teacher agreement, 38% disagreement, and 21% uncertainty on a five-point scale.

The item which shows the third highest mean difference score between teachers' and students' beliefs is about effective foreign language teacher's being attentive to his or her appearance (item 20). It can be observed from the findings that teachers in this study think it is more important than the students. On the other hand, in Brosh's study, results show that both students and teachers regard this characteristic among the least important ones (Brosh, 1996, p.130). Furthermore, by looking at Afyon's study (2005), in terms of physical appearance, it can be said that the students give importance to the teacher's looks as they expect him/her to be good looking and elegant.

Overall results also indicate that teachers agree more on having the students use the target language outside of class than the students in this study (item 1).

Brown obtained similar results regarding target language use outside of class. In his study, teachers agree with this statement more than their students do, with teachers having a mean score of 3.15, while students' mean score is 2.69 (Brown, 2009, p. 51). In Bell's study, 92% of the teachers show agreement with a mean score of 4.39, *SD*= .63 (Bell, 2005, p. 262). In sum, it is evident that in all three studies, teachers give importance to having the students use the target language outside of class more than their students.

Teachers' familiarity with theories of SLA (item 18) is also among the items showing a large mean difference. It seems that teachers in this study place more importance in it than their students. Likewise, in Bell's study, teachers show an 87.5% agreement on this item with a mean score of 4.22, *SD*= .88 (Bell, 2005, p.264).

Findings about the question of whether effective foreign language teachers should help students after class time (item 7) have indicated higher student agreement, both in this study and Brosh's study. It can be observed that in Brosh's study, students' responses for this item differ significantly from teachers by emphasizing the importance of teacher's availability after class time (Brosh, 1996, p.130). Interestingly, in Intraboonsom's study, helping students after class time is among the five least selected characteristics of an effective language teacher (Intraboonsom, 2007, p. 29) for all groups of respondents.

Speaking the foreign language with native-like control (item 12) is perceived as more important by students than the teachers. It can be seen from the results that students believe their teachers need to speak the foreign language with native like control, yet their teachers seem rather less certain on this issue. However, in Brown's

study (2009), overall comparison of student and teacher means does not reveal a significant difference for this item.

Another significant difference is seen in item 6, which makes it evident that teachers in this study believe in the importance of using information gap activities more than the students. Brown's study also reveals that teachers agree more with this statement with a mean score of 3.51 than their students, whose mean score is 3.05 (Brown, 2009.p. 51). Lastly, the results of Bell's study are in line with the studies already mentioned above; 86.9% of the teachers show agreement with this statement with a mean score of 4.25 on a five-point scale (Bell, 2005, p. 262).

In this study, results indicate that compared to students, teachers think preparing and organizing the lesson is more important (item 19). This finding is similar to the one in Intraboonsom's study, in which EFL teachers rank "preparing and organizing the lesson" as the second most important characteristic of an effective foreign language teacher (Intraboonsom, 2007, p.27). In Park & Lee's study, teachers rank this characteristic as more important than other respondents (Park & Lee, 2006, p. 243). Finally, Şenel (2006) states in her study that 61,33% of the whole group believe that all kinds of preparations must be made before the lesson.

Findings for five items reveal high teacher-student agreement. The highest agreement between them is over the statement "An effective foreign language teacher should not discriminate among students." Interestingly, in Brosh's study (1996), as for their priorities in the characteristics of an effective teacher, a significant difference is observed between teachers and students. Brosh states that students emphasize the importance of treating students fairly and equitably. However, in this study, "not discriminating among students" is the statement which received the highest agreement both from teachers and students. In Park and Lee's

study, more students rank this characteristic among the most important ones than teachers, and female students agree with the statement more compared to all respondents (Park & Lee, 2006, p. 245).

Moreover, "having sense of humor" received the second highest agreement between students and teachers in this study, but in Brosh's study, it is among the least important factors contributing to effective teaching (Brosh, 1996, p.130). In Park and Lee's study, respondents were asked to select items in order of importance, and regarding sense of humor, male students and low achieving students placed more importance on this characteristic than teachers, female students and high achieving students (Park & Lee, 2006, p.245). Finally, in Şişman's study (1999 cited in Afyon, 2005), which dealt mainly with the characteristics of "good teachers", having sense of humour was not mentioned among the characteristics.

Results also indicate that both teachers and students believe it is important for an effective foreign language teacher to maintain discipline in class. In Park & Lee's study, for the statement "maintaining a good classroom atmosphere using authority, if necessary", high achieving students agree more (1.87), and overall students have chosen this item more than teachers (1.74 and 1.44 respectively) (Park & Lee, 2006, p. 243).

It seems that both teachers and students in this study agree that "being sensitive to students' problems" is an important characteristic of an effective foreign teacher. By comparison, in Brosh' study, teachers do not rank this characteristic among their top five priorities in an effective teacher (Brosh, 1996, p.136).

Finally, as their fifth highest agreement result, both teachers and students think using small group activities to reduce learner anxiety is an important

characteristic of an effective foreign language teacher. Likewise, in Bell's study, teachers agree 84% with the same statement (Bell, 2005, p.264).

Another interesting finding of this research is that the gender factor causes differences between males and females' perceptions in three items. Initially, "maintaining discipline in class" shows a greater female student agreement than male student agreement. In contrast, in Park & Lee's study, more male students rank "maintaining good classroom atmosphere using authority, if necessary" as important among their 5 choices (Park & Lee, 2006, p.243). Secondly, it is observed that, in this study, female students believe an effective language teacher should teach grammar by giving examples of grammatical structures before explaining the grammar rules. Finally, it can be deduced from the results that female students perceive being treated fairly as more important than male students. Likewise, female students demonstrate a similar perception in Park & Lee's study with female students having a mean score of 2.81, whereas male students score 2.25 (Park & Lee, 2006, p. 245).

Results of the research also indicate that there is a difference in perception on only one item between the students who will have an English-medium instruction at their faculties and the ones who will have a Turkish-medium instruction. Students who will have an English-medium instruction at their faculties agree more with the statement "An effective foreign language teacher should require students to use the language outside of class with other speakers of the language (e.g., Internet, e-mail, clubs, community events, etc.)" than students who will have a Turkish-medium instruction. This may not be surprising since students who will have an English-medium instruction might be more interested in practicing their English to improve their communicative skills and to be ready for their academic studies. Yet, these two

groups also seem to show the highest agreement with an item which shows one of the personal characteristics of an effective foreign language teacher, which is "not discriminating among students". Therefore, it can be said that both groups value being treated fairly by their teacher highly.

Another aspect of the results is that students from Istanbul and students coming from other cities in Turkey do not have different expectations concerning effective foreign language teaching practices. Similarly, the type of school that the students graduated from does not cause a significant difference between the perceptions of the students.

In terms of the perceptions of native-speaker teachers (NTs) and non-native speaker teachers (NNTs), the findings show that NNTs perceive treating students equally as the most important feature of an effective foreign language teacher, whereas NTs believe requiring the students to speak L2 first day of class is the most important feature of an effective teacher. Furthermore, greater NNT agreement can be seen in addressing errors by providing immediate explanations, only correcting students indirectly when they produce oral errors instead of directly, devoting time to the teaching of the culture and requiring the students to use the language outside of class. Lastly, NTs believe more than NNTs that students should be required to speak L2 first day of class.

Two factors which have not caused any significant differences in the perceptions of teachers are having an M.A. degree and holding a graduate degree from an ELT department or other majors, which means teachers have similar views concerning the characteristics of an effective foreign language teacher, whatever their training.

Regarding the relationship between students' or teachers' beliefs about effective foreign language teaching practices and students' success in the achievement tests, and the differences in perceptions between high achieving and low achieving students, results indicate several negative and positive relationships. Initially, it is observed that high achieving students believe in the importance of getting students to use the language outside of class, using information gap activities, and making students use L2 the first day of class. The first two of these characteristics of effective foreign language teachers are related to communicative language teaching practices, and the third is about target language use. Target language use was also perceived as important by the high achieving students in Park & Lee's study (2006). High achieving students gave this item an average mean score of 1.77, *SD*= 1.50 compared to the low achieving ones that gave an average mean score of 1.38, *SD* = 1.07. In contrast, low achieving students agree most with the item about devoting time to the teaching of the culture. This finding is also in line with Park & Lee's study, in which low achieving students also seemed to perceive this characteristic as more important than the high achieving ones with a mean score of 2.88, *SD* = 2.02 (Park & Lee, 2006, p. 242). Secondly, when the beliefs of the class as a whole are taken into consideration, it is possible to say that classes that believe it is not important for an effective foreign language teacher to speak the foreign language with native-like control have achieved higher grades in the exam, but classes that believe helping after class time and not grading language production for grammatical accuracy are important features of an effective foreign language teacher have been more successful in the exams. Thirdly, it has been observed that classes whose teachers think having sense of humor, and making the students speak L2 the first day of class are important have been less successful in the exams.

However, the classes whose teachers believe it is essential for an effective foreign language teacher to speak the foreign language with native-like control, not grade language production primarily for grammatical accuracy, and use small group activities to reduce learner anxiety are the more successful ones. An interesting point should be made here concerning the results of the teacher's familiarity with theories of SLA: Results indicate both a positive and a negative relationship between the perceptions of teachers and the average exam grades of the students in their classes about "being familiar with theories of SLA", meaning that the classes whose teachers believe it is important for an effective foreign language teacher to know theories of SLA have been less successful in the first exam, whereas when the overall average grade of the class from two exam grades is taken into consideration, the classes whose teachers gave higher scores for this item were more successful. This controversial result is due to having taken two achievement exam grades into account. The last point that should be made is that high-achieving students agree more with the statements that an effective foreign language teacher should require the students to use the language outside of class, use information gap activities and make the students speak L2 on the first day of class. Yet, it should be noted that although high-achieving students' mean score is higher for making the students speak L2 on the first day of class than low achievers, the mean scores are interestingly close to the "disagree" band of the five-point scale.

It is also worth mentioning that classes whose beliefs match with their teachers' about using real-life materials in teaching both the language and the culture rather than the textbook, not discriminating among students, speaking the foreign language with native-like control, requiring the students to speak L2 first day of class, and being familiar with theories of SLA have been more successful in

achievement tests compared to the ones that do not. On the other hand, classes whose beliefs do not match with their teachers' about correcting students indirectly when they produce oral errors instead of directly, being familiar with theories of SLA, being attentive to ones appearance, and using small group activities to reduce learner anxiety have been more successful in achievement tests. Again, a contradictory result is observed about being familiar with theories of SLA. In some classes in which there is a match, students have been more successful, whereas in others in which no match is observed concerning this characteristic, students are still successful.

A last point that should be made is that the more the individual student and teachers' beliefs match on the characteristics of an effective teacher, the higher the success rate observed for that student is. The areas where a match is observed are; requiring the students to use the language outside of class, using real-life materials in teaching both the language and the culture, maintaining discipline in class, using information gap activities, helping students after class time, correcting students indirectly when that produce oral errors, requiring the students to speak in the L2 beginning the first day of class, not grading language production primarily for grammatical accuracy, and being familiar with theories of SLA. This finding makes the present study unique because Brown's (2009) study only compares overall and individual teacher's beliefs with those of his/her students. Yet, the present study has not only examined overall differences but also has strived to find a relationship between student-teacher match in beliefs and students' success. Another interesting finding of the study is that when the overall rate of match between students' and teachers' beliefs is taken into consideration, again success rate in the exams is higher. This finding is not surprising since parallelism in beliefs may bring about positive outcomes in the learning environment. Finally, high achieving students seem to have

similar beliefs to their teachers about requiring students to use the language outside of class and making the students use L2 on the first day of class.

4.2. Limitations of the study

The data presented in this study should be interpreted in the light of some important limitations. The principal limitation lies in the population of the study. Respondents were limited to students and teachers who studied and taught at the same institution. Thus, the results may actually be limited to signify certain facts which hold true only within the community of young adult university students at the participating foundation university. This might be a limitation because the results of the study cannot be generalized to other contexts in Turkey and to other people, which is one of the disadvantages of quota sampling. Brown's study yielded the same limitation, though he claimed that the large number of participating students may warrant tentative generalizations to other L2 settings (Brown, 2009, p.56).

The second limitation was related to closed-response questionnaires as a means of data collection in research regarding beliefs and perceptions. It is possible that if the participants had been given the opportunity to answer open-ended questions in addition to the closed-response format, they would have stated their opinions more freely. Some participants even stated such a need during the pilot study. Yet, within the scope of this study, the large number of participants and time constraint did not permit an open-ended component.

Another limitation of the questionnaire concerns the translation of the items from English to Turkish. The translation technique employed in the study was based on "Modified Direct Translation". Geisinger (1994 cited in Behling, O. & Law, K.S., 2000, p. 19) states that in this technique, which is expected to increase security, the original translator meets with a panel of experts twice to discuss the wording of the

draft target language instrument until they reach an agreement. In the present study, the items were translated into Turkish by the researcher herself and an expert in the ELT field was consulted to check the work of the translator. During the pilot study, some of the instructors also reported having difficulties with the translation of certain items. As a result of these comments, the translation was reviewed in cooperation with another expert, and the wording of the items was finalized. Therefore, although there was no panel, there were two experts to review the translation and instructors' opinions. Despite these reviews, after the administration of the instrument to the target group, it was realized that there was an ambiguity in one of the items. In item 17, the phrase "the culture(s) of those who speak the language" was translated inaccurately by making the culture "speak" the language not the "speakers" (Appendix 5, p.100) . Nevertheless, it was observed that the translation did not affect the respondents' choices.

It can also be said that using the results of two achievement exams may have caused a handicap because some differences occurred in the results, e.g. teacher's familiarity with theories of SLA. If there had not been a time constraint, using the results of the final exam may have helped gain more consistent results.

A final limitation of the questionnaire was that the items belonged to certain categories, but there surely are many other categories that could have been added to the list since the qualities of an effective foreign language teacher are multidimensional. Yet, similar to Brown, the researcher tried to focus on concrete teacher practices within teachers' control, rather than on theoretical issues in SLA and L2 pedagogy (Brown, 2009, p. 50) and added teachers' personal, pedagogical and interactional characteristics to the list.

4.3. Suggestions for further research

The present study has investigated students' and teachers' perceptions of effective foreign language teachers at the English Preparatory School of a foundation university located in Istanbul through a questionnaire consisting of questions from several areas in language teaching and pedagogy. As Brown suggests, future research studies may delve into how and where students formulate their ideas of effective and ineffective L2 learning and teaching (Brown, 2009, p. 56). He adds that learners' previous experiences with L2 teachers and learning may be examined to analyze the impact they have had on the learners' current perspectives.

More research should be carried out identifying the perceptions of native-speaker teachers and non-native speaker teachers to support the findings presented in this study and make comparisons.

Another suggestion for further research is adding a qualitative aspect to this study to permit participants to express their opinions about the content of individual items. Bell suggests follow-up interview with some of the respondents to shed light on questionnaire responses (Bell, 2005, p. 267).

Further studies might also replicate this study in different contexts in Turkey with different student and teacher profiles to see if perceptions show a variation.

Finally, although this study was a pioneering effort in the development of an instrument in Turkish that would explore the perceptions of students' and teachers' of effective foreign language teachers, the categories in the instrument could be extended to cover more areas in effective foreign language teaching, such as using computer based technologies and teaching practices in the literature.

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6. APPENDICES

APPENDIX 1

ALAN V. BROWN'S (2009) EFFECTIVE FOREIGN LANGUAGE TEACHER QUESTIONNAIRE

The Effective Foreign Language Teacher

Instructions: Please reflect on your personal beliefs regarding what characterizes effective foreign language teaching.

Carefully read each statement and indicate to what extent you agree or disagree by circling the statement that best describes your opinion. There are no right or wrong answers, just those that are right for you. Your sincere, personal responses will guarantee the success of the study. Thank you.

Effective foreign language teachers <u>should:</u>

1. frequently use computer-based technologies (Internet, CD–ROM, email) in teaching the language.

Strongly Agree   Agree   Disagree   Strongly Disagree

2. base at least some part of students' grades on completion of assigned group tasks.

3. devote as much time to the teaching of culture as to the teaching of language.

4. require students to use the language outside of class with other speakers of the language (e.g., Internet, email, clubs, community events, etc.).

5. not correct students immediately after they make a mistake in speaking.

6. allow students to respond to test questions in listening and reading via English rather than the foreign language.

7. not use English in the foreign language classroom.

8. only correct students indirectly when they produce oral errors instead of directly (e.g., correctly repeating back to them rather than directly stating that they are incorrect).

9. be as knowledgeable about the culture(s) of those who speak the language as the language itself.

10. not grade language production (i.e., speaking and writing) primarily for grammatical accuracy.

11. teach the language primarily by having students complete specific tasks (e.g., finding out prices of rooms and rates at a hotel) rather than grammar-focused exercises.

12. have students respond to commands physically in the foreign language (e.g., "stand up," "pick up your book," etc.).

13. address errors by immediately providing explanations as to why students' responses are incorrect.

14. require students to speak in the foreign language beginning the first day of class.

15. not use predominantly small groups or pair work to complete activities in class.

16. mostly use activities that practice specific grammar points rather than activities whose goal is merely to exchange information.

17. ask students to begin speaking the foreign language only when they feel they are ready to.

18. not present a particular grammar point without illustrating how the structure is used in a specific, real-world context.

19. speak the foreign language with native-like control of both grammar and accent.

20. teach grammar by giving examples of grammatical structures before explaining the grammar rules.

21. use predominantly real-life materials (e.g., music, pictures, foods, clothing) in teaching both the language and the culture rather than the textbook.

22. not simplify or alter how they speak so that students can understand every word being said.

23. base at least some part of students' grades on their ability to interact with classmates successfully in the foreign language.

24. use activities where students have to find out unknown information from classmates using the foreign language.

＊On the original questionnaire four columns containing bubbles representing each response option appeared to the right of the items but have been removed to save space.

APPENDIX 2

QUESTIONNAIRE DEVELOPED BY TERESA R. BELL (2005)

THE EFFECTIVE FOREIGN LANGUAGE TEACHER

The questionnaire is divided into two parts. Part One contains items regarding observable behaviors (indicated as "B" in the following list) of effective foreign language teachers. Part Two of the questionnaire contains theoretical statements (indicated as "T" in the following list) regarding attitudes about SLA and foreign language teaching and learning. Respondents were asked to rate each item on a Likert-type scale from 1 (strongly disagree) to 5 (strongly agree) as to how much it contributes to effective foreign language teaching (Bell, 2005: 261).

B01) creates lesson plans that emphasize grammatical aspects of the target language (TL hereafter).

B02) teaches new complex language structures only after less complex structures have been introduced and practiced.

B03) uses information gap activities (where students have to find out unknown information from a classmate or another source).

B04) uses small groups to help learners experience a greater degree of involvement.

B05) gives learners a time limit to complete small group activities.

B06) bases at least some part of students' grades on their actual use of the TL.

B07) bases at least some part of students' grades on completion of assigned tasks.

B08) uses student-student role play situations from the beginning of elementary language instruction.

B09) encourages students to express and discuss their needs and preferences for language learning.

B10) adjusts learning activities to meet the needs of foreign language students with a variety of interests.

B11) shows personal involvement in or enthusiasm for the TL and culture.

B12) permits learners to select their own topics for discussion.

B13) teaches foreign language students to use various learning strategies (i.e., self - evaluation, repetition, imagery, etc.).

B14) varies learning activities of foreign language instruction depending on learners' ages.

B15) uses activities and assignments that draw learners' attention to specific grammatical features.

B16) uses activities where learners need to understand a certain grammatical feature to understand the meaning of spoken or written text.

B17) simplifies his or her TL output so students can understand what is being said.

B18) thoroughly explains new grammar rules before asking students to practice the relevant structure.

B19) teaches grammar inductively (i.e., gives examples before grammatical rules).

B20) teaches appropriate hesitation or other discourse strategies to help learners gain time in conversational exchanges.

B21) exposes students to different dialects of the TL.

B22) requires students to practice unfamiliar grammatical forms or patterns in substitution or transformation exercises.

B23) uses recasts (correct reformulations of students' speech) as a preferred method of corrective feedback.

B24) corrects errors as soon as possible after they occur.

B25) uses indirect cues or hints to signal errors to the learner (such as, asking them if they are sure their response is correct or using facial expressions or body language).

B26) has students act out commands or engage in other physical activity given by the teacher to practice listening comprehension in the TL.

B27) uses the TL as the predominant means of classroom communication.

B28) provides learners with concrete tasks to complete while reading or listening to texts in the TL.

B29) teaches foreign language students to use strategies to improve their vocabulary learning (e.g., memory devices or creating a mental image of the word).

B30) presents grammar rules one at a time and has student practice examples of each rule before going on to another.

B31) devotes class time to giving examples of cultural differences between target and student's native language use.

B32) teaches idiomatic expressions and language routines to help learners successfully engage in conversations in the TL.

B33) encourages learners to begin speaking in the TL only when they feel they are ready to.

B34) encourages foreign language learners to speak in the TL beginning the first day of class.

B35) explains why learner responses are inaccurate when students make errors.

B36) allows students to write summaries or answer questions on reading or listening passages in English rather than the TL.

B37) grades spoken language production predominantly for grammatical accuracy.

B38) grades written language assignments predominantly for grammatical accuracy.

B39) understands the fundamentals of linguistic analysis (phonology, syntax) as they apply to the TL.

B40) uses the TL competently.

B41) provides opportunities for students to reinforce and further their knowledge of other disciplines through the foreign language.

B42) selects materials that present distinctive viewpoints that are available only through the foreign language and its cultures.

B43) provides opportunities for students to demonstrate understanding of the nature of language through comparisons of the TL and their own.

B44) provides opportunities for students to use the TL both within and beyond the school setting.

B45) teaches grammar deductively (i.e., gives grammatical rule before examples).

B46) integrates computer-aided instruction (e.g., computer-based exercises, e-mail, the Internet, CD-ROM, etc.) into foreign language teaching.

B47) frequently uses authentic materials and realia (e.g., maps, pictures, artifacts, items of clothing, foods) to illustrate features of the TL and culture.

T0l) Adult learners will rarely, if ever, achieve native-like proficiency in a foreign language.

T02) Adults learn a foreign language in a manner similar to the wav they learned their first language.

T03) Foreign language learners should be corrected when they make grammatical mistakes.

T04) Learning a foreign language "on the street" is generally more effective than learning it in the classroom.

T05) A foreign language is learned predominantly by imitating correct models of the language.

T06) Using small group activities is likely to reduce learner anxiety.

T07) Grammatical structures that are formally taught are more difficult to use in natural communication than grammatical structures that are learned in natural communication outside the classroom.

T08) It is essential to correct most errors.

T09) Written and spoken language comprehensible to the learner but slightly above the difficulty level of his or her productive ability is all that is necessary for foreign language acquisition.

T10) One of the most important things a foreign language teacher can do is reduce learner anxiety.

T11) Most of the mistakes learners make are due to differences between the TL and their native language.

T12) Using small group instruction is likely to enhance student self-correction.

T13) Foreign language learners should be put into groups of fast and slow learners.

T14) Too much interaction with native speakers can hinder beginning foreign language learners because native speakers generally take control of conversations.

TI5) Foreign language learners should interact with native speakers of the TL as often as possible.

T16) Each person possesses certain subconscious knowledge about language that allows him or her to learn a foreign language to some degree.

T17) Foreign language learners can learn to use a foreign language proficiently by mere exposure to it (i.e., reading in or listening to the language).

T18) The higher a person's IQ, the more likely he or she is to learn a foreign language well.

T19) Using small group instruction is likely to cause students to learn inaccurate forms of the TL from each other.

T20) The learner who identifies with members of the target culture group learns the TL more accurately than the learner who learns the language for personal gain (i.e., monetary).

T21) Foreign language learners acquire foreign language structures in a predictable order, whether the language is learned in a classroom or not.

T22) Foreign language learners do not always learn grammatical structures by means of formal instruction.

T23) Activities that focus on the exchange of meaning between two speakers are more important than activities that focus on the manipulation of grammatical forms.

T24) Aspects of the TL that are formally learned enable learners to edit their TL speech for grammatical correctness.

T25) Learners must understand every word of an oral message to understand what is being said in the TL.

T26) Making the first occurrence of a new word memorable is more important than practicing it several times.

T27) The teacher's insistence on rapid speaking by learners improves TL production.

T28) Native or near-native language proficiency of the teacher is more important than his or her teaching skills.

T29) Tests should imitate real-life language use situations whenever possible.

T30) Testing students on what has been taught in class is more important than testing their overall language development.

T31) Portfolio assessment (a collection of student's work, such as oral and written reports, creative projects, writings, etc.) can be used to validly and reliably measure student achievement in the foreign language.

T32) Teaching about the target culture is not as important as teaching grammar and vocabulary.

T33) Familiarity with theories of SLA helps foreign language teachers teach better.

APPENDIX 3

QUESTIONNAIRE USED BY HEZI BROSH (1996)

The questionnaire was composed of a list of 20 ELT characteristics, which were chosen to reflect personal, pedagogical, and interactional characteristics. The respondents were asked to choose the three major characteristics from this list and to rank them in order of their importance (Brosh, 1996: 129).

Characteristic	**Choice 1**	**Choice 2**	**Choice 3**

1. Prepares and organizes the lesson

2. Acquainted with the curriculum

3. Helps students after class time

4. Flexible with students

5. Attentive to his/her appearance

6. Stimulates independent learner

7. Commands the language

8. Makes lessons interesting

9. Has positive attitudes toward the native speakers

10. Has sense of humor

11. Develops motivation to study the language

12. Is sensitive to students' problems

13. Teaches comprehensibly

14. Teacher's sex

15. Acquainted with the native speakers' culture

16. Maintains discipline in class

17. Provides students with experiences of success

18. Does not discriminate among students

19. Conducts the lesson in the target language

20. Has research orientation

APPENDIX 4

QUESTIONNAIRE USED IN THE PILOT STUDY

Uygulama numarası:

Statü (lütfen yuvarlak içine alınız):   Öğretmen   Öğrenci
Cinsiyet (lütfen yuvarlak içine alınız):   Kadın   Erkek
Yaş:

Sadece öğrenciler için:
Mezun olduğunuz lisenin bulunduğu şehir:
Bitirdiğiniz lisenin türü (lütfen yuvarlak içine alınız):   Devlet   Özel   Diğer
Üniversitede okuyacağınız bölüm:
Kaç senedir İngilizce öğreniyorsunuz? (ilk seneniz ise "0" olarak belirtiniz):

Sadece öğretmenler için:
Lisans alanınız (lütfen yuvarlak içine alınız):   İngilizce öğretmenliği
                                                      İngiliz dili ve edebiyatı
                                                      Amerikan kültürü ve edebiyatı
                                                      Mütercim tercümanlık
                                                      Dil bilim
                                                      Diğer (lütfen belirtiniz)

Yüksek Lisans veya Doktora dereceniz varsa belirtiniz:

Kaç senedir yabancı dil öğretmenliği yapıyorsunuz?:

Bu ölçek sizlerin <u>etkili yabancı dil öğretmeninin özellikleri</u> ile ilgili kişisel görüşlerinizi almak için hazırlanmıştır.

Lütfen her ifadeyi dikkatlice okuyarak görüşünüzü en çok yansıttığını düşündüğünüz dereceyi yuvarlak içine alınız. Burada doğru veya yanlış cevaplar yoktur, sadece sizin doğrularınız Vardır. İçten verilmiş cevaplarınız bu anketin doğru işlemesini sağlayacaktır.

```
---------1---------------------2---------------------3---------------------4-------------------5--------
Kesinlikle      Katılmıyorum      Ne katılıyorum    Katılıyorum    Kesinlikle
katılmıyorum                       ne katılmıyorum                  katılıyorum
```

Etkili yabancı dil öğretmeni,
1 - öğrencilerin dili sınıf dışında diğer konuşucularla konuşurken 1 2 3 4 5 kullanmasını istemelidir (örneğin, internet, e-posta, kulüpler, toplumsal faaliyetler, vb.).

2 - yabancı dili ve o dilin kültürünü öğretirken ders kitabı yerine, öncelikli 1 2 3 4 5 olarak gerçek materyaller kullanmalıdır (örneğin: müzik, resimler, yiyecekler, giysiler vs.).

91

```
-------1----------------------2----------------------3---------------------4----------------------5--------
```
| Kesinlikle | Katılmıyorum | Ne katılıyorum | Katılıyorum | Kesinlikle |
| katılmıyorum | | ne katılmıyorum | | katılıyorum |

Etkili yabancı dil öğretmeni,

3 - öğrencileri arasında ayrım yapmamalıdır.   1 2 3 4 5

4 - sınıftaki etkinlikleri tamamlamak için ağırlıklı olarak küçük grup   1 2 3 4 5
    çalışmaları veya ikili çalışmalar yaptırmalıdır.

5 - hatalara öğrencilerin cevaplarının neden doğru olmadığını hemen   1 2 3 4 5
    açıklayarak yaklaşmalıdır.

6 - sınıfta disiplini sağlamalıdır.   1 2 3 4 5

7 - öğrencilerin dinleme ve okuma bölümündeki sınav sorularına yabancı dil 1 2 3 4 5
    yerine anadilde cevap vermesine izin vermelidir.

8 - söylenen her sözcüğün öğrenci tarafından anlaşılabilmesi için konuşma 1 2 3 4 5
    biçimini basitleştirmemeli veya değiştirmemelidir.

9 - öğretilen yabancı dil, anadili olmalıdır.   1 2 3 4 5

10- öğrencilerin notlarının en azından bir kısmını verilen grup çalışmalarının 1 2 3 4 5
    tamamlanmasına dayandırmalıdır.

11- dili öncelikle öğrencilere tamamlamaları için belirli çalışmalar (örneğin: 1 2 3 4 5
    bir oteldeki oda fiyatlarını ve oranlarını bulmak) vererek öğretmelidir,
    dilbilgisine dayalı alıştırmalarla değil.

-------1----------------------2----------------------3----------------------4----------------------5--------
Kesinlikle   Katılmıyorum   Ne katılıyorum   Katılıyorum   Kesinlikle
katılmıyorum   ne katılmıyorum   katılıyorum

Etkili yabancı dil öğretmeni,

12- sınıfta Türkçe kullan<u>mamalıdır</u>.   1 2 3 4 5

13- öğrencilerin konuşurken yaptığı hataları anında düzelt<u>memelidir</u>.   1 2 3 4 5

14- öğrencilerin yabancı dili kullanarak sınıf arkadaşlarına soru sorarak bilgi   1 2 3 4 5
edinmesini gerektirecek etkinlikler kullanmalıdır.

15- dili öğretirken sıklıkla bilgisayar teknolojileri (internet, CD-ROM, e-   1 2 3 4 5
posta) kullanmalıdır.

16- amacı sadece bilgi alışverişi olan etkinlikler yerine, genellikle belli   1 2 3 4 5
dilbilgisi konularının uygulanmasına yönelik etkinlikler yaptırmalıdır.

17- öğrencilerine dersten sonra yardımcı olmalıdır.   1 2 3 4 5

18- erkek olmalıdır.   1 2 3 4 5

19- notlandırmanın en azından bir kısmını öğrencilerin sınıf arkadaşlarıyla   1 2 3 4 5
yabancı dilde etkileşime geçebilme yeteneği üzerine dayandırmalıdır.

20- dilbilgisini, kuralları açıklamadan önce yapılarla ilgili örnekler vererek   1 2 3 4 5
öğretmelidir.

| Kesinlikle katılmıyorum | Katılmıyorum | Ne katılıyorum ne katılmıyorum | Katılıyorum | Kesinlikle katılıyorum |

Etkili yabancı dil öğretmeni,

21- mizah anlayışına sahip olmalıdır.   1 2 3 4 5

22- öğrencilerin sözlü hatalarını doğrudan düzeltmek yerine sadece dolaylı   1 2 3 4 5
olarak düzeltmelidir (örneğin: doğrudan hatalarını söylemek yerine
doğrusunu konuşarak düzeltme yapmak).

23- yabancı dili hem dilbilgisi hem de aksan kontrolü yönünden anadili   1 2 3 4 5
konuşur gibi konuşmalıdır.

24- daha ilk günden sınıfta yabancı dilin konuşulmasını istemelidir.   1 2 3 4 5

25- öğrencileri hızlı ve yavaş öğrenenler diye iki gruba ayırmalıdır.   1 2 3 4 5

26- öğrencilerin sadece hazır oldukları zaman yabancı dili konuşmaya   1 2 3 4 5
başlamalarını istemelidir.

27- öğrencilerine karşı esnek olmalıdır.   1 2 3 4 5

28- dil üretimini (konuşma ve yazma) öncelikli olarak dilbilgisel doğruluğa 1 2 3 4 5
dayandırarak notlandır<u>mamalı</u>dır.

29- öğrencilerin sorunlarına karşı hassas olmalıdır.   1 2 3 4 5

-------1----------------------2----------------------3----------------------4----------------------5--------
Kesinlikle   Katılmıyorum   Ne katılıyorum   Katılıyorum   Kesinlikle
katılmıyorum   ne katılmıyorum   katılıyorum

Etkili yabancı dil öğretmeni,

30- kadın olmalıdır.   1 2 3 4 5

31- belli bir dilbilgisi konusunu yapının belli, gerçek yaşamda nasıl 1 2 3 4 5
kullanıldığını göstermeden sun<u>mamalıdır</u>.

32- öğrencilerin yabancı dilde verilen emirlere (örneğin, "ayağa kalkın", 1 2 3 4 5
"kitabınızı alın" gibi) fiziksel olarak cevap vermesini istemelidir.

33- dilin öğretimine olduğu kadar o dilin kültürünün de öğretimine zaman 1 2 3 4 5
ayırmalıdır.

34- dilin kendisi kadar o dili konuşan kültür veya kültürlerle ilgili de bilgi 1 2 3 4 5
sahibi olmalıdır.

35- yabancı dili daha iyi öğretebilmek için ikinci dil öğrenimi kuramlarına 1 2 3 4 5
aşina olmalıdır.

36- dersi hazırlamalı ve organize etmelidir.   1 2 3 4 5

37- Dış görünüşüne özen göstermelidir.   1 2 3 4 5

38- öğrencinin kaygısını azaltmak için küçük grup aktiviteleri kullanmalıdır. 1 2 3 4 5

BU BÖLÜMDEKİ SORULAR ANKETLE İLGİLİ YORUMLARINIZI ALMAK ÜZERE HAZIRLANMIŞTIR.

1- Anketin formatı açık mı? (Yuvarlak içine alınız.)   EVET   HAYIR

("Hayır" yanıtı için sebebini belirtiniz:..

....)

2- Ankette anlaşılması güç sorular var olduğunu düşündüyseniz soru

numarasını ve sebebini kısaca belirtiniz.

   SORU NUMARASI: SEBEBİ:

   ....

   ....

   ....

3- Anketin işleyişi, dili, yönergeler vb. gibi konularla ilgili başka yorumlarınız

varsa belirtiniz:

....

....

....

....

....

APPENDIX 5

QUESTIONNAIRE USED IN THE STUDY

Değerli Katılımcı,

Bu anket, öğrencilerin ve öğretmenlerin "etkili yabancı dil öğretmeninin özellikleri" ile ilgili algılamalarındaki benzerlik ve farklılıkların inceleneceği bir araştırmaya veri toplamak amacıyla hazırlanmıştır. Başka bir deyişle, "etkili yabancı dil öğretmeni" kavramının öğrenciler ve öğretmenler tarafından nasıl algılandığı araştırılmaktadır. Bu anketin amacı öğrencilerin şu anki öğretmenlerinin etkili olup olmadığını araştırmak asla değildir.

Öğrenciler anketi yanıtlarken şu anki ya da geçmişteki yabancı dil öğretmenlerinin nasıl olduklarını değil, kendilerince ideal yabancı dil öğretmeninin özellikleri hakkındaki düşüncelerini göz önünde bulundurmalıdırlar.

Bu çalışmada istenen sınıf ve isim bilgileri sadece çalışmanın amacına yönelik olup, verilen bilgiler ve elde edilecek sonuçlar tamamen akademik amaçlar adına kullanılacak ve katılımcıların kimliği kesinlikle gizli tutulacaktır.

Sonuçlar, öğrenci ve öğretmenlerin "etkili yabancı dil öğretmeni" hakkındaki algılamalarını anlamak açısından önem taşımaktadır.

Lütfen her ifadeyi dikkatlice okuyarak görüşünüzü en çok yansıttığını düşündüğünüz dereceye bir çarpı (x) işareti koyunuz. Burada doğru veya yanlış cevaplar yoktur, sadece sizin doğrularınız vardır. İçten verilmiş cevaplar bu çalışmanın doğru sonuçlar vermesini sağlayacaktır.

Ayırdığınız zaman için teşekkür ederim.

Zeynep BİRİNCİ GÜLER
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Statü : Öğretmen ☐ Öğrenci ☐

Cinsiyet: Kadın ☐ Erkek ☐

Yaş : ☐

Sadece **öğrenciler** için:

Adınız, Soyadınız: ....

Sınıfınızın adı (harfini yazınız): Prep ....

Mezun olduğunuz lisenin bulunduğu şehir: ....

Bitirdiğiniz lisenin türü: Devlet ☐ Özel ☐ Anadolu ☐

Fen ☐ Meslek ☐ Diğer ☐

Üniversitede okuyacağınız bölüm:..

Kaç senedir İngilizce öğreniyorsunuz? (ilk seneniz ise "0" olarak belirtiniz): ☐

Sadece **öğretmenler** için:

Lisans alanınız (Lütfen seçiniz):

    İngilizce Öğretmenliği ☐   İngiliz Dili ve Edebiyatı ☐

    Amerikan Kültürü ve Edebiyatı ☐   Mütercim Tercümanlık ☐

    Dil Bilim ☐

    Diğer (lütfen belirtiniz) ....

Yüksek Lisans veya Doktora dereceniz varsa belirtiniz: ....

Kaç senedir yabancı dil öğretmenliği yapıyorsunuz? ☐

Bu dönem Maltepe Üniversitesi'nde derslerine girdiğiniz sınıflar: PREP.....................

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-------1--------------------2--------------------3--------------------4------------------5-------
```
Kesinlikle   Katılmıyorum   Ne katılıyorum   Katılıyorum   Kesinlikle
katılmıyorum   ne katılmıyorum   katılıyorum

Etkili yabancı dil öğretmeni,

1- öğrencilerin dili sınıf dışında kullanmasını istemelidir   1 2 3 4 5
(örneğin, internet,e-posta, kulüpler, toplumsal faaliyetler, vb.).

2- yabancı dili ve o dilin kültürünü öğretirken ders kitabı yerine, öncelikli 1 2 3 4 5
olarak gerçek materyaller kullanmalıdır (örneğin: müzik, resimler,
yiyecekler, giysiler vb.).

3- öğrencileri arasında ayrımcılık yapmamalıdır.   1 2 3 4 5

4- öğrencilere yanlış cevaplarının neden doğru olmadığını hemen 1 2 3 4 5
açıklamalıdır.

5- sınıfta disiplini sağlamalıdır.   1 2 3 4 5

6- öğrencilerin yabancı dili kullanarak sınıf arkadaşlarına soru sorarak 1 2 3 4 5
bilgi edinmesini gerektirecek etkinlikler kullanmalıdır.

7- öğrencilerine dersten sonra yardımcı olmalıdır.   1 2 3 4 5

8- notlandırmanın en azından bir kısmını öğrencilerin sınıf arkadaşlarıyla 1 2 3 4 5
yabancı dilde etkileşime geçebilme yeteneği üzerine dayandırmalıdır.

9- dilbilgisini, kuralları açıklamadan önce yapılarla ilgili örnekler vererek 1 2 3 4 5
öğretmelidir.

10- mizah anlayışına sahip olmalıdır.   1 2 3 4 5

```
--------1---------------------2--------------------3---------------------4---------------5--------------
   Kesinlikle        Katılmıyorum      Ne katılıyorum      Katılıyorum      Kesinlikle
   katılmıyorum                         ne katılmıyorum                      katılıyorum
```

Etkili yabancı dil öğretmeni,

11- öğrencilerin sözlü hatalarını doğrudan düzeltmek yerine sadece dolaylı 1 2 3 4 5
    olarak düzeltmelidir (örneğin: doğrudan hatalarını söylemek yerine
    doğrusunu konuşarak düzeltme yapmak).

12- hem dilbilgisi hem de telaffuz yönünden, öğrettiği yabancı dili anadili 1 2 3 4 5
    gibi konuşmalıdır.

13- daha ilk günden sınıfta yabancı dilin konuşulmasını istemelidir.   1 2 3 4 5

14- öğrencinin konuşmasını ve yazdıklarını, öncelikli olarak dilbilgisel 1 2 3 4 5
    doğruluğuna göre notlandır<u>mamalı</u>dır.

15- öğrencilerin sorunlarına karşı hassas olmalıdır.   1 2 3 4 5

16- dilin öğretimine olduğu kadar o dilin kültürünün de öğretimine zaman 1 2 3 4 5
    ayırmalıdır.

17- dilin kendisi kadar o dili konuşan kültür veya kültürlerle ilgili de bilgi 1 2 3 4 5
    sahibi olmalıdır.

18- yabancı dili daha iyi öğretebilmek için ikinci dil öğrenimi kuramlarına 1 2 3 4 5
    aşina olmalıdır.

19- dersi hazırlamalı ve organize etmelidir.   1 2 3 4 5

20- Dış görünüşüne özen göstermelidir.   1 2 3 4 5

21- öğrencinin kaygısını azaltmak için küçük grup aktiviteleri 1 2 3 4 5
    kullanmalıdır.

APPENDIX 6

ENGLISH VERSION OF THE QUESTIONNAIRE

Dear Colleagues,

This questionnaire has been designed to gather data for a study that aims to compare and contrast students' and teachers' perception of effective foreign language teaching. In other words, it aims at investigating how students and language teachers perceive the concept of "effective foreign language teacher". Therefore, the purpose of this study is definitely **not** to determine whether the present language teacher is effective.

All the information concerning the identity of the participants will be used for research purposes only and will be kept strictly confidential. It is expected that the results will serve as a means of understanding the notion of an effective language teacher in the students' minds.

Please reflect on your personal beliefs regarding what characterizes effective foreign language teaching. Carefully read each statement and indicate to what extent you agree or disagree by circling the statement that best describes your opinion. There are no right or wrong answers, just those that are right for you. Your sincere, personal responses will guarantee the success of the study. Thank you for your time and contribution.

Zeynep BİRİNCİ GÜLER
Instructor, Maltepe University, Prep for Undergraduate Programs in English
MA student, Maltepe University, English Language Teaching

For contact:
0216 626 10 50/ 1310
zbguler@maltepe.edu.tr

Gender: Female   ☐   Male   ☐

Age   :   ☐

Undergraduate degree:

    English Language Teaching   ☐   English Literature   ☐

    American Literature   ☐   Linguistics   ☐

    Other (please indicate): ……………………………………………………..

Graduate or Ph d degree: …………………………………………..………….

How long have you been teaching English? : ……………………….…………

Which classes are you teaching at Maltepe University this semester? Please write their names: **PREP**……………..……………….

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-------1----------------------2--------------------3---------------------4------------5---------
```
Strongly disagree   Disagree   Neutral/Uncertain   Agree   Strongly agree

Effective foreign language teachers should:

1 -   require students to use the language outside of class with other   1 2 3 4 5
      speakers of the language (e.g., Internet, e-mail, clubs, community
       events, etc.).

2 -   use predominantly real-life materials (e.g., music, pictures, foods,   1 2 3 4 5
      clothing)
      in teaching both the language and the culture rather than the textbook.

3 -   not discriminate among students.   1 2 3 4 5

4 -   address errors by immediately providing explanations as to why   1 2 3 4 5
      students' responses are incorrect.

5 -   maintain discipline in class.   1 2 3 4 5

6 -   use activities where students have to find out unknown information   1 2 3 4 5
      from classmates using the foreign language.

7 -   help students after class time.   1 2 3 4 5

8 -   base at least some part of students' grades on completion of assigned   1 2 3 4 5
      group tasks.

9 -   teach grammar by giving examples of grammatical structures   1 2 3 4 5
      before explaining the grammar rules.

10-   have sense of humour.   1 2 3 4 5

```
-------1--------------------2--------------------3--------------------4--------------5---------
 Strongly disagree    Disagree    Neutral/Uncertain    Agree    Strongly agree
```

Effective foreign language teachers should:

11- only correct students indirectly when they produce oral errors instead   1 2 3 4 5
     of directly (e.g., correctly repeating back to them rather than
     directly stating that they are incorrect).

12- speak the foreign language with native-like control of both grammar   1 2 3 4 5
     and accent.

13- require students to speak in the foreign language beginning the first day   1 2 3 4 5
     of class.

14- <u>not</u> grade language production (i.e., speaking and writing) primarily for   1 2 3 4 5
     grammatical accuracy.

15- Be sensitive to students' problems.   1 2 3 4 5

16- devote as much time to the teaching of culture as to the teaching of   1 2 3 4 5
     language.

17- be as knowledgeable about the culture(s) of those who speak the   1 2 3 4 5
     language as the language itself.

18- be familiar with theories of Second Language Learning in order to teach   1 2 3 4 5
     better.

19- prepare and organize the lesson.   1 2 3 4 5

20- Be attentive to his/her appearance.   1 2 3 4 5

21- use small group activities to reduce learner anxiety.   1 2 3 4 5

```
-------1--------------------2--------------------3--------------------4--------------5---------
 Strongly disagree    Disagree    Neutral/Uncertain    Agree    Strongly agree
```

APPENDIX 7

RESULTS OUTPUT OF RESEARCH QUESTION 4

ITEM	Istanbul Means, *SD* (*n*=298)	Other cities Means, *SD* (*n*=348)	t value	*p* value
1	3.97 *SD*=1.094	4.10 *SD*=1.057	-1.503	.133
2	4.11 *SD*=1.012	4.10 *SD*= 1.090	.128	.898
3	4.60 *SD*= .988	4.74 *SD*=.803	-1.932	.054
4	4.61 *SD*=.839	4.72 *SD*=.661	-1.941	.053
5	4.25 *SD*= .946	4.44 *SD*=.869	-2.719	.007
6	4.26 *SD*= .911	4.32 *SD*= .845	-.925	.355
7	4.35 *SD*= .795	4.47 *SD*= .768	-1.892	.059
8	3.77 *SD*= .980	3.85 *SD*= 1.009	-1.009	.313
9	4.07 *SD*=.933	4.20 *SD*= .955	-1.836	.067
10	4.51 *SD*=.775	4.51 *SD*=.738	-.024	.981
11	3.93 *SD*=1.111	4.02 *SD*= 1.118	-.959	.338
12	4.38 *SD*= .876	4.32 *SD*=.889	.823	.411
13	2.84 *SD*=1.289	2.59 *SD*=1.330	2.391	0.17
14	3.81 *SD*= 1.079	3.78 *SD*=1.102	.317	.753
15	4.42 *SD*= .758	4.51 *SD*= .624	-1.554	.121
16	3.62 *SD*= 1.101	3.59 *SD*= 1.108	.364	.716
17	3.89 *SD*= 1.012	3.79 *SD*= 1.038	1.182	.238
18	3.70 *SD*=1.028	3.60 *SD*= 1.009	1.296	.195
19	4.37 *SD*=.733	4.41 *SD*=.679	-.639	.523
20	3.55 *SD*=1.154	3.40 *SD*= 1.138	1.637	.102
21	4.29 *SD*= .872	4.34 *SD*=.836	-.786	.432

APPENDIX 8

RESULTS OUTPUT OF RESEARCH QUESTION 5

ITEM	Other High Schools Means, *SD* (*n*=382)	State High School Means, *SD* (*n*=265)	t value	*p* value
1	4.05 *SD*=1.041	4.02 *SD*=1.130	.388	.698
2	4.12 *SD*=1.007	4.09 *SD*= 1.118	.354	.723
3	4.73 *SD*= .778	4.58 *SD*=1.034	1.975	.049
4	4.69 *SD*=.703	4.65 *SD*=.813	.614	.539
5	4.34 *SD*= .890	4.37 *SD*=.937	-.457	.647
6	4.28 *SD*= .843	4.31 *SD*= .922	-.402	.688
7	4.38 *SD*= .801	4.45 *SD*= .753	-1.028	.304
8	3.84 *SD*= .938	3.77 *SD*= 1.071	.866	.387
9	4.15 *SD*=.905	4.12 *SD*= 1.006	.495	.621
10	4.54 *SD*=.678	4.46 *SD*=.857	1.192	.234
11	4.04 *SD*=1.037	3.89 *SD*= 1.214	1.555	.121
12	4.34 *SD*= .865	4.37 *SD*=.908	-.439	.661
13	2.78 *SD*=1.274	2.61 *SD*=1.370	1.618	.106
14	3.78 *SD*= 1.082	3.82 *SD*=1.103	-.475	.635
15	4.46 *SD*= .693	4.48 *SD*= .691	-.382	.703
16	3.65 *SD*= 1.048	3.52 *SD*= 1.181	1.440	.150
17	3.84 *SD*= 1.008	3.82 *SD*= 1.058	.261	.794
18	3.69 *SD*=1.009	3.58 *SD*= 1.034	1.271	.204
19	4.43 *SD*=.659	4.34 *SD*=.762	1.549	.122
20	3.48 *SD*=1.136	3.45 *SD*= 1.167	.355	.723
21	4.29 *SD*= .876	4.37 *SD*=.815	-1.147	.252

APPENDIX 9

RESULTS OUTPUT OF RESEARCH QUESTION 7

ITEM	Teachers with Only Undergraduate Degree Means, *SD* (*n*=18)	Teachers with MA and/or Ph Means, *SD* (*n*=25)	t value	*p* value
1	4.56 *SD*=.705	4.60 *SD*=.645	-.214	.831
2	3.89 *SD*=.758	4.08 *SD*= .759	-.815	.420
3	4.78 *SD*= .428	4.76 *SD*=.831	.083	.934
4	3.44 *SD*=1.247	3.84 *SD*=1.028	-1.138	.262
5	4.50 *SD*= .514	4.44 *SD*=.583	.349	.729
6	4.67 *SD*= .485	4.64 *SD*= .569	.161	.873
7	4.00 *SD*= .767	3.88 *SD*= .781	.501	.619
8	3.94 *SD*= .802	4.08 *SD*= .759	-.564	.576
9	4.44 *SD*=.784	4.40 *SD*= .764	.186	.853
10	4.44 *SD*=.511	4.72 *SD*=.542	-1.684	.100
11	4.06 *SD*=.873	4.40 *SD*= .645	-1.490	.144
12	3.89 *SD*= .832	3.92 *SD*=.909	-.115	.909
13	3.67 *SD*=1.138	3.84 *SD*=.943	-.545	.589
14	3.72 *SD*= 1.179	3.80 *SD*=.913	-.244	.802
15	4.33 *SD*= .485	4.32 *SD*= .557	.082	.935
16	3.61 *SD*= .916	3.76 *SD*= .831	-.555	.582
17	3.89 *SD*=.900	4.24 *SD*=.597	-1.539	.132
18	4.06 *SD*=.725	4.28 *SD*=.792	-.949	.348
19	4.61 *SD*=.502	4.76 *SD*=.436	-1.037	.306
20	4.06 *SD*=.539	4.12 *SD*=.726	-.318	.752
21	4.22 *SD*= .647	4.52 *SD*=.653	-1.481	.146

APPENDIX 10

RESULTS OUTPUT OF RESEARCH QUESTION 8

ITEM	Teachers with Graduate Degree in ELT Means, *SD* (*n*=17)	Teachers with Other Undergraduate Degrees Means, *SD* (*n*=26)	t value	*p* value
1	4.71 *SD*=.588	4.50 *SD*=.707	.995	.325
2	4.18 *SD*=.636	3.88 *SD*= .816	1.246	.220
3	4.88 *SD*= .332	4.69 *SD*=.838	.888	.380
4	3.82 *SD*=.809	3.58 *SD*=1.301	.766	.448
5	4.47 *SD*= .624	4.46 *SD*=.508	.052	.959
6	4.65 *SD*= .493	4.65 *SD*= .562	-.041	.968
7	3.94 *SD*= .827	3.92 *SD*= .744	.075	.941
8	4.00 *SD*= .707	4.04 *SD*= .824	-.158	.875
9	4.59 *SD*=.618	4.31 *SD*= .838	1.261	.214
10	4.76 *SD*=.437	4.50 *SD*=.583	1.697	.097
11	4.59 *SD*=.618	4.04 *SD*= .774	2.458	.018
12	3.71 *SD*= .849	4.04 *SD*=.871	-1.236	.223
13	3.53 *SD*=1.007	3.92 *SD*=1.017	-1.246	.220
14	4.12 *SD*= .928	3.54 *SD*=1.029	1.875	.068
15	4.47 *SD*= .514	4.23 *SD*= .514	1.495	.143
16	3.53 *SD*= .717	3.81 *SD*= .939	-1.038	.305
17	4.12 *SD*=.600	4.08 *SD*=.845	.172	.864
18	4.18 *SD*=.809	4.19 *SD*=.749	-.066	.948
19	4.71 *SD*=.470	4.69 *SD*=.471	.0.93	.927
20	4.12 *SD*=.600	4.08 *SD*=.688	.199	.843
21	4.29 *SD*= .686	4.46 *SD*=.647	-.810	.422

7. CURRICULUM VITAE

Zeynep Birinci Güler

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Date of Birth: December 11th, 1974

Nationality: Turkish
Profession: English Language Instructor
Marital Status: Married

EDUCATION

February 2008-In progress-M.A. in English Language Teaching ,Maltepe University,

Istanbul

1998 B.A. in English Language and Literature, Istanbul University

1993 Private Ata High School, Istanbul

WORK EXPERIENCE

2006 – Present
Maltepe University, Department of Foreign Languages-English Preparatory School
Instructor & Testing Officer: Module C- Upper intermediate Level English Course
for PUPE (Prep Class for Undergraduate Programs in English)

2004-2006
Private Tutoring: Mainly university students in need of support for their studies at
English Preparatory Schools of various private universities

Birinci Otomotiv A.Ş., Istanbul (A company specialized in the production of auto
spare parts)
Instructor in English for administrative and technical staff

1998 –2004
Yeditepe University English Preparatory School
Instructor: Elementary, Intermediate and Upper-Intermediate Level- Grammar, Listening, Reading and Academic Writing Courses

1997 – 1998
60.Yıl Sarıgazi Primary School
English Teacher: 7 & 8th Grade, Elementary Level English

1996 – 1998
Büyükdere Zübeyde Hanım Primary School
Volunteer: Took part in a project carried out by Levent Rotary Club in cooperation with The Educational Volunteers Foundation of Turkey. The project involved giving free English courses on Saturdays to students who were selected according to their averages by the school administration.

CERTIFICATES

1994–1998 Certificate in Teaching, Istanbul University

July 8 – August 30, 1996   EF International School of English on the campus of California State University, Northridge, California / USA
Advanced Level English Course Certificate

LANGUAGES

Turkish: Native Speaker

English: Native-like oral fluency, excellent written skills

German: Beginner

AREAS OF INTEREST

Language testing and evaluation, materials development, psychology, gardening, swimming, travelling

1993-1999 Member of the Rotaract Club of Levent, Istanbul

REFERENCES

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