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**CHARACTERISTICS OF AN EFFECTIVE ENGLISH LANGUAGE TEACHER:
STUDENTS' AND TEACHERS' PERCEPTIONS**

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ÖZET

ETKİLİ İNGİLİZCE ÖĞRETMENİ ÖZELLİKLERİ: ÖĞRENCİ VE ÖĞRETMEN GÖRÜŞLERİ

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Bu çalışma etkili İngilizce öğretmeninin tanımını Erciyes Üniversitesinde çalışmakta olan 44 İngilizce öğretmeni ve hazırlık okulunda İngilizce öğrenmekte olan 235 öğrenci ile araştırmıştır. Araştırma öz bildirim ölçekli anket ile yapılmıştır. Sonuçlar bazı kategorilerde öğretmenlerin öğrencilerden önemli ölçüde farklı düşündüğünü göstermektedir. Öğretmenler etkin sosyal becerinin en az önemli özellik olduğunu düşünürken öğrenciler pedagojik bilgiyi en az önemli bulmuştur. Diğer yandan, bulgular öğretmen ve öğrencilerin İngilizce yeterliliğin en önemli özellik olduğu konusunda fikir birliğine vardıklarını göstermiştir. Araştırma sonuçları öğrencilerin ve öğretmenlerin etkili İngilizce öğretmen özellikleri hakkındaki düşüncelerinde farklılık olduğunu göstermiştir.

Anahtar Kelimeler: Etkili İngilizce Öğretmen Özellikleri

ABSTRACT**CHARACTERISTICS OF AN EFFECTIVE ENGLISH LANGUAGE TEACHER:
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The definition of an effective teacher is a recently debated topic among different subjects. This study researched into the characteristics of an effective English language teacher as perceived by 44 English language teachers and 235 students who study English in preparatory classes at Erciyes University in Turkey. The data of the research was collected through a self-report questionnaire. The data of the study was analyzed quantitatively. The results revealed that there is a significant difference between the teachers' and the students' perceptions regarding the characteristics of an effective English language teacher. We found out that the teachers believe socio-affective skills are the least important characteristics while the students think pedagogical knowledge is the least important one. On the other hand, English proficiency is considered as the most important characteristic of an effective English language teacher by both the teachers and the students.

Key Words: Characteristics of Effective English Language Teachers

ABBREVIATIONS

EELT	: Effective English Language Teacher
EFL	: English as a Foreign Language
ELT	: English Language Teacher
ESL	: English as a Second Language
FL	: Foreign Language
SOFL	: School of Foreign Languages



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CHAPTER I

1. INTRODUCTION

“Teachers, I believe, are the most responsible and important members of society because their professional efforts affect the fate of the earth.”

Helen Caldicott

Teachers play a vital role in their students’ academic achievements. For decades, teachers and researchers tried to find the general characteristics of an effective teacher. It is seen that when students are assigned to an ineffective teacher for a number of times their achievements are lower than those who are assigned to an effective teacher (Anderson, 2004). Thus, a teacher’s effectiveness or ineffectiveness has some consequences on students’ achievements.

“For many years, educators and researchers have debated over which variables influence student achievement” (Anderson, 2004, p. 20). Some people may think that the schools make a student successful, but without experienced, ambitious teachers the school’s success rates do not help the student. Having a well-qualified teacher is the number one requirement for a successful student. “Effective teachers create learning environments which foster pupil progress by deploying their teaching skills as well as a wide range of professional characteristics” (McBer, 2000, p. 9). Hence, it should be highlighted that teachers make a difference. With an ambitious teacher there will be friendlier atmosphere in the classroom and teacher will have more enthusiastic students. What can be counted as ‘musts’ in being an effective teacher? Knowing the teaching methods well is one important thing. Gardner (2004) states in his book that people are all so different largely because they have different combinations of intelligences and he introduces multiple intelligences which are ‘musical intelligence,’ ‘interpersonal intelligence,’ ‘intrapersonal intelligence,’ ‘visual-spatial intelligence,’ ‘bodily-kinesthetic intelligence,’ ‘linguistic intelligence,’ and ‘logical-mathematical intelligence,’ (p. 9). Knowing these multiple intelligences, teachers need a variety of different teaching techniques since each student has a unique learning style. An effective teacher should always monitor students’ understanding of the given material.

1.1. Background to the study

Being a well-qualified teacher comes along with several things. Characteristics of an effective teacher are debated by numerous researchers. Demmon-Berger (1986) found out 15 characteristics of an effective teacher, she says effective teaching cannot be measured. Demmon-Berger (1986) reported these characteristics under two titles and she believes it certainly has an effect on student's future. Some of these characteristics are *Being in Good Manners, Knowing Teaching Techniques, Being Task-Oriented, Being Accessible to Students, Caring Students' Needs* and *Expecting the Best from Each Student*.

These items change from researcher to researcher. Shishavan and Sadeghi (2009) started their research about characteristics of an effective teacher with a questionnaire, which included 46 statements of an effective teacher. Later they also applied 8 open-ended questions for more detailed information. The findings show that teachers' and students' perceptions differ from each other. Teachers give more importance to being well qualified in the field and students give more importance to being understandable. It shows that teachers look from a professional point of view whereas students seek for a friendlier environment during class. The students in Shishavan and Sadeghi's (2009) research expect their teachers to speak in their mother tongue while teaching English. However, the teachers in the research think the opposite. Since there is a huge difference in students' and teachers' view, there is a difference in their definition of the characteristics of an effective teacher. Park and Lee (2006) found many differences in teachers' and students' perceptions of an effective teacher, for instance, teachers gave more weight to being a proficient English teacher, and on the other hand, students gave more significance to pedagogical knowledge. 'Understand spoken English well' and 'know English culture well' are the most selected items under *English Proficiency* category by teacher participants (Park & Lee, 2006). 'Provide activities that arouse student's interest in learning English' and 'teach English tailored to students' English proficiency levels' are the highly selected items under *Pedagogical Knowledge* category by student participants (Park & Lee, 2006). Their findings show that teachers think if one has a good knowledge of the subject and proficient then he should be an effective teacher. However, several other studies revealed that pedagogical knowledge is very important for student achievement (Park & Lee, 2006; Shishavan & Sadeghi, 2009; Brosh, 1996; Feldman, 1976). Either students want to use their L1

during class or sometimes they expect their teacher to solve their understanding problems. Since English is not their mother tongue, many students do not feel comfortable using English during class.

What makes a teacher effective? McBer (2000) found out 12 characteristics under the heading of four categories. The first category is ‘professionalism,’ this category includes *commitment, confidence, trustworthiness, and respect*. ‘Commitment’ is doing whatever it takes for a student’s achievement, ‘confidence’ is believing in oneself as an effective teacher, ‘trustworthiness’ is keeping students’ word, and ‘respect’ is respecting each student as an individual. The second category is ‘thinking/reasoning,’ analytical and conceptual thinking are the sub-titles in this category. Foreseeing what will happen in the end and preparing for it is analytical thinking, and connecting different things is conceptual thinking. The third category is ‘expectations’. Drive for improvement, which is setting targets; information seeking, which is being curious about learning new information; and initiative, which is being enthusiastic to start something new, are the subtitles. The fourth category is ‘leadership’. Flexibility, accountability, and passion for learning are under this category. These characteristics are considered as important by some other researchers. It is not always possible to have all these features but teachers’ goals are important, because a person can improve himself if he sets goals for his professional development.

1.2. Statement of the Problem

The role of the teacher in student achievement is vital; however the characteristics defining the effective teacher vary in different studies. Some general categories are given in numerous studies but these items are not examined in Turkish education system. There are different researches about the particular features of an effective teacher, which include teachers from different subjects but there are just a few studies about the characteristics of an effective foreign language teacher (Brosh, 1996).

Communication is one of the most important things between teacher and student as a two-way process and it consists of back-and-forth interaction between speaker and listener (Brosh, 1996). This ‘communication’ term can be used in different meanings. Communicating to set a clear plan and high expectations is important. Challenging the students is crucial because it encourages them to study and have big dreams about the future. “Effective teachers establish and communicate clear boundaries for pupil

behavior” (McBer, 2000, p. 15). Knowing where to stop is important both in intrapersonal relationships and also in a classroom environment. At Erciyes University each class has at least five or six teachers in one semester and communication is not important. There is a weekly pace for each class level to follow; it is generally 10 pages of course book every week. As some teachers are back of the curriculum and some are forward in their lesson hour there is generally a weekly pace problem. Thus there is no time for communication with the students. Each term, once sometimes twice, teachers change in each class and adaptation to new teachers takes time afterwards.

Apart from true communication, teacher-student interaction supports effective learning process. Teaching is like communication, it is a two-way process. Teacher-student interaction is important in achieving lesson goals and students’ academic growth (Brosh, 1996). With a true interaction a teacher understands his students better and can answer his students’ needs better. Frequent changes in teachers’ course programs at Erciyes University impede teacher-student interaction. It takes time for the teachers to learn their students’ needs. Each student learns in a different way, it takes time to get to know each student. Since the teachers are new they do not know in what way one student learns the lesson best.

The lack of effective communication brings other problems like deciding which teaching method to use in each class. Depending on the class size, student level, and context of the teaching one method may have some advantages over another method. Chaudron (1988) states that the lack of effective communication in foreign language teaching is often blamed on teaching methods and techniques. He also points out that it is important to make distinction between which methods to use in different ESL programs. It is often inefficient communication that blocks the selection of the right method.

The foreign language teacher may be an expert, s/he may have a good understanding of the student level and can use an appropriate teaching method but there is one more important thing which should not be forgotten: planning the lesson. “The constantly shifting needs of the population in ESL classes can exercise a profound effect on course curriculum and planning” (Harklau, 1994, p. 257). At Erciyes University there is an increasing number of foreign students, some know Turkish some do not. Planning and organizing the curriculum should be done considering these students. With good organization of units the learners can sort out and arrange information according to their priority and significance. Vocational English is also important for

students at Erciyes University, because in most of the departments the courses are offered in English. Gage and Prince (1982) point out that; workers with minimal English proficiency are likely to get fired in economic slowdowns. They are also less valuable to the employer, because they cannot work in every position. Considering these, vocational English is very important for university students. Planning of the lesson should be done according to students departments and their future needs in the job.

Provoking interest and attention is the first step, which leads to good communication. Without interest there will not be communication between teacher and students. Delivery of knowledge comes with provoking interest and attention of students and this leads to two-way communication between individuals in the classroom. “Appropriate examination should include actual observation by staff members with particular skill and interest in teaching, feedback from students and counseling over a period of the candidate’s development as a teacher” (Eble, 1972, p. 405). At Erciyes University only new teachers are observed for one year and after that there is no observation or counseling at all. Students fill out a questionnaire each term about their teachers but this information is not used as a feedback for the teachers. Teachers do not know what students think about their lesson and their communication with the class, the questionnaire results are kept secret to the foreign language department administration.

Apart from all these qualifications, teacher’s personality is seen as the most critical one (Penner, 1992). The communicative process involves everything about a teacher. At this point teacher’s personality plays an important part; it leads to advanced academic qualifications, good knowledge of the teaching methods, and good communication in the classroom.

Classroom communication consists of three elements: the *verbal*- the word that are spoken which represent the thoughts and ideas; *vocal*- the sound qualities of the voice, conveying meaning and connotation; and *visible*- the reinforcement of the meaning of the words, conveyed to the listener by seeing the movements and gestures of the teacher... (Penner, 1992, p. 138)

Teachers should pay attention to the students’ needs; if the instructor captures the attention of the student then learning can take place (Milton, 1986). To sum up, it

can be stated that personal characteristics are vital for a teacher's success in a productive class.

There are many features defining an effective teacher. There are just a few studies done about this topic. There are not many studies about the characteristics of effective language teachers in Turkey. The existing studies are not up-to-date and teaching methods and expectations from students and teachers change from year to year. So the definition of an effective teacher changes from time to time.

1.3. Purpose of the study

It is seen that the definition of the characteristics of an effective teacher differ from culture to culture but some others are general expectations. Teachers and students have different ideas about the characteristics of effective English language teachers. In this study, my goal was to investigate the teachers' and the students' perceptions of an effective English language teacher (EELT) considering their *Socio-Affective Skills*, *English Knowledge*, and *Pedagogical Knowledge*.

1.4. Research Questions

The aim of this study was to determine the characteristics of an effective teacher as perceived by English language teachers and university preparatory class students. The research questions that guided the study were as follows:

1. What are the characteristics of effective teachers as perceived by English language teachers?
2. What are the characteristics of effective English language teachers as perceived by students?

CHAPTER II

2. LITERATURE REVIEW

2.1. Introduction

A review of literature on the characteristics of an effective teacher is presented in this chapter. The main purpose of this study is based on the characteristics of an effective teacher as perceived by English language teachers and the university preparatory class students at universities. In this respect, to have a clear understanding for the background of the issue and main concern of the study, some basic subjects will be presented in the light of previous works of other researchers and studies. In this chapter, definition of an effective teacher, professional characteristics of an effective teacher, importance of knowing teaching skills, and classroom atmosphere will be the main issues to be discussed.

2.2. Definition of an Effective Teacher

The aim of this study is to find the characteristics of an effective teacher. With this question in mind this chapter is designed to present different ideas of various researchers' definition of an effective teacher. Being a teacher requires possessing different kinds of skills. These skills may be academic knowledge, personality, high proficiency in English, being knowledgeable in teaching methods, good organization of the lesson, creating a good classroom atmosphere and good communication skills with the students. The answer changes according to different countries, different age groups, and the purpose of learning English; there are many variables, which change the definition of an effective teacher in each research.

Anderson (2004) defines effective teacher as someone who sets goals for himself and has the knowledge and skills to achieve these goals. He explains this as "...those who study and attempt to improve teacher effectiveness must be cognizant of the goals imposed on teachers or the goals that teachers establish for themselves or both" (Anderson, 2004, p. 22). Anderson's (2004) definition of an effective teacher suggests that an effective teacher is someone who sets goals and has the knowledge and skills to achieve these goals and achieve these goals, which may be set by themselves or by others. Thus if someone is searching for 'teacher effectiveness', he should look for teacher's performance and teacher's goals. An effective teacher is aware of the lesson

goals and tries to achieve them, but it does not mean they always have to set the goals; on the contrary these goals may be established goals by others like curriculum standards. To conclude all these information, an effective teacher knows what students need to achieve at the end of the course and be able to do after certain teaching process.

McBer (2000) also thinks planning is an important factor in being an effective teacher. “Effective teachers create the time to review lesson objectives and learning outcomes at the end of each lesson” (McBer, 2000, p. 12). What he means is setting a clear framework and objectives for each lesson is one of the most important things. However lesson planning is not done by only one day objective, the national curriculum is needed to be concerned for long-term planning. McBer (2000) states that one lesson plan should be related to previous lessons by revision, checking the other day’s homework. And it should also be connected to future lesson plans and end-of-the-year curriculum objectives.

There are some key elements showing a teacher’s effectiveness. First question is does the teacher set clear goals and objectives for each lesson. McBer (2000) and Anderson (2004) underlined the importance of setting clear goals for students. With the help of this, a teacher can plan his lesson according to learning objectives for each class. He can adjust his lesson according to students’ level and understanding of English. The teacher can also choose the right teaching methods. The second question is if the necessary materials and resources are ready for the class or not. McBer (2000) thinks it gives the teacher the opportunity to prepare necessary materials and resources before the class. The third question is if National Curriculum Standards are met at the end of each term or each school year. The main purpose is fulfilling objectives of National Curriculum; it helps the teacher to be on the right track. The fourth question is if the teacher review what students have learnt. Learning process does not end in one lesson, it continues the whole semester and an effective teacher should evaluate what students have learnt so far.

Teaching English is different from teaching other subjects. There are many factors, which affect the teaching process. Brosh (1996) states, “Unlike other subjects, it is influenced by social, political, psychological, and practical values that are beyond the control of the teacher” (p. 125). Brosh (1996) talks about six different factors, which contribute to the definition of an effective teacher. He sees teaching and learning process in connection with communication process. He thinks communication in the classroom as an intellectually, psychologically, sociologically, physiologically, and

linguistically complex process. Any mistakes done in one of these steps will create a communication break down and affect students' learning.

Teacher-student interaction is another important factor, but without two-way communication it is hard to achieve. At this point the teacher is responsible for capturing students' motivation and arousing interest in the lesson. Carr (1971) states the most negative results come from teachers who teach in an old fashioned way. Teaching method is important and choosing the right method for each class plays a vital role in students' achievement. If teacher communicates well with the students, he can choose the right method appropriate for the students' level and appropriate for their intelligence. Chaudron (1988) found in his study that verbal interaction in the classroom has significant outcomes. It is seen that verbal exchanges in the classroom is very important for student teacher communication. After good communication teacher prepares a good lesson plan for the class. Planning and organization is the third important item. Interest and attention in the class comes next, only with good communication a teacher can constitute students' attention (Brosh, 1996). Teacher may be an expert on the subject but only with good knowledge of teaching methods and knowing how to use them, he can succeed in transferring information.

Making the lesson interesting is a good way of delivering information. Penner (1992) states in his article that capturing students' attention is vital and without attention communication cannot take place. There are many things, which affect the attention of the students. For example, Zare (1998) explains the importance of the way the lecturer talks: "Eye contact helps to cultivate flexibility and variety and plays a crucial role because the eyes and mouth best reveal our emotions and desire to engage with the audience" (p.47). "These problems are ignored all too often when principles of teaching and learning are discussed, yet the focused attention of the learner is the first necessity of learning" (Milton, 1986, p. 116). There are many factors, which affect students' interests. Many things need to be discussed to arouse students' interest and attention such as evaluation process, making the objectives of the lesson clear and professional development of the teacher.

Among the most important things, which describe teacher's effectiveness is personality of the lecturer in the classroom. Teacher may possess advanced qualifications like teaching experience, knowledge of teaching methods, good communicative skills but these do not guarantee an effective classroom communication. "The communicative process involves the entire person" (Brosh, 1996, p. 127).

Lecturing is not only transferring information, personality is part of effective teaching. Penner (1992) also draws attention to the importance of personality: “Personality is that part of the teacher’s self which he projects into every classroom activity, thereby affecting and conditioning every learning situation” (1992, p. 45). Teaching styles may vary with personality of the teacher. Teacher’s manners in the classroom, the way they talk and lecture are all reflection of personality. Ryans (1960) made a research about the characteristics of teachers and found that classroom behavior, attitudes, viewpoints, intellectual and emotional qualities characterizes teachers. Peterson (1960) also draws attention to the importance of teacher’s personality and behavior patterns of teachers are identified. They point out that in the future it may be possible to understand teacher’s effectiveness in class by his personality.

Borg (2006) did a research about the distinctive characteristics of foreign language teachers and he analyzed the research under two categories. First category is disciplinary characteristics of foreign language (FL) teachers; he found that there are five variables, which distinguish FL teachers from other subjects. First item is that FL teachers need to use L2 during their lesson, which is something students do not yet understand. Second item is that there is a need for interaction patterns such as group work but these are not necessary for other subjects. Third item is increasing knowledge of the subject. FL teachers teach how to communicate in L2 and this is not something they can teach through books, unlike other subjects communication is not something which can be taught only by written knowledge. An effective FL teacher needs to create opportunities in the classroom to increase students’ knowledge of the FL. Third item is isolation which is because there is an absence of colleagues teaching FL at the same school. Time to time they may need someone to talk to and discuss with the problems in the class and teachers of other subjects may not understand the classroom atmosphere in a FL lesson. Fifth item is creating extracurricular activities to support the learning. Unlike other subjects effective FL teachers need to create naturalistic environment for students to practice. Creating different settings is important in every age group. It gives the learners to practice and use their English knowledge. FL teacher can also show how culturally different or similar the FL culture is.

The definition of ‘the good language teacher’ is the second category of Borg’s (2006) research. He found that in general there are five characteristics of FL teachers. The participants in his study expected the FL teachers to have high knowledge of English; they should command in L2. FL teachers should also arouse interest and

motivation among students, they should also be organized before the lesson and they should be able to explain and clarify everything about the subject. The participants thought that FL teachers should act equally to all students; showing neither favoritism nor prejudice. And FL teachers should be available to students when they need extra help. “Teachers’ characteristics can thus be defined in terms of personal qualities, pedagogical skills, classroom practices, subject matter and psychological constructs such as knowledge and attitudes” (Borg, 2006, p. 8). The research’s main goal was to find in what ways are FL teachers are different to teachers of other subjects. It is seen that in FL teaching incorrect learner output in language teaching is more acceptable. Students’ errors actually show students’ levels and these errors are more acceptable than other subjects. Non-native language teachers are compared to native speakers; their proficiency is questioned by the learners. Language teaching also includes transfer of cultural information; FL teachers are a bridge showing learners a new culture. Borg (2006) also found that unlike other subjects oral production plays a vital role; speaking is central in FL learning. Last finding of this research is that English Language Teaching methodology is more progressive. The language itself is something, which is always on alternation, so the topics; the evaluation, transferring information process and teaching methods always need to renovation.

The purpose of researches about ‘effective FL teacher’ is to identify what students and teachers thought effective and desirable characteristics. The characteristics of effective and ineffective teachers research is done and the participants are asked to write their definitions about what makes a teacher effective and what makes him ineffective (Walls et al., 2002). The participants are chosen from three different teaching backgrounds; prospective teachers (beginning teacher-education students), novice teachers (post student teaching), experienced teachers. The participants wrote their answers under five categories; emotional environment, teacher skill, teacher motivation, student participation, rules and grades. The results revealed that emotional environment was a dominant theme. Effective teachers were described as warm friendly and caring. On the other side, ineffective teachers were described as cold, abusive, uncaring.

Even in light of more complete descriptions of effective and ineffective teachers, however, a problem for educators who were committed to the preparation of teachers is that knowing how effective and ineffective teachers behave does not provide a prescription for shortening or easing the route to proficiency and excellence in teaching. (Walls et al., 2002, p. 46)

Even though the results point out similar characteristics to Borg (2006) and McBer (2000), Walls et al. (2002) concludes that these descriptions and findings about what makes an effective foreign language teacher is not something to be taught during teacher training. It is something, which is about that teacher's personality and thus teacher's personality plays a central role.

2.3. Professional Characteristics of an Effective Teacher

The teacher's personality is one of the most defining characteristics to look for while searching for the definition of an effective teacher. Professional characteristics are behaviors of teachers; these are the characteristics, which determine how the teacher does the job. "Effective teachers respond to student questions and comments in a way that further develops positive relationships and fosters an atmosphere of high expectations within the classroom" (Stronge, 2007, p. 72). McBer (2000) found 16 characteristics contribute to effective teaching and divided them to five clusters. These professional characteristics are: professionalism, thinking, planning and setting expectations, leading and relating to others. However it does not mean that this is a picture of an EELT looks like, an effective teacher should have some strengths in each category.

Professionalism cluster is described under four characteristics. First one is respecting others; it means that an effective teacher should believe that each individual matters and each student deserve respect. Both students and teachers placed high importance to being concerned, showing respect and being friendly in Felman's (1988) research about effective teachers' characteristics. Second one is challenge and support; which means an effective teacher should set goals suitable for students and express positive expectations that students can build self-esteem and believe that they can succeed (McBer, 2000). Challenge and support is doing everything possible for each pupil to be successful. Having confidence comes next; it is expressing optimism about teacher's own abilities and contributing fully for school. With experience this

confidence grows and teacher can see himself as fully professional. They now know that they can succeed in most circumstances and take full responsibility in school meetings, thus they improve the school's success. Stronge (2007) also says that an effective teacher seeks leadership roles on school committees and works collaboratively with faculty and staff. And lastly, creating trust comes as fourth item. Students should be able to express themselves as they are and should not be afraid of making mistakes. Making mistakes is an important starting point for learning especially in FL learning. Creating trust to be fair to all students is another defining factor of professionalism. An effective teacher should gain students' trust that he will be fair to all. Treating students fairly and not discriminating between students is also an important outcome of Shishavan and Sadeghi's (2009) research.

McBer (2000) continues describing professional characteristics of an effective teacher by the second cluster, which is 'thinking'. This 'thinking cluster' divides into two parts; analytical thinking and conceptual thinking. Analytical thinking is thinking logically; in the classroom, for instance, realizing cause and effect of a situation. Conceptual thinking is "...the ability to see patterns in behavior" and adapting them to different concepts, ideas, and practice (McBer, 2000, p. 22). An effective teacher provides an environment where students are encouraged to think independently (Feldman, 1976).

Planning and setting expectations is the third cluster of McBer's (2000) research. In many schools, teachers are required to prepare a daily or weekly lesson plans. Objectives of each lesson are written in these lesson plans. These lesson plans are a description of what will be happening in the classroom and what they will be doing the next lesson may be presented to students. However, "... a good plan doesn't guarantee high-quality instruction, but a poor plan most certainly contributes to ineffective instruction" (Stronge, 2007, p. 129). Which instructional approaches will be used, which learning styles will be beneficial is decided while writing a lesson plan. Using lesson plans is an important determiner while defining an effective FL teacher in Shishavan and Sadeghi's (2009) research. There is a 'drive for improvement' while preparing these lesson plans (McBer, 2000, p. 23). EELT seek to do everything they can to improve their students' levels. EELT set and meet ambitious targets for themselves and their pupils. Sometimes private tutoring is needed to help individual students to help them catch up with their classmates (Park & Lee, 2006).

Leading cluster is the fourth cluster of McBer's (2000) research. Leading is important because teachers take a role in leading others. Effective teachers are good at managing their students; which means that they get their students on task, they motivate their students, and show a clear direction for students, which leads them to success. In order to do all these things, an effective teacher inform their students about how each lesson fits into the overall picture and provides feedback about their progress (McBer, 2000). Another important thing is creating a passion for learning by giving demonstrations, checking understanding, and giving each individual an opportunity to practice their skills and knowledge. Anderson (2004) found that one of the most important things which identify an effective teacher is that effective teachers are 'learning leaders' and they transmit passion for learning and model how to learn (p. 55).

In McBer's (2000) definition 'relating to others' is the fifth cluster, which defines an effective teacher (p. 26). An effective teacher should have knowledge of why a student or an individual act the way they do. Understanding others is an important feature. The ability to show understanding and teacher friendliness is an important characteristic found in Park's (2010) research. Effective teachers can use their ability to influence students to perform. "Many aspects of effective teaching can be cultivated, but it is difficult to effect change in an individual's personality" (Stronge, 2007, p. 125). Understanding students also means knowing their lives outside the school, so that the teacher can know how each student behave and it leads them to understand these students during the lesson; in which parts they need help and in which parts they understood the subject (Anderson, 2004). Opposite of effective teaching is treating everyone in the classroom as if they are all the same in terms of ability in learning L2, character, gender, race, and class. Since each person is unique an effective teacher should understand these differences and relate to them knowing these things in mind.

2.4. Importance of Teaching Skills

There are different ways to specify what makes a teacher effective. If teaching skills are considered under the heading of EELT, researches done about this topic reveals that students should be clear about what they are doing and why they are doing it in the class, they can relate to earlier learning and have an idea about what may be discussed in the future. McBer (2000) defines these teaching skills as 'micro-behaviors'

and these behaviors include involving each student, using different extra-curricular activities and teaching methods, following up national curriculum, and activating students' questioning to increase their knowledge and understanding.

Setting high expectations and challenging and inspiring them are very motivating. It shows that teacher expects the most from the students. "At a more sophisticated level teachers know and use an extensive repertoire of means of differentiation – so that they are able to cope with the needs of more and less able pupils" (McBer, 2000, p. 11). EELT do not have standard of excellence to be achieved, each and every student is special and different; so learning goals should be set for them according to their level. An effective teacher determines the appropriateness of objectives for students, which means that they should be challenged and inspired; expecting the most from them will encourage them. Demmon-Berger (1986) also found that having high expectations on students and themselves is very crucial and this feature is of their 15 characteristics of an effective teacher.

Foreign language proficiency cannot be transferred to students when teachers are not equipped enough with pedagogical knowledge (Shulman, 1986). Shulman (1986) explained that pedagogical knowledge includes ideas, concepts, analogies, explanations, and demonstrations used to make the subject matter comprehensible to students, thus foreign language learning theories and methods are vital in foreign language education. Content of the subject and how to present it varies to suit the needs of the class and the nature of learning objectives and this requires high knowledge of methods and strategies. It is also seen that English teaching methodology is advancing more than other subjects in Shishavan and Sadeghi's (2009) research. Consequently, English Language Teacher (ELT) needs to be more up-to-date to keep up with progressive nature of FL teaching.

The importance of the lesson plans is discussed and putting this lesson plan into action requires managing time and resources wisely. Showing generosity with personal time with students is a defining characteristic of an effective teacher in Shishavan and Sadeghi's (2009) research. Effective teachers manage the class by using full of the planned time. Students should have established routines to capture more class time (Stronge, 2007). Having somebody prepare what is needed before that lesson to use more of the lesson time is one example to this. Allocating time to each activity also shows how effective the teacher's lesson plan is. By asking questions like; was the

allocated time for instruction enough, were the students be able to complete the activities and their assessment results show how effective the lesson was.

There is a range of assessment methods and techniques to see the outcomes of previous lessons. Effective teachers should guide their students to judge their own work and set targets for improvement. Lesson goals should be about the achievement of L2 communicative competence, but lesson content constrained by assessment practices (Lamb & Wedell, 2013). In their research Lamb and Wedell (2013) found that even if the students thought they made a progress in English only a small number of students actually met the lesson goals. An important part of assessment is assigning appropriate homework for students level (McBer, 2000). The learning objectives students will gain from the homework should be clear. With the help of this, even when they are completing the homework they can see their progress.

2.5. Creating a Constructive Classroom Atmosphere

A classroom reveals signs of its users' styles. The objects and furniture arrangement and classroom displays like posters and charts often reveal how the teacher uses the classroom space (Stronge, 2007). There should be a clear set of standards as to how pupils should behave and what each pupil are allowed to do during class time and also during the breaks. Using authority in necessary cases is important; it will maintain a good classroom atmosphere (Shishavan & Sadeghi, 2009). Knowledge of how a particular teacher treated a misbehaving student will be remembered in the future (Shulman, 1986). Liakopoulou (2011) states:

Effectiveness depends on the way problems in the classroom are managed. Research shows that more effective teachers keep all happenings in the classroom in check, that they are constantly on alert, that they swiftly deal with any problem that may arise and that they adopt various ways of working with students. (p. 68)

The teacher's motivational behavior may influence students' classroom behavior in a positive way, encouraging attention, participation and volunteering (Papi & Abdollahzadeh, 2012). Motivation of the students may change according to how fair the teachers is, for instance while giving rewards or praising one's performance. Impartiality and fairness were seen as one of the most important factor defining an effective teacher in Feldman's (1988) study. Dörnyei (1998) also talks about the

importance of motivation in his research and he found that motivation of learner became an important element to L2 acquisition as well as general human learning. To sum up, studies done about this topic reveal that there is a significant link between classroom atmosphere and student academic progress.

All in all, the definition of 'effective teacher' changes in each research. In some researches, the results show that arousing motivation is important in some others teacher's personality plays a vital role. To sum up all these, it is seen that in general there are some factors, which are key to effective teaching. Some of these key factors are 'communication', 'professionalism', 'pedagogical knowledge', 'classroom atmosphere' and 'personality'. The common outcome of these researchers shows that teachers and students had different ideas on what characterizes effective teachers. The researches done about 'effective teaching' show that there are different determiners of this definition which depends on students' age, culture, English level, teachers' experience, teacher's and students' mother language.

CHAPTER III

3. METHODOLOGY

3.1. Introduction

This chapter presents information about the research design, the data collection instruments and the data collection procedures used in the study. It concludes with the methods used for data analysis.

3.2. Research Design of the Study

This study targeted at defining the teachers' and the students' perception of what makes an effective English language teacher. The study was designed as a case study and we employed quantitative data collection instrumentation and analysis. A self-report questionnaire was used to collect the data of the study (see Appendix 2). Burns (2009) argues, "It's best to use a questionnaire rather than interviews, when you want to get responses from several people and you don't have time to interview" (p. 81). For Burns (2009) " ... quantitative data analysis means presenting your data in numerical form" (Burns, 2009, p. 118). A quantitative data analysis is used to gain the numerical data of the research, to show numbers in terms of averages, frequencies, and percentages. Convenience sampling method of nonrandom sampling strategy was used when choosing the participants of this study. "Convenience sampling is the selection of individuals who happen to be available for study" (Mackey, Gass & Ross-Feldman, 2005, p. 122).

3.3. Context of the Study

This study was conducted at the School of Foreign Languages (SOFL) at Erciyes University, Turkey in 2016-2017 academic year. Erciyes University SOFL is an English medium educational institution, located in Kayseri, in the middle of Turkey. Erciyes University has a multicultural structure because of the fact that there are students from different parts of Turkey and different countries such as Azerbaijan, Syria, Afghanistan, North Cyprus, Turkmenistan and etc. There are lecturers from different parts of the world such as Italy, Pakistan, and Syria apart from the Turkish

lectures. Thus, it serves a quite good setting to research about ‘what makes an effective English language teacher’.

The students, who are to study at Erciyes University, are required to prove a level of English language proficiency. At the beginning of each academic year, a proficiency exam is administered by the SOFL. This exam is prepared by SOFL and those who can get 50 out of 100 are found eligible enough and they start directly to their faculties. Students, who cannot achieve a pass score, are required to take a one-year preparatory English training. There are also students whose faculties do not require obligatory English preparatory class, but some of these students prefer to study in preparatory class before they start their faculty. They also take the proficiency exam, because the aim of the examination is to assess the students’ English language proficiency levels and place them to appropriate levels at the preparatory school. The students’ English language proficiency levels are quite different from each other as they come from different regions of Turkey and the world. Students are offered approximately 25 hours of English courses each week, which include main course, reading, writing, listening and speaking classes throughout one academic year. The primary objective of the SOFL is to equip students with the necessary skills of English language for their higher education to prepare them for their studies in their departments, as well as their future careers in the work field.

3.4. Participants

The participants of the present study included two groups: the teachers and the students. Teachers’ group consisted of 44 English language teachers at the SOFL at Erciyes University. The teachers teach about 25 hours per week in preparatory classes. The teachers’ age ranged from 22 to 61. They had 1 to 39 years of teaching experience. The second group consisted of 235 preparatory class students aged between 19 and 30. They study English 25 hours per week.

3.5. Data Collection Instrument

The data of this study was gathered through a self-report questionnaire originally developed by Park and Lee (2006) (see Appendix 1). The original self-report questionnaire consisted of two parts. The first part had 27 items divided into three sections: *Socio-Affective Skills* (9 items), *Pedagogical Knowledge* (10 items), and

English Proficiency (8 items). The items in the first part of the questionnaire asked the participants to read and number each item from 1 to 5 in the category in order of importance. They selected 5 important items in each category. The second part involved one question. The question asked the participants to put each of the categories, which show the features of an effective teacher in order of importance. The participants ordered three categories within themselves, which were *Socio-Affective Skills*, *English Proficiency*, and *Pedagogical Knowledge*, according to their importance. Rank ordering was used in this part of the questionnaire. “Sometimes we want participants to let us know about their preferences, values or opinions from a list of possible alternatives” (Burns, 2009, p. 85). This helps the researcher to understand which item is most important for the participants.

In the present study, we adapted Park and Lee (2006) questionnaire by adding the original questionnaire two new sections. The first section, which we added aimed to gather demographic information about the participants and it included 6 questions. This section appeared as Part 1 in the present questionnaire. The second section that we designed consisted of two open-ended questions, which aimed to elicit detailed information about the participants' perceptions of the qualities of an EELT. Mackey, Gass and Ross-Feldman (2005) argue, “Open-ended items allow respondents to express their own thoughts and ideas in their own manner, and thus may result in more unexpected and insightful data” (p. 93). The second section that we designed appeared as Part 4 in the present questionnaire (see Appendix 2).

3.6. Data Collection Procedure

The first step in data collection procedure was to get a letter of permission from Erciyes University. In accordance with Erciyes University regulations, “Ethics Committee Approval Letter” was obtained (see Appendix 3). The final version of the questionnaire was sent to Erciyes University’s Ethics Committee and the research was accepted to be conducted at the SOFL at Erciyes University.

Having received the permission from Erciyes University Ethics Committee, the student questionnaire was subjected to back translation. The Turkish versions of the questionnaires was used with only the students to reduce any possible problems resulting from their comprehension of English and to meaningfully compare the effective teacher characteristics perceived by students. And English version of the

questionnaire was used with the English language teachers. So there were two sets of questionnaires.

The next step was to collect the data from the participants of the study. The student questionnaires were filled in during the students' English language lessons. English language teachers who were in charge of the classes at that hour distributed the student questionnaires to the students. However, the researcher visited the classes and explained briefly the aim of this study to the students and asked their cooperation by responding to the questionnaires sincerely and honestly. The students were assured that their responses to the questions would be kept confidential and not be used for other purposes. After assuring their cooperation, the researcher explained how to answer the questions, which had no correct or incorrect answers. The students were encouraged to ask questions if the meaning of the items were not clear to them and they were informed that they could respond to the questionnaires, taking as much time as they wanted to. Administering the questionnaires took about 20 minutes. The teachers filled in their questionnaires in their own time using the English version of the questionnaire.

3.7. Data Analysis

The quantitative data gathered from the student and the teacher questionnaires were subjected to descriptive analysis. "When a linguistic study is carried out, the investigator will be faced with the prospect of understanding, and then explaining to others, the meaning of the data which have been collected" (Woods, Fletcher & Hughes, 1986, p. 8). Each item was computed to SPSS program to get statistics of the research.

SPSS is a basic analytic program. There are add-on packages for more sophisticated statistical use, but the standard statistical tests such as frequency statistics (chi square), t-tests, ANOVAs (with post-hoc tests), regression, correlations, and other more complex statistics are included. One can also convert raw data and output from SPSS to charts and graphs. (Mackey, Gass & Ross & Feldman, 2005, p. 291)

The frequency statistics was obtained and these were transferred into tables. The characteristics of effective teachers as perceived by two different groups were compared on categorical levels.

The quantitative data collected from the fourth section of the questionnaire was subjected to "initial coding" to categorize the responses given to the 2 open-ended

questions. Initial coding is the first impression phrases derived from the open-ended questions (Saldaña, 2015). Then these codes were categorized. “Sorting objects and information into logical groupings is something that human beings do constantly in daily life” (Burns, 2009, p. 106). The participants’ answers to these two open-ended questions were categorized regarding context according to common thoughts’ of the participants.



CHAPTER IV

4. DATA ANALYSIS AND FINDINGS

4.1. Introduction

This chapter presents the findings gathered through the self-report questionnaire. The findings from the self-report questionnaire are presented in two sections: Findings from the Teacher Questionnaire (Section 4.2.) and Findings from the Student questionnaire (Section 4.3.).

4.2. Findings from the Teachers Questionnaire

This section presents the findings from the teacher questionnaires, which a total of 44 teachers filled in and returned to the researcher. The findings are presented in four sections: *Importance of English Proficiency* (4.2.1.), *Importance of Pedagogical Knowledge* (4.2.2.), *Importance of Socio-Affective Skills* (4.2.3.) and *Order of Importance within Categories* (4.2.4.).

4.2.1. Importance of English Proficiency

This section of the questionnaire involved 8 items: *Understand Spoken English Well*, *Know English Culture Well*, *Read English Well*, *Have a High Level of Proficiency with English Vocabulary*, *Write English Well*, *Pronounce English Well*, *Speak English Well* and *Be Fully Conversant with English Grammar*. The participants ordered these items according to their importance from the most important to the less important. They numbered the items, which they thought an effective teacher must have as number 1 and the least important as number 5. Table 1 presents the findings regarding the teachers' perceptions about the importance of English Proficiency.

Table 4.1. **Teachers' Perceptions about the Importance of English Proficiency**

	Significance Level									
	1		2		3		4		5	
	N	%	N	%	N	%	N	%	N	%
Understand spoken English well	4	9.1	7	15.9	6	13.6	7	15.9	4	9.1
Know English culture well	1	2.3	2	4.5	3	6.8	5	11.4	5	11.4
Read English well	2	4.5	2	4.5	4	9.1	8	18.2	5	11.4
Have a high level of proficiency with English vocabulary	6	13.6	7	15.9	9	20.5	5	11.4	5	11.4
Write English well	2	4.5	3	6.8	1	2.3	10	22.7	11	25
Pronounce English well	2	4.5	1	2.3	9	20.5	5	11.4	2	4.5
Speak English well	20	45.5	10	22.7	4	9.1	1	2.3	3	6.8
Be fully conversant with English grammar	9	20.5	10	22.7	7	15.9	0	0	6	13.6

Note: 1: extremely important, 2: very important, 3: moderately important, 4: slightly important, 5: not very important

The teacher participants chose the following items as the most important characteristics an effective teacher must have: *Speaking English Well* 20 (%45.5), *Being Fully Conversant with English Grammar* 9 (%20.5), *Having a High Level of Proficiency with English Vocabulary* 6 (%13.6), *Understanding Spoken English Well* 4 (%9.1), *Reading English Well* 2 (%4.5), *Writing English Well* 2 (%4.5), *Speaking English Well* 2 (%4.5), and *Knowing English Culture Well* 1 (%2.3).

The teacher participants chose the following items as the second most important characteristics an effective teacher must have: *Speak English Well* 10 (%22.7), *Be Fully Conversant with English Grammar* 10 (%22.7), *Understand Spoken English Well* 7 (%15.9), *Have a High Level of Proficiency with English Vocabulary* 7 (%15.9), *Write English Well* 3 (%6.8), *Know English Culture Well* 2 (%4.5), *Read English Well* 2 (%4.5), and *Pronounce English Well* 1 (%2.3).

The teacher participants chose the following items as the third most important characteristics an effective teacher must have: *Have a High Level of Proficiency with English Vocabulary* 9 (%20.5), *Pronounce English Well* 9 (%20.5), *Be Fully Conversant with English Grammar* 7 (%15.9), *Understand Spoken English Well* 6 (%13.6), *Speak English Well* 4 (%9.1), *Read English Well* 4 (%9.1), *Know English Culture Well* 3 (%6.8), and *Write English Well* 1 (%2.3).

The teacher participants chose the following items as the fourth most important characteristics an effective teacher must have: *Write English Well* 10 (%22.7), *Read English Well* 8 (%18.2), *Understand Spoken English Well* 7 (%15.9), *Know English Culture Well* 5 (%11.4), *Have a High Level of Proficiency with English Vocabulary* 5 (%11.4), *Pronounce English Well* 5 (%11.4), *Speak English Well* 1 (%2.3), and *Be Fully Conversant with English Grammar* 0 (%0).

The teachers chose the following as the fifth important characteristics: *Write English Well* 11 (%25.0), *Be Fully Conversant with English Grammar* 6 (%13.6), *Know English Culture Well* 5 (%11.4), *Read English Well* 5 (%11.4), *Have a High Level of Proficiency with English Vocabulary* 5 (%11.4), *Understand Spoken English Well* 4 (%9.1), *Speak English Well* 3 (%6.8), and *Pronounce English Well* 2 (%4.5).

4.2.2. Importance of Pedagogical Knowledge

This section of the questionnaire involved 10 items: *Prepare the Lesson Well*, *Teach How to Learn English Outside the Classroom*, *Use Various Materials Including Video, Audio, And Multimedia*, *Teach English Tailored to Students' English Proficiency Levels*, *Maintain Good Classroom Atmosphere Using Authority*, *If Necessary, Teach English in English*, *Assess What Students Have Learned Rationally*, *Teach English Incorporating Student's Various Learning Styles*, *Provide Opportunities to Use English through Meaningful Activities*, *Provide Activities That Arouse Student's Interest in Learning English*. The participants ordered these items according to their order of importance from the most important to the less important. They numbered the items, which they thought an effective teacher must have as number 1 and through number 5 it gets less important. Table 2 presents the findings regarding the teachers' perceptions about the importance of pedagogical knowledge.

Table 4.2. **Teachers' Perceptions about the Importance of Pedagogical Knowledge**

	Significance Level									
	1		2		3		4		5	
	N	%	N	%	N	%	N	%	N	%
Prepare the lesson well	17	38.6	3	6.8	3	6.8	1	2.3	4	9.1
Teach how to learn English outside the classroom	4	9.1	9	20.5	2	4.5	2	4.5	4	9.1
Use various materials including video, audio, and multimedia	2	4.5	4	9.1	2	4.5	3	6.8	6	13.6
Teach English tailored to students' English proficiency levels	5	11.4	3	6.8	3	6.8	3	6.8	4	9.1
Maintain good classroom atmosphere using authority, if necessary	3	6.8	2	4.5	7	15.9	4	9.1	1	2.3
Teach English in English	1	2.3	3	6.8	3	6.8	4	9.1	3	6.8
Assess what students have learned rationally	0	0	0	0	2	4.5	2	4.5	4	9.1
Teach English incorporating student's various learning styles	5	11.4	6	13.6	6	13.6	2	4.5	8	18.2
Provide opportunities to use English through meaningful activities	3	6.8	8	18.2	11	25.0	11	25.0	2	4.5
Provide activities that arouse student's interest in learning English	4	9.1	6	13.6	5	11.4	12	27.3	6	13.6

Note: 1: extremely important, 2: very important, 3: moderately important, 4: slightly important, 5: not very important

The teacher participants chose the following as the most important characteristics: *Preparing the Lesson Well* 17 (%38.6), *Teaching English Tailored to Students' English Proficiency Levels* 5 (%11.4), *Teaching English Incorporating Students' Various Learning Styles* 5 (%11.4), *Teaching How to Learn English outside the Classroom* 4 (%9.1), *Providing Activities That Arouse Students' Interest in Learning English* 4 (%9.1), *Maintaining Good Classroom Atmosphere Using Authority, If Necessary* 3 (%6.8), *Providing Opportunities to Use English Through Meaningful Activities* 3 (%6.8), *Using Various Materials Including Video, Audio, And Multimedia* 2 (%4.5), *Teaching English in English* 1 (%2.3), *Assessing What Students Have Learned Rationally* 0 (%0).

The teacher participants chose the following items as the second most important characteristics an effective teacher must have: *Teach How to Learn English outside the Classroom* 9 (%20.5), *Provide Opportunities to Use English Through Meaningful Activities* 8 (%18.2), *Teach English Incorporating Student's Various Learning Styles* 6 (%13.6), *Provide Activities That Arouse Student's Interest in Learning English* 6 (%13.6), *Use Various Materials Including Video, Audio, and Multimedia* 4 (%9.1), *Teach English Tailored to Students' English Proficiency Levels* 3 (%6.8), *Prepare the Lesson Well* 3 (%6.8), *Teach English in English* 3 (%6.8), *Maintain Good Classroom Atmosphere Using Authority, If Necessary* 2 (%4.5), *Assess What Students Have Learned Rationally* 0 (%0).

The teacher participants chose the following items as the third most important characteristics an effective teacher must have: *Provide Opportunities to Use English through Meaningful Activities* 11 (%25.0), *Maintain Good Classroom Atmosphere Using Authority, If Necessary* 7 (%15.9), *Teach English Incorporating Student's Various Learning Styles* 6 (%13.6), *Provide Activities That Arouse Student's Interest in Learning English* 5 (%11.4), *Prepare the Lesson Well* 3 (%6.8), *Teach English Tailored to Students' English Proficiency Levels* 3 (%6.8), *Teach English in English* 3 (%6.8), *Teach How to Learn English outside the Classroom* 2 (%4.5), *Use Various Materials Including Video, Audio, and Multimedia* 2 (%4.5), *Assess What Students Have Learned Rationally* 2 (%4.5).

The teacher participants chose the following items as the fourth most important characteristics an effective teacher must have: *Provide Activities That Arouse Student's Interest in Learning English* 12 (%27.3), *Provide Opportunities to Use English through Meaningful Activities* 11 (%25.0), *Maintain Good Classroom Atmosphere Using*

Authority, If Necessary 4 (%9.1), Teach English in English 4 (%9.1), Use Various Materials Including Video, Audio, and Multimedia 3 (%6.8), Teach English Tailored to Students' English Proficiency Levels 3 (%6.8), Teach How to Learn English Outside the Classroom 2 (%4.5), Assess What Students Have Learned Rationally 2 (%4.5), Teach English Incorporating Student's Various Learning Styles 2 (%4.5), Prepare the Lesson Well 1 (%2.3).

When the items are ordered according to their order of importance from 1 to 5, the fifth important items chosen by teachers were as follows: *Teaching English Incorporating Students' Various Learning Styles 8 (%18.2), Using Various Materials Including Video, Audio, and Multimedia 6 (%13.6), Providing Opportunities to Use English through Meaningful Activities 6 (%13.6), Preparing the Lesson Well 4 (%9.1), Teaching How to Learn English Outside the Classroom 4 (%9.1), Teaching English Tailored to Students' English Proficiency Levels 4 (%9.1), Assessing What Students Have Learned Rationally 4 (%9.1), Teaching English in English 3 (%6.8), Providing Opportunities to Use English through Meaningful Activities 2 (%4.5), Maintaining Good Classroom Atmosphere Using Authority, If Necessary 1 (%2.3).*

4.2.3. Importance of Socio-Affective Skills

This section of the questionnaire involved 9 items: *Be Helpful to Students in and outside the Classroom, Alleviate Students' Anxiety in English Class, Listen to Student's Opinions, Help Students' Self-Confidence in Learning English Well, Be Friendly to Students, Have a Good Sense of Humor, Not Discriminate Between Students and Treat Them Fairly, Arouse Students' Motivation for Learning English, Have Interest in Students (e.g. Remembering Students' Names) and Students' English Learning.* The participants put these items in order according to their order of importance from the most important to the less important. They numbered the items, which they thought an effective teacher must have as number 1 and through number 5 it gets less important. Table 3 presents the findings regarding the teachers' perceptions about the importance of socio-affective skills.

Table 4.3. Teachers' Perceptions about the Importance of Socio-Affective Skills

	Significance Level									
	1		2		3		4		5	
	N	%	N	%	N	%	N	%	N	%
Be helpful to students in and outside the classroom	6	13.6	6	13.6	3	6.8	6	13.6	4	9.1
Alleviate students' anxiety in English class	4	9.1	3	6.8	3	6.8	6	13.6	6	13.6
Listen to student's opinions	0	0	5	11.4	4	9.1	2	4.5	7	15.9
Help students' self-confidence in learning English well	7	15.9	12	27.3	9	20.5	5	11.4	2	4.5
Be friendly to students	2	4.5	0	0	4	9.1	2	4.5	2	4.5
Have a good sense of humor	0	0	3	6.8	1	2.3	3	6.8	3	6.8
Not discriminate between students and treat them fairly	2	4.5	3	6.8	9	20.5	7	15.9	7	15.9
Arouse students' motivation for learning English	20	45.5	9	20.5	4	9.1	4	9.1	3	6.8
Have interest in students (e.g. Remembering students' names) and students' English learning	3	6.8	3	6.8	6	13.6	7	15.9	10	22.7

Note: 1: extremely important, 2: very important, 3: moderately important, 4: slightly important, 5: not very important

When the first item chosen by the teacher participants about Socio-affective skills is ordered according to their percentages from high to low the results are as in the following: *Arouse Students' Motivation for Learning English* 20 (%45.5), *Help Students' Self-Confidence in Learning English Well* 7 (%15.9), *Be Helpful to Students in and outside the Classroom* 6 (%13.6), *Alleviate Students' Anxiety in English Class* 4 (%9.1), *Have Interest in Students (e.g. Remembering Students' Names) and Students' English Learning* 3 (%6.8), *Be Friendly to Students* 2 (%4.5), *Not Discriminate Between Students and Treat Them Fairly* 2 (4.5), *Listen to Student's Opinions* 0 (%0), *Have a Good Sense of Humor* 0 (%0).

The second most important items are: *Help Students' Self-Confidence in Learning English Well* 12 (%27.3), *Arouse Students' Motivation for Learning English* 9 (%20.5), *Be Helpful to Students in and outside the Classroom* 6 (%13.6), *Listen to Student's Opinions* 5 (%11.4), *Alleviate Students' Anxiety in English Class* 3 (%6.8), *Have a Good Sense of Humor* 3 (%6.8), *Not Discriminate Between Students and Treat Them Fairly* 3 (%6.8), *Have Interest in Students (e.g. Remembering Students' Names) and Students' English Learning* 3 (%6.8), *Be Friendly to Students* 0 (%0).

The third most important items are: *Help Students' Self-Confidence in Learning English Well* 9 (%20.5), *Not Discriminate Between Students and Treat Them Fairly* 9 (%20.5), *Have Interest in Students (e.g. Remembering Students' Names) and Students' English Learning* 6 (%13.6), *Listen to Student's Opinions* 4 (%9.1), *Be Friendly to Students* 4 (%9.1), *Arouse Students' Motivation for Learning English* 4 (%9.1), *Be Helpful to Students in and outside the Classroom* 3 (%6.8), *Alleviate Students' Anxiety in English Class* 3 (%6.8), *Have a Good Sense of Humor* 1 (%2.3).

The fourth most important items are: *Not Discriminate Between Students and Treat Them Fairly* 7 (%15.9), *Have Interest in Students (e.g. Remembering Students' Names) and Students' English Learning* 7 (%15.9), *Be Helpful to Students in and outside the Classroom* 6 (%13.6), *Alleviate Students' Anxiety in English Class* 6 (%13.6), *Help Students' Self-Confidence in Learning English Well* 5 (%11.4), *Arouse Students' Motivation for Learning English* 4 (%9.1), *Have a Good Sense of Humor* 3 (%6.8), *Listen to Student's Opinions* 2 (%4.5), *Be Friendly to Students* 2 (%4.5).

When it is ordered from high to low the fifth items are as in the following: *Have Interest in Students (e.g. Remembering Students' Names) and Students' English Learning* 10(%22.7), *Listen to Student's Opinions* 7(%15.9), *Not Discriminate Between Students and Treat Them Fairly* 7(%15.9), *Alleviate Students' Anxiety in English Class*

6(%13.6), *Be Helpful to Students in and Outside the Classroom* 4(%9.1), *Have a Good Sense of Humor* 3(%6.8), *Arouse Students' Motivation for Learning English* 3(%6.8), *Help Students' Self-Confidence in Learning English Well* 2(%4.5), *Be Friendly to Students* 2(%4.5).

4.2.4. Order of Importance Within Categories

The participants put three categories in order within themselves, namely *English Proficiency*, *Pedagogical Knowledge* and *Socio-Affective Skills*, according to their importance. Rank ordering was used in this part of the questionnaire.

Table 4.4. Teachers' Order of Importance within Categories

	Significance Level					
	1		2		3	
	N	%	N	%	N	%
English Proficiency	19	43.2	16	36.4	8	18.2
Pedagogical Knowledge	14	31.8	17	38.6	12	27.3
Socio-Affective Skills	10	22.7	10	22.7	23	52.3

Note: 1: extremely important, 2: important, 3: not important

The teacher participants ordered each category according to importance (*English Proficiency*, *Pedagogical Knowledge*, *Socio-Affective Skills*) which they thought as extremely important to be an effective teacher and the results are as follows: *English Proficiency* 19 (%43.2), *Pedagogical Knowledge* 14 (%31.8), and *Socio-Affective Skills* 10 (%22.7). The items are ordered from high to low and the second most important items are: *Pedagogical Knowledge* 17 (%38.6), *English Proficiency* 16 (%36.4), and *Socio-Affective Skills* 10 (% 22.7). The items are ordered from high to low and the third important chosen items are: *Socio Effective Skills* 23(%52.3), *Pedagogical Knowledge* 12(%27.3), and *English Proficiency* 8 (% 18.2).

4.3. Findings from the Student Questionnaires

This section presents the findings from the student questionnaire. The findings are presented in four sections: *Importance of English Proficiency* (4.3.1.), *Importance of*

Pedagogical Knowledge (4.3.2.), Importance of Socio-Affective Skills (4.3.3.) and Order of Importance within Categories (4.3.4.).

4.3.1. Importance of English Proficiency

This section of the questionnaire involved 8 items: *Understand spoken English well, Know English Culture Well, Read English Well, Have a High Level of Proficiency with English Vocabulary, Write English Well, Pronounce English Well, Speak English Well* and *Be Fully Conversant with English Grammar*. The participants ordered these items according to their order of importance from the most important to the less important. They numbered the items, which they thought an effective teacher must have as number 1 and through number 5 it gets less important. Table 5 presents the findings regarding the students' perceptions about the importance of English proficiency.

Table 4.5. **Students' Perceptions about the Importance of English Proficiency**

	Significance Level									
	1		2		3		4		5	
	N	%	N	%	N	%	N	%	N	%
Understand spoken English well	49	20.9	30	12.8	18	7.7	30	12.8	37	15.7
Know English culture well	16	6.8	16	6.8	5	2.1	6	2.6	19	8.1
Read English well	9	3.8	16	6.8	16	6.8	25	10.6	34	14.5
Have a high level of proficiency with English vocabulary	36	15.3	56	23.8	38	16.2	42	17.9	24	10.2
Write English well	3	1.3	6	2.6	22	9.4	16	6.8	20	8.5
Pronounce English well	28	11.9	44	18.7	63	26.8	37	15.7	27	11.5
Speak English well	29	12.3	34	14.5	40	17	38	16.2	34	14.5
Be fully conversant with English grammar	63	26.8	31	13.2	31	13.2	38	16.2	39	16.6

Note: 1: extremely important, 2: very important, 3: moderately important, 4: slightly important, 5: not very important

The student participants ordered the items according to their importance about the characteristics an effective teacher should have under English proficiency category and the following are the results which appeared as the most important: *Be Fully Conversant with English Grammar* 63 (%26.8), *Understand Spoken English Well* 49 (%20.9), *Have a High Level of Proficiency with English Vocabulary* 36 (%15.3), *Speak English Well* 29 (%12.3), *Pronounce English Well* 28 (%11.9), *Read English Well* 9 (%3.8), *Write English Well* 3 (%1.3).

The second most important items for the students are: *Have a High Level of Proficiency with English Vocabulary* 56 (%23.8), *Pronounce English Well* 44 (%18.7), *Speak English Well* 34 (%14.5), *Be Fully Conversant with English Grammar* 31 (%13.2), *Understand Spoken English Well* 30 (%12.8), *Know English Culture Well* 16 (%6.8), *Read English Well* 16 (%6.8), *Write English Well* 6 (%2.6).

The third most important items are: *Pronounce English Well* 63 (%18.7), *Speak English Well* 40 (%17), *Have a High Level of Proficiency with English Vocabulary* 38 (%16.2), *Be Fully Conversant with English Grammar* 31 (%13.2), *Write English Well* 22 (%9.4), *Understand Spoken English Well* 18 (%7.7), *Read English Well* 16 (%6.8), *Know English Culture Well* 5 (%2.1).

The fourth most important items are: *Have a High Level of Proficiency with English Vocabulary* 42 (%17.9), *Speak English Well* 38 (%16.2), *Be Fully Conversant with English Grammar* 38 (%16.2), *Pronounce English Well* 37 (%15.7), *Understand Spoken English Well* 30 (12.8), *Read English Well* 25 (10.6), *Write English Well* 16 (%6.8), *Know English Culture Well* 6 (%2.6).

The items are ordered from 1 to 5 according to their order of importance and the students chose the following as the fifth item: *Be Fully Conversant with English Grammar* 39 (%16.6), *Understand Spoken English Well* 37 (%15.7), *Read English Well* 34 (%14.5), *Speak English Well* 34 (%14.5), *Pronounce English Well* 27 (%11.5), *Have a High Level of Proficiency with English Vocabulary* 24 (%10.2), *Write English Well* 20 (%8.5), *Know English Culture Well* 19 (%8.1).

4.3.2. Importance of Pedagogical Knowledge

This section of the questionnaire involved 10 items: *Prepare the Lesson Well*, *Teach How to Learn English Outside the Classroom*, *Use Various Materials Including Video, Audio, and Multimedia*, *Teach English Tailored to Students' English Proficiency*

Levels, Maintain Good Classroom Atmosphere Using Authority, If Necessary, Teach English in English, Assess What Students Have Learned Rationally, Teach English Incorporating Student's Various Learning Styles, Provide Opportunities to Use English Through Meaningful Activities, and Provide Activities That Arouse Student's Interest in Learning English. The participants ordered these items according to their importance from the most important to the less important. They numbered the items, which they thought an effective teacher must have as number 1 and through number 5 it gets less important. Table 6 presents the findings regarding the teachers' perceptions about the importance of pedagogical knowledge.



Table 4.6. Students' Perceptions about the Importance of Pedagogical Knowledge

	Significance Level									
	1		2		3		4		5	
	N	%	N	%	N	%	N	%	N	%
Prepare the lesson well	47	20	7	3	12	5.1	7	3	21	8.9
Teach how to learn English outside the classroom	65	27.7	32	13.6	15	6.4	15	6.4	20	8.5
Use various materials including video, audio, and multimedia	12	5.1	37	15.7	21	8.9	23	9.8	22	9.4
Teach English tailored to students' English proficiency levels	45	19.1	35	14.9	34	14.5	19	8.1	13	5.5
Maintain good classroom atmosphere using authority, if necessary	10	4.3	20	8.5	31	13.2	24	10.2	19	8.1
Teach English in English	8	3.4	15	6.4	22	9.4	15	6.4	13	5.5
Assess what students have learned rationally	8	3.4	15	6.4	20	8.5	32	13.6	10	4.3
Teach English incorporating student's various learning styles	10	4.3	22	9.4	33	14	28	11.9	22	9.4
Provide opportunities to use English through meaningful activities	5	2.1	27	11.5	18	7.7	39	16.6	42	17.9
Provide activities that arouse student's interest in learning English	22	9.4	23	9.8	25	10.6	35	14.9	53	22.6

Note: 1: extremely important, 2: very important, 3: moderately important, 4: slightly important, 5: not very important

The student participants ordered the items according to their importance about what characteristics should an effective teacher should have under *Pedagogical Knowledge* category and these are the results which appeared as the most important: *Teach How to Learn English outside the Classroom* 65 (%27.7), *Prepare the Lesson Well* 47 (%20), *Teach English Tailored to Students' English Proficiency Levels* 45 (%19.1), *Provide Activities That Arouse Student's Interest in Learning English* 22 (%9.4), *Use Various Materials Including Video, Audio, and Multimedia* 12 (%5.1), *Maintain Good Classroom Atmosphere Using Authority, If Necessary* 10 (%4.3), *Teach English Incorporating Student's Various Learning Styles* 10 (%4.3), *Teach English in English* 8 (%3.4), *Assess What Students Have Learned Rationally* 8 (%3.4), *Provide Opportunities to Use English Through Meaningful Activities* 5 (%2.1).

The second most important items are: *Use Various Materials Including Video, Audio, and Multimedia* 37 (%15.7), *Teach English Tailored to Students' English Proficiency Levels* 35 (%14.9), *Teach How to Learn English outside the Classroom* 32 (%13.6), *Provide Opportunities to Use English Through Meaningful Activities* 27 (%11.5), *Provide Activities That Arouse Student's Interest in Learning English* 23 (%9.8), *Teach English Incorporating Student's Various Learning Styles* 22 (%9.4), *Maintain Good Classroom Atmosphere Using Authority, If Necessary* 20 (%8.5), *Teach English in English* 15 (%6.4), *Assess What Students Have Learned Rationally* 15 (%6.4), *Prepare the Lesson Well* 7 (%3).

The third most important items are: *Teach English Tailored to Students' English Proficiency Levels* 34 (%14.5), *Teach English Incorporating Student's Various Learning Styles* 33 (%14), *Maintain Good Classroom Atmosphere Using Authority, If Necessary* 31 (%13.2), *Provide Activities That Arouse Student's Interest in Learning English* 25 (%10.6), *Teach English in English* 22 (%9.4), *Use Various Materials Including Video, Audio, and Multimedia* 21 (%8.9), *Assess What Students Have Learned Rationally* 20 (%8.5), *Provide Opportunities to Use English Through Meaningful Activities* 18 (%7.7), *Teach How to Learn English outside the Classroom* 15 (%6.4), *Prepare the Lesson Well* 12 (%5.1).

The fourth most important items are: *Provide Opportunities to Use English through Meaningful Activities* 39 (%16.6), *Provide Activities That Arouse Student's Interest in Learning English* 35 (%14.9), *Assess What Students Have Learned Rationally* 32 (%13.6), *Teach English Incorporating Student's Various Learning Styles* 28 (%11.9), *Maintain Good Classroom Atmosphere Using Authority, If Necessary* 24

(%10.2), *Use Various Materials Including Video, Audio, and Multimedia* 23 (%9.8), *Teach English Tailored to Students' English Proficiency Levels* 19 (%8.1), *Teach How to Learn English outside the Classroom* 15 (%6.4), *Teach English in English* 15 (%6.4), *Prepare the Lesson Well* 7 (%3).

The items are ordered from 1 to 5 according to their order of importance and the students chose the following as the fifth item: *Provide Activities That Arouse Student's Interest in Learning English* 53 (%22.6), *Provide Opportunities to Use English through Meaningful Activities* 42 (%17.9), *Use Various Materials Including Video, Audio, and Multimedia* 22 (%9.4), *Teach English Incorporating Student's Various Learning Styles* 22 (%9.4), *Prepare the Lesson Well* 21 (%8.9), *Teach How to Learn English outside the Classroom* 20 (%8.5), *Maintain Good Classroom Atmosphere Using Authority, If Necessary* 19 (%8.1), *Teach English Tailored to Students' English Proficiency Levels* 13 (%5.5), *Teach English in English* 13 (%5.5), *Assess What Students Have Learned Rationally* 10 (%4.3).

4.3.3. Importance of Socio-Affective Skills

This section of the questionnaire involved 9 items: *Be Helpful to Students in and Outside the Classroom*, *Alleviate Students' Anxiety in English Class*, *Listen to Student's Opinions*, *Help Students' Self-Confidence in Learning English Well*, *Be Friendly to Students*, *Have a Good Sense of Humor*, *Not Discriminate Between Students and Treat Them Fairly*, *Arouse Students' Motivation for Learning English*, *Have Interest in Students (Ex. Remembering Students' Names) and Students' English Learning*. The participants ordered these items according to their importance from the most important to the less important. They numbered the items, which they thought an effective teacher must have as number 1 and through number 5 it gets less important. Table 7 presents the findings regarding the students' perceptions about the importance of socio-affective skills.

Table 4.7. **Students' Perceptions about the Importance of Socio-Affective Skills**

	Significance Level									
	1		2		3		4		5	
	N	%	N	%	N	%	N	%	N	%
Be helpful to students in and outside the classroom	70	29.8	16	6.8	17	7.2	22	9.4	20	8.5
Alleviate students' anxiety in English class	34	14.5	38	16.2	17	7.2	13	5.5	19	8.1
Listen to student's opinions	12	5.1	38	16.2	25	10.6	27	11.5	22	9.4
Help students' self-confidence in learning English well	41	17.4	52	22.1	48	20.4	11	4.7	15	6.4
Be friendly to students	15	6.4	19	8.1	35	14.9	30	12.8	27	11.5
Have a good sense of humor	11	4.7	13	5.5	16	6.8	31	13.2	25	10.6
Not discriminate between students and treat them fairly	15	6.4	24	10.2	20	8.5	33	14	23	9.8
Arouse students' motivation for learning English	16	6.8	23	9.8	35	14.9	39	16.6	46	19.6
Have interest in students (ex. Remembering students' names) and students' English learning	19	8.1	8	3.4	19	8.1	31	13.2	37	15.7
<i>Note:</i> 1: extremely important, 2: very important, 3: moderately important, 4: slightly important, 5: not very important										

The student participants ordered the items according to their importance about what characteristics should an effective teacher have under Socio-Affective Skills category and these are the results which appeared as the most important: *Be Helpful to Students in and Outside the Classroom* 70 (%29.8), *Help Students' Self-Confidence in Learning English Well* 41 (%17.4), *Alleviate Students' Anxiety in English Class* 34

(%14.5), *Have Interest in Students (e.g. Remembering Students' Names) and Students' English Learning* 19 (%8.1), *Arouse Students' Motivation for Learning English* 16 (%6.8), *Be Friendly to Students* 15 (%6.4), *Not Discriminate Between Students and Treat Them Fairly* 15 (%6.4), *Listen to Student's Opinions* 12 (%5.1), *Have a Good Sense of Humor* 11 (%4.7).

The second most important items are: *Help Students' Self-Confidence in Learning English Well* 52 (%22.1), *Alleviate Students' Anxiety in English Class* 38 (%16.2), *Listen to Student's Opinions* 38 (%16.2), *Not Discriminate Between Students and Treat Them Fairly* 24 (%10.2), *Arouse Students' Motivation for Learning English* 23 (%9.8), *Be Friendly to Students* 19 (%8.1), *Be Helpful to Students in and Outside the Classroom* 16 (%6.8), *Have a Good Sense of Humor* 13 (%5.5), *Have Interest in Students (E.g. Remembering Students' Names) and Students' English Learning* 8 (%3.4).

The third most important items are: *Help Students' Self-Confidence in Learning English Well* 48(%20.4), *Be Friendly to Students* 35(%14.9), *Arouse Students' Motivation for Learning English* 35(%14.9), *Listen to Student's Opinions* 25(10.6), *Not Discriminate Between Students and Treat Them Fairly* 20(%8.5), *Have Interest in Students (e.g. Remembering Students' Names) and Students' English Learning* 19(%8.1), *Be Helpful to Students in and Outside the Classroom* 17(%7.2), *Alleviate Students' Anxiety in English Class* 17(%7.2), *Have a Good Sense of Humor* 16(%6.8).

The fourth most important items are: *Arouse Students' Motivation for Learning English* 39(%16.6), *Not Discriminate Between Students and Treat Them Fairly* 33(%14), *Have a Good Sense of Humor* 31(%13.2), *Have Interest in Students (e.g. Remembering Students' Names) and Students' English Learning* 31(%13.2), *Be Friendly to Students* 30(%12.8), *Listen to Student's Opinions* 27(%11.5), *Be Helpful to Students in and Outside the Classroom* 22(%9.4), *Alleviate Students' Anxiety in English Class* 13(%5.5), *Help Students' Self-Confidence in Learning English Well* 11(%4.7).

It is ordered from 1 to 5 according to their importance and the students chose the following as the 5th item: *Arouse Students' Motivation for Learning English* 46(%19.6), *Have Interest in Students (e.g. Remembering Students' Names) and Students' English Learning* 37(%15.7), *Be Friendly to Students* 27(%11.5), *Have a Good Sense of Humor* 25(%10.6), *Not Discriminate Between Students and Treat Them Fairly* 23(%9.8), *Listen to Student's Opinions* 22(%9.4), *Be Helpful to Students in and Outside the Classroom*

20(%8.5), *Alleviate Students' Anxiety in English Class* 19(%8.1), *Help Students' Self-Confidence in Learning English Well* 15(%6.4).

4.3.4. Order of Importance Within Categories

The participants ordered three categories within themselves, which were *English proficiency*, *Pedagogical knowledge* and *Socio-affective skills*, according to their importance. Rank ordering was used in this part of the questionnaire.

Table 4.8. Students' importance order of the three categories

	Significance Level					
	1		2		3	
	N	%	N	%	N	%
English Proficiency	102	43.4	65	27.7	49	20.9
Pedagogical Knowledge	56	23.8	78	33.2	82	34.9
Socio-Affective Skills	59	25.1	72	30.6	85	36.2

Note: 1: extremely important, 2: important, 3: not important

The student participants ordered these three categories (English Proficiency, Pedagogical Knowledge, Socio-Affective Skills) about characteristics of an effective teacher according to their importance, it is ordered according to their importance and these are the results which appeared as the most important: *English Proficiency* 102 (%43.4), *Socio-Affective Skills* 59 (%25.1), and *Pedagogical Knowledge* 56 (%23.8).

The second most chosen items are: *Pedagogical Knowledge* 78 (%33.2), *Socio-Affective Skills* 72 (%30.6), and *English Proficiency* 65 (27.7).

The third important results chosen by the students are: *Socio-Affective Skills* 85 (%36.2), *Pedagogical Knowledge* 82 (%34.9), and *English Proficiency* 49 (% 20.9).

4.4. Findings from the Open-Ended Questions

4.4.1. Open-Ended Question I

The participants were asked if there are any certain characteristics that they believe an ELT must possess besides the characteristics that they agreed before. Table 9 shows these results.

Table 4.9. Particular characteristics of an effective teacher by student and teacher participants

	Student		Teacher	
	(n=235)	(%)	(n=44)	(%)
1. Understand students	12	5.1	2	4.5
2. Be friendly to students	13	5.5	0	0
3. Use Turkish during class	4	1.7	0	0
4. Should not have edgy habits	4	1.7	1	2.3
5. Ingratiate English to students	6	2.6	1	2.3
6. Generate motivation	10	4.3	2	4.5
7. Have a good sense of humor	2	0.9	0	0
8. Use teaching methods appropriate to students' English level	10	4.3	2	4.5
9. Promote lesson through activities	7	3	0	0
10. concern about students' problems	5	2.1	1	2.3
11. should not pass the subjects fast	4	1.7	0	0
12. should support English learning outside the class	7	3	0	0
13. should dress well	3	1.3	0	0
14. should not have too much lesson	1	0.4	0	0
15. should not be egoist	3	1.3	0	0
16. should not have strict rules	1	0.4	0	0
17. convey the information properly	4	1.7	1	2.3
18. know students' level	3	1.3	0	0
19. be understanding about the attendance	2	0.9	0	0
20. take an interest in students who cannot fully understand	3	1.3	0	0
21. avoid humiliating behaviors	6	2.6	0	0
22. show empathy towards students	9	3.8	4	9.1
23. have general knowledge	1	0.4	2	4.5
24. give extra information during lesson	2	0.9	0	0
25. have smiling face	2	0.9	0	0
26. give importance to grammar topics	1	0.4	0	0
27. be authoritative	6	2.6	0	0
28. have good pronunciation	3	1.3	0	0
29. lessons should not be homework-centered	4	1.7	0	0
30. students should be encouraged to speak English	9	3.8	2	4.5

The students' results from high to low are these: *Be Friendly to Students* 13 (%5.5), *Understand the Student* 12 (%5.1), *Arouse Students' Motivation* 10 (%4.3), and *Use Teaching Methods Appropriate to Students' English Level* 10 (%4.3). The teachers' results, which they thought as an important feature to be an effective teacher is *Show Empathy towards Students* 4 (%9.1).

4.4.2. Open-Ended Question II

Teacher and student participants were asked to choose which definition of the characteristics of an EELT make an English teacher the best; *Knowledge of Language*, *Knowledge of Pedagogy and the Way S/He Behaves the Students*. Table 10 shows the results of this question.

Table 4.10. Teacher and Student Participants' perceptions of the best characteristics of an effective teacher

	Student		Teacher	
	(n=235)	(%)	(n=44)	(%)
1. the way he behaves students	93	39.6	22	50
2. ingratiate lesson	11	4.7	1	2.3
3. have pedagogical knowledge	40	17	23	52.3
4. have knowledge about the language	54	23	17	38.6
5. be motivating and encouraging	24	10.2	6	13.6
6. have good communication skills with students	27	11.5	4	9.1
7. transfer the information accurately	8	3.4	4	9.1
8. be able to teach fast	1	0.4	0	0
9. be self-sacrificing	5	2.1	1	2.3
10. arouse curiosity to lesson	10	4.3	3	6.8
11. help student improve his English level	2	0.9	4	9.1
12. speak English like a native speaker	5	2.1	4	9.1
13. topics should not be discussed fast	2	0.9	0	0
14. teacher should improve himself	5	2.1	3	6.8
15. be open and clear	3	1.3	0	0
16. have a smiling face	1	0.4	0	0
17. understand what students comprehend and what not	6	2.6	2	4.5
18. teach lesson appropriate to student level	7	3	2	4.5
19. make lesson more entertaining	5	2.1	4	9.1
20. not discriminate between students	1	0.4	1	2.3
21. have socio-affective skills	6	2.6	3	6.8
22. not be egoist	2	0.9	0	0
23. make himself endear	20	8.5	5	11.4
24. not make students lose self-confidence	13	5.5	2	4.5
25. not have experience	2	0.9	0	0
26. like students	7	3	2	4.5
27. use Turkish during class	1	0.4	0	0
28. be authoritative	2	0.9	0	0
29. make students speak English	1	0.4	0	0
30. be initiative to students	3	1.3	0	0

According to students the most important features from high to low are: *the Way He Behaves Students* 93(%39.6), *Have Knowledge about the Language* 54(%23), and *Have Pedagogical Knowledge* 40(%17). According to teachers the most important feature from high to low are: *Have Pedagogical Knowledge* 23(%52.3), *the Way He Behaves Students* 22(%50), and *Have Knowledge about the Language* 17(%38.6).



CHAPTER V

5. CONCLUSION

5.1. Introduction

This chapter consists of the summary and the conclusions of the study. Limitations and suggestions for further research are also included in this chapter.

5.2. Summary of the Study

This study investigated the characteristics of effective English language teachers as perceived by 44 English language teachers working at the SOFL at Erciyes University and 235 preparatory class students learning English in the same program. The data of this study was gathered through an adapted version of the self-report questionnaire originally developed by Park and Lee (2006) (see Appendix 1).

There are many different researches on the particular characteristics of an effective teacher, which includes teachers from different subjects but there are just a few studies on the characteristics of an EELT. In these studies the teachers and the students hold different views on what characterizes effective teachers. In this study my goal was to investigate the teachers' and the students' perceptions of an EELT under three categories. The data of this study was gathered through a self-report questionnaire originally developed by Park and Lee (2006) (see Appendix 1) which are *English Knowledge*, *Pedagogical Knowledge* and *Socio-Affective Skills*. The research questions that guided the study were as follows:

1. What are the characteristics of effective teachers as perceived by English language teachers?
2. What are the characteristics of effective English language teachers as perceived by students at university level?

5.3. Conclusions

This section presents the conclusions of the study. The conclusions are presented using the categories from the questionnaire.

5.3.1. English Proficiency

The teacher participants chose the following items as the most important thing an EELT must have: *Speaking English Well* 20 (%45.5), *Being Fully Conversant with English Grammar* 9 (%20.5), *Having a High Level of Proficiency with English Vocabulary* 6 (%13.6). The student participants chose the following as the most important: *Be Fully Conversant with English Grammar* 63 (%26.8), *Understand Spoken English Well* 49 (%20.9), and *Have a High Level of Proficiency with English Vocabulary* 36 (% 15.3).

When we compare the teachers' and the students' perceptions of the characteristics of an EELT, it is seen that the teachers' and the students' perceptions on the first three items are similar. Being fully conversant with English grammar is the second most important for the teachers, whereas being fully conversant with English grammar is the most important item for the students. Being proficient in English vocabulary is the third most important item in both groups.

The results under *English Proficiency* show that the participants' beliefs in both groups are close. I think the results in this category correlate with other results. The participants give the most importance to *English Proficiency* category. Both the teachers and the students find similar things as important. Ramazani (2014) also found similar results for the teacher participants. Grammatical knowledge was regarded as the most important characteristic defining an EELT. Under *English Proficiency* category both groups give importance to the language of the teacher and grammatical knowledge is highly appreciated. I think under *English Proficiency* category the most important characteristic is knowledge about the culture of the language. Brown (2009) also gave importance to the need for effective FL teachers to be as knowledgeable about the culture as they are about the L2.

5.3.2. Pedagogical Knowledge

The teacher participants and the student participants ordered the items according to their order of importance regarding the characteristics an effective teacher should have. These are the results from our research which appeared as the most important for teachers: *Preparing the Lesson Well* 17 (%38.6), *Teaching English Tailored to Students' English Proficiency Levels* 5 (%11.4), *Teaching English Incorporating Students' Various Learning Styles* 5 (%11.4). The student participants chose the

following as the most important: *Teach How to Learn English Outside the Classroom* 65 (%27.7), *Prepare the Lesson Well* 47 (%20), *Teach English Tailored to Students' English Proficiency Levels* 45 (%19.1).

The teachers in the present study chose *Preparing the Lesson Well*, *Teaching English According to the Students' Levels* and *Using Various Learning Styles* as the most important qualities of an EELT. This finding shows that the teachers believe pedagogical knowledge, which requires background information, is important to become an EELT. McBer (2000) also says in his study that it is important to use a 'Tactical Lesson Planning approach,' which describes both the content of lesson and the learning objectives, and the methods to be employed. I also think that an effective English teacher should know various teaching methods and should have a well-organized lesson plan before the lesson. An EELT should come ready to class prepared for everything.

The students also chose '*Preparing the lesson well*' among the most important three qualities. It is the second most important feature for the students. '*Teaching English tailored to the students' English proficiency levels*' is the third most important for the students whereas it is the second most important for the teacher participants. The students chose '*Teaching how to learn English Outside the classroom*' as the most important item, which was not among the top three in teacher participants' results. The student participants gave the most importance to this item. They think teaching how to learn is the most important thing for language education. When I ask my students' expectations from me, they mostly want me to teach them how to learn English Outside the class. This result is a characteristic of an EELT I often hear from my students during my teaching years.

5.3.3. Socio-Affective Skills

The teacher participants chose the following as the most important three items under *Socio-Affective Skills* category: *Arouse Students' Motivation for Learning English* 20 (%45.5), *Help Students' Self-Confidence in Learning English Well* 7 (%15.9), and *Be Helpful To Students In And Outside The Classroom* 6 (%13.6). The student participants chose: *Be Helpful to Students in and outside the Classroom* 70 (%29.8), *Help Students' Self-Confidence in Learning English Well* 41 (%17.4), and *Alleviate Students' Anxiety in English Class* 34 (% 14.5).

The teacher participants gave the most importance to arousing students' motivation for learning English whereas it is not among three most important in students' results. Stronge (2007) also says that an effective teacher is someone who "...provides the push to motivate the student to make a sustained effort when needed" (p. 120). Helping students' self-confidence in learning English well is the second most important thing for both groups; they agree with the importance of this item. However the third items in two groups' results are different from each other. Teachers' results show that helping in and outside the class is important for an effective teacher, whereas the students focus on motivation just like other two items. I think these results are similar to other part's results because the teacher participants gave importance to teaching in this category again whereas the student participants gave importance to arousing interest and motivation.

5.3.4. Within Categories

The teacher participants ordered each category according to importance (English Proficiency, Pedagogical Knowledge, Socio-Affective Skills) which they thought as important to be an effective teacher and the results are as follows: *English Proficiency 19 (%43.2)*, *Pedagogical Knowledge 14 (%31.8)* And *Socio-Affective Skills 10 (%22.7)*. The student participants ordered these three categories (English Proficiency, Pedagogical Knowledge, Socio-Affective Skills) and these are the results, which appeared as the most important: *English Proficiency 102 (%43.4)*, *Socio-Affective Skills 59 (%25.1)* and *Pedagogical Knowledge 56 (%23.8)*.

The first item in both groups, which is English proficiency, is the same. Similar to the questionnaire's second part results, under English proficiency category they think the same. Brosh (1996) identified the certain characteristics of the effective language teacher as perceived by foreign language teachers and students in Israel and English proficiency was among most desirable characteristic by the participants in his study which is the same with our result. Park and Lee (2006) found in their study that teachers thought English proficiency is the most important, pedagogical knowledge is the second important and socio-affective skills is the least important, whereas students thought pedagogical knowledge is the most important, English proficiency is the second important and socio-affective skills is the least important. In Park and Lee's (2006) research the students gave more importance to pedagogical knowledge than English

proficiency and teachers gave importance to English proficiency. However, they stated that this might be because of some other factors. Park and Lee (2006) say in their research that this might be because of the belief that “...good English proficiency made it possible to conduct their lessons confidently without inhibitions and insecurity” (p. 241).

In our research the teacher participants think pedagogical knowledge is the second most important also in the second parts’ results they gave importance to the knowledge of teaching methods and learning styles. The student participants, on the other side, thought pedagogical knowledge is the least important. In Brosh’s (1996) research students attribute importance to teaching skills and techniques, while teachers significantly differs from students. Feldman (1988) found that pedagogical practices of teachers were the most important defining ‘effective teacher’.

The students’ results in our research are also different from Brosh’s (1996) student participants’ results. On the other hand, the students give importance to socio-affective skills. Also in the second parts’ results student participants gave importance to arousing motivation, alleviating anxiety and building self-confidence. Socio-affective skills category was the least important category in Park and Lee’s (2006) research both for the teachers and for the students.

To sum up all these results, we can conclude that for the teacher participants English knowledge is the most important characteristic. Even in *Socio-Affective Skills* category they selected similar items, which draw attention to the importance of knowledge of English. In general the student participants have an interest in getting motivated to learn English, having fun lessons. I think these results are similar to what we as English language teachers experience in our classes.

5.3.5. Open-Ended Questions

In the first question, the participants were asked if there are any other significant characteristics that they believed an ELT must possess besides the characteristics that they selected in the second and third part of the questionnaire. Since it is an open-ended question the participants wrote whatever comes in their mind and this also gave the opportunity to add some new ideas apart from the ones pointed out in the questionnaire. The students’ results from high to low are these: *Be Friendly to Students* 13 (%5.5),

Understand the Student 12 (%5.1), *Arouse Students' Motivation* 10 (%4.3), and *Use Teaching Methods Appropriate to Students' English Level* 10 (%4.3).

The students' results show that they give importance to socio-affective skills. *Being friendly, Understanding them* and *Arousing motivation* are about socio-affective skills. Dörnyei (1998) says in his research "Motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second/foreign language (L2) learning" (p. 117).

The teachers' results, which they thought as an important feature to be an effective teacher is, *Show Empathy towards Students* 4 (%9.1). The teachers' results also show that socio-affective skills are important. However, in the third part of the questionnaire the participants chose English proficiency as the most important item. When it comes to write what they actually think, they write about the importance of socio-affective skills.

In the second question, the participants were asked to choose the characteristics that they believe make an English teacher the best; *Knowledge of Language, Knowledge of Pedagogy* and *The Way S/He Behaves the Students*. According to students the most important features from high to low are: *The Way s/he behaves towards the students* 93 (%39.6), *Have knowledge about the language* 54 (%23), and *Have pedagogical knowledge* 40 (%17). According to the teachers, the most important features from high to low are: *Have pedagogical knowledge* 23 (%52.3), *The way s/he behaves towards the students* 22 (%50), and *Have knowledge about the language* 17 (%38.6). Socio-affective skills are again among the most important ones. The student participants chose it as the most important and the teacher participants chose it as the second most important. Knowledge about language, which is English proficiency, is the second most important for the students whereas it is the third most important for the teachers.

Drawing on these, we might conclude that the students give importance to socio-affective skills. In general they need motivation to learn English, they expect their English language teachers to encourage them to study English, and they want English teachers to help them outside the class too. Just as Liakopoulou (2011) stated an ELT's effectiveness depends on the way problems in the classroom are managed. An effective teacher should be able to measure the problems of the students and should not let it affect their motivation to learn.

These findings lighten up some implications for current foreign language education in Turkey. First, it is seen that the teacher participants think highly of English

knowledge. Considering their higher endorsement on this category over other two categories, we can suggest that faculties teaching FL education should focus on developing learners' knowledge of the language. This brings up a question about what should be the foreign language teachers' appropriate proficiency level of a target language. However, there is not a clear definition to this question. In current education system there is not a necessity to pass any universal English exam such as Test of English as a Foreign Language (TOEFL) or Graduate Record Examination (GRE) to become a teacher. In Turkey there are several national English exams such as Foreign Language Exam (YDS) and Higher Education Foreign Language Exam (YOKDIL) and some universities want applicants to get a minimum of 70 out of 100 to become an English lecturer. However, it is not obligatory by the government. Secondly, students favored *Socio-Affective Skills* category especially in open-ended questions. This implies that teachers should focus more on motivating learners, minimizing anxiety in English class. It is seen that students first need to build self-confidence before they start learning. Thus in-service and pre-service teacher education programs should focus on the importance of socio-affective skills.

5.4. Limitations and suggestions for further Studies

The first limitation of this study was that the data of this study was gathered and analyzed at one point in time; thus the conclusions of this study should be interpreted with caution. The students' and the teachers' personal feelings at the time may have affected the results.

Secondly, this study should be replicated by other participants across academic levels and investigated further through in-depth qualitative analysis.

Thirdly, interview part after the questionnaire may be added for those who are enthusiastic to share more thoughts with the researcher.

Fourthly, the teacher participants are all from preparatory classes. The research may have included teachers from other departments, such as American Culture and Literature, English Language and Literature, and English Language Teaching since they are all in English language teaching field.

Lastly, the student participants' academic levels are not considered in this study, their academic performances may have affected the results.

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7. APPENDICES

7.1. APPENDIX 1: Original Questionnaire

Effective English Language Teacher Questionnaire

This questionnaire is going to be used to investigate the characteristics of an effective English language teacher from the perspective of Turkish English language teachers and students. Findings of this study are hoped to be beneficial to both Turkish English language teachers and students. English language teachers will be able to check the suitability of their colleagues' beliefs regarding foreign language teaching and learning. Learners will be able to understand their teachers' beliefs and change their own wrong beliefs about foreign language teaching and learning, it is hoped to develop positive attitudes towards English language learning. It is worth mentioning that your participation in this research is voluntary and your responses will only be used in this research and be kept confidential.

Part I: Read the items which show the characteristics of an effective teacher. Choose five of the items from each category in order of importance: English proficiency, Pedagogical knowledge, Socio-affective skills.

English proficiency: An effective teacher is someone who should:

1. Understand spoken English well
2. Know English culture well
3. Read English well
4. Have a high level of proficiency with English vocabulary
5. Write English well
6. Pronounce English well
7. Speak English well
8. Be fully conversant with English grammar

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Pedagogical knowledge: An effective teacher is someone who should:

1. Prepare the lesson well
2. Teach how to learn English outside the classroom
3. Use various materials including video, audio, and multimedia
4. Teach English tailored to students' English proficiency levels
5. Maintain good classroom atmosphere using authority, if necessary
6. Teach English in English
7. Assess what students have learned rationally
8. Teach English incorporating student's various learning styles
9. Provide opportunities to use English through meaningful activities
10. Provide activities that arouse student's interest in learning English

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Socio-Affective skills: An effective teacher is someone who should:

1. Be helpful to students in and outside the classroom

2. Alleviate students' anxiety in English class
 3. Listen to student's opinions
 4. Help students' self-confidence in learning English well
 5. Be friendly to students
 6. Have a good sense of humor
 7. Not discriminate between students and treat them fairly
 8. Arouse students' motivation for learning English
 9. Have interest in students (ex. Remembering students' names) and students' English learning
1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Part III. Put each of the categories which show the characteristics of an effective teacher (English proficiency, Pedagogical knowledge, Socio-affective skills) in order of importance.

1. _____ 2. _____ 3. _____

7.2. APPENDIX 2: Research Questionnaire

Effective English Language Teacher Questionnaire

This questionnaire is going to be used to investigate the characteristics of an effective English language teacher from the perspective of Turkish English language teachers and students. Findings of this study are hoped to be beneficial to both Turkish English language teachers and students. English language teachers will be able to check the suitability of their colleagues' beliefs regarding foreign language teaching and learning. Learners will be able to understand their teachers' beliefs and change their own wrong beliefs about foreign language teaching and learning, it is hoped to develop positive attitudes towards English language learning. It is worth mentioning that your participation in this research is voluntary and your responses will only be used in this research and be kept confidential. If you wish to contact the researcher during the process of this research, please feel free to contact them through the following e-mail address: didemv@yahoo.com Thank you for your participation.

Didem Üstün

Part I: Background Questions

Age: _____ Sex: Male ☐ Female ☐

✱ Fill in the following part if you are teaching English

University degree: BA ☐, MA ☐, PhD ☐

Teaching experience:

Name of the department where you graduated:

Part II: Read the items which show the characteristics of an effective teacher. Choose five of the items from each category in order of importance: English proficiency, Pedagogical knowledge, Socio-affective skills.

English proficiency: An effective teacher is someone who should:

9. Understand spoken English well
10. Know English culture well
11. Read English well
12. Have a high level of proficiency with English vocabulary
13. Write English well
14. Pronounce English well
15. Speak English well
16. Be fully conversant with English grammar

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Pedagogical knowledge: An effective teacher is someone who should:

11. Prepare the lesson well
12. Teach how to learn English outside the classroom
13. Use various materials including video, audio, and multimedia

14. Teach English tailored to students' English proficiency levels
15. Maintain good classroom atmosphere using authority, if necessary
16. Teach English in English
17. Assess what students have learned rationally
18. Teach English incorporating student's various learning styles
19. Provide opportunities to use English through meaningful activities
20. Provide activities that arouse student's interest in learning English

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Socio-Affective skills: An effective teacher is someone who should:

10. Be helpful to students in and outside the classroom
11. Alleviate students' anxiety in English class
12. Listen to student's opinions
13. Help students' self-confidence in learning English well
14. Be friendly to students
15. Have a good sense of humor
16. Not discriminate between students and treat them fairly
17. Arouse students' motivation for learning English
18. Have interest in students (ex. Remembering students' names) and students' English learning

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Part III. Put each of the categories which shows the characteristics of an effective teacher (English proficiency, Pedagogical knowledge, Socio-affective skills) in order of importance.

1. _____ 2. _____ 3. _____

Part IV. Please answer the following questions.

1. Are there any particular characteristics that you believe an English Language Teacher must possess besides the characteristics that you agreed above?
2. Generally speaking, which of the following characteristics make an English teacher the best: knowledge of language, knowledge of pedagogy and the way he/she behaves the students? Why? Please explain.

7.3. APPENDIX 3: Ethics Committee Approval Letter

BAŞVURU NO: 30

ERCİYES ÜNİVERSİTESİ SOSYAL VE BEŞERİ BİLİMLER ETİK KURULU
PROJE ONAY FORMU

Projenin Adı	<i>Etkili İngilizce Öğretmeni Anketi</i>
Projenin Niteliği	Yüksek Lisans-Uzmanlık-Doktora tezi
Proje Araştırmacıları	<i>Didem ÜSTÜN (Sorumlu Araştırmacı)</i> <i>Yrd.Doç.Dr.Hülya YUMRU (Danışman)</i>
Sorumlu Araştırmacının Haberleşme Bilgileri	<i>Didem ÜSTÜN (Sorumlu Araştırmacı)</i> İngiliz Dili Eğitimi Yüksek Lisans e-posta adresi:didemv@yahoo.com

KARAR: Etik Kurulumuza başvuran *Didem ÜSTÜN*'ün "*Etkili İngilizce Öğretmeni Anketi*" adlı bireysel araştırması değerlendirilerek aşağıdaki sonuca ulaşılmıştır.

Proje etik açıdan uygun bulunmuştur. ☒

Projenin etik açıdan geliştirilmesi gerekmektedir. ☐

Proje etik açıdan uygun bulunmamıştır. ☐

26/10/2016

ADI SOYADI	İMZA
Etik Kurul Başkanı	Prof. Dr. Mustafa ARGUNŞAH
Üye	Doç. Dr. Kasım KARAMAN
Üye	Prof. Dr. Celal YILDIZ
Üye	Prof. Dr. Mehmet AKKURT
Üye	Prof. Dr. Mustafa BAKTIR
Üye	Doç. Dr. Mustafa DEMİRCİ
Üye	Prof. Dr. Mustafa AKDAĞ
Üye	Doç. Dr. Handan ZİNCİR