

**BAŞKENT UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES
MASTER PROGRAM OF ENGLISH LANGUAGE TEACHING WITH
THESIS**

**THE INVESTIGATION OF THE PERCEPTIONS OF SENIOR YEAR
PRE-SERVICE ELT STUDENTS TOWARDS THE EFFECTIVENESS
OF LECTURERS AT UNIVERSITIES**

PREPARED BY

ZEYNEP DİNGİLOĞLU

MASTER THESIS

ANKARA – 2022

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**ADVISOR
ASSOC. PROF. SENEM ÜSTÜN KAYA**

ANKARA – 2022

BAŞKENT ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

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BAŞKENT ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
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Yukarıda başlığı belirtilen Yüksek Lisans tez çalışmamın; Giriş, Ana Bölümler ve Sonuç Bölümünden oluşan, toplam 62 sayfalık kısmına ilişkin, 30 / 11 / 2022 tarihinde tez danışmanım tarafından Turnitin adlı intihal tespit programından aşağıda belirtilen filtrelemeler uygulanarak alınmış olan orijinallik raporuna göre, tezimin benzerlik oranı %13'tür. Uygulanan filtrelemeler:

1. Kaynakça hariç

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“Başkent Üniversitesi Enstitüleri Tez Çalışması Orijinallik Raporu Alınması ve Kullanılması Usul ve Esaslarını” inceledim ve bu uygulama esaslarında belirtilen azami benzerlik oranlarına tez çalışmamın herhangi bir intihal içermediğini; aksinin tespit edileceği muhtemel durumda doğabilecek her türlü hukuki sorumluluğu kabul ettiğimi ve yukarıda vermiş olduğum bilgilerin doğru olduğunu beyan ederim.

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Zeynep DİNGİLOĞLU
Ankara 2022

ÖZET

Zeynep DİNGİLOĞLU

Son Sınıf Hizmet Öncesi İngilizce Öğretmenliği Öğrencilerinin Üniversitelerdeki Öğretim Elemanlarının Etkililiğine Yönelik Algılarının İncelenmesi

**Başkent Üniversitesi
Eğitim Bilimleri Enstitüsü
Yabancı Diller Eğitimi Anabilim Dalı
İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı 2022**

Bu çalışmanın amacı, İngilizce Öğretmenliği Bölümü son sınıf öğrencilerinin (hizmet öncesi İngilizce öğretmenleri olarak da bilinirler) öğretim elemanlarının etkililiğine ilişkin algılarını öğretim elemanlarının cinsiyetleri esas alınarak araştırmaktır. Bu çalışmaya Ankara'da farklı üniversitelerin İngilizce Öğretmenliği Bölümü'nde okuyan 104 hizmet öncesi İngilizce öğretmeni ve Türkiye'nin Ankara ilindeki farklı üniversitelerden 9 öğretim elemanı katılmıştır. Hizmet öncesi İngilizce öğretmenlerinden veriler anketler yoluyla, öğretim elemanlarından ise yapılandırılmış röportajlar ile toplanmıştır. Sonuçlar, erkek hizmet öncesi İngilizce öğretmenlerinin, öğretim elemanlarına ilişkin algılarının kadın ve erkek öğretim elemanları arasında anlamlı bir farklılık olmadığını göstermiştir. Bununla birlikte kadın hizmet öncesi İngilizce öğretmenleri erkek öğretim elemanlarına belirli konularda daha yüksek puanlar vermiştir. Etkililik ve öğrenci beklentileri açısından erkek öğretim elemanları, öğrencilerinin geçmişlerine ve ilgi alanlarına ilgili olduklarını ifade etmelerine ve dersleri daha eğlenceli hale getirmek istediklerini dile getirirken, öğrencilere ilgi gösterme ve öğrenmeyi eğlenceli hale getirme konusunda daha düşük puan almışlardır. Öte yandan, etkili iletişimi derslerine dâhil etmek için çaba harcadıklarını ve güçlü iletişim becerilerine sahip olduklarını belirtirken, hizmet öncesi İngilizce öğretmenleri tarafından da bu konuda daha fazla puan almışlardır. Hem erkek hem de kadın öğretim elemanları, çeşitli etkinliklere yer verdiklerine ve ders izlencelerini ve programlarını, ders materyallerinin yanı sıra öğrencilerinin ihtiyaç ve beklentilerine göre düzenlediklerini belirtmelerine rağmen, hizmet öncesi İngilizce öğretmenlerinden esneklik konusunda daha düşük puanlar almışlardır. Ayrıca kadın öğretim elemanları, derslerini ve ders izlencelerini geliştirmek için öğrencilerden geri bildirim aldıklarını belirtirken, yapıcı eleştirilere açık olma konusunda daha düşük puan almışlardır. Öğrencilerinin ihtiyaçları, ilgi alanları ve geçmişleriyle ilgilendiklerini de belirten kadın öğretim elemanları, öğrencileri aktif olarak dinleme konusunda daha yüksek puan almışlardır. Anket ve görüşme verileri bir arada incelendiğinde, hizmet öncesi İngilizce öğretmenlerinin hem erkek hem de kadın öğretim elemanlarına çeşitli maddeler için benzer puanlar vermeleri ve öğretim elemanlarının röportaj sorularına verdikleri cevaplar, cinsiyet ve öğretim etkinliği arasında bir ilişki olmadığını gösterirken, bazı maddeler için aldıkları puanlar arasındaki farklılıklar cinsiyet ile öğretim etkinliği arasında bir ilişki olduğunu göstermiştir.

Anahtar Kelimeler: hizmet öncesi İngilizce öğretmenleri, algılar, öğretim elemanları, cinsiyet, etkililik

ABSTRACT

Zeynep DİNGİLOĞLU

The Investigation of the Perceptions of Senior Year Pre-service ELT Students Towards the Effectiveness of Lecturers at Universities

**Başkent University
Institute of Educational Sciences
Department of Foreign Languages
Master Program of English Language Teaching with Thesis 2022**

The purpose of this study was to investigate the perceptions of senior-year pre-service ELT students (also known as pre-service EFL teachers) towards the effectiveness of their lecturers considering their genders. 104 pre-service EFL teachers from different universities studying English Language Teaching in Ankara, Turkey and 9 lecturers from different universities in Ankara, Turkey participated in this study. Data from pre-service EFL teachers were collected through questionnaires and from lecturers with structured interviews. The results showed that male pre-service EFL teachers' perceptions of lecturers in terms of gender did not show any significant difference between female and male lecturers. However, female pre-service EFL teachers gave higher scores to their male lecturers for several items. In terms of effectiveness and student expectations, male lecturers obtained a lower score among pre-service EFL teachers for showing interest and making learning fun although they stated that they are curious about their students' backgrounds and interests, and they have the intention of making classes more enjoyable. Nevertheless, they added that they make an effort to incorporate effective communication into their lessons and they were given more credit for having strong communication abilities. Both male and female lecturers obtained lower scores for flexibility from pre-service EFL teachers despite their assurances that they incorporate a variety of activities and tailor their schedules and syllabi to the needs and expectations of their students as well as the course material. Additionally, female lecturers were given a lower score despite claiming that they solicit student feedback to help them develop their classes or syllabi and that they are open to constructive criticism. As they also mentioned that they are interested in their students' needs, interests, and backgrounds, they obtained a higher score for actively listening to students. Regarding the questionnaire and interview data, pre-service EFL teachers gave similar scores for several items to both male and female lecturers, and the lecturers' claims showed that they impose effective teaching into their classes, which showed that there is no relationship between gender and teaching effectiveness. However, the differences among the scores they obtained for some of the items showed that gender and teaching effectiveness have a relationship.

Keywords: pre-service EFL teachers, perceptions, lecturers, gender, effectiveness

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LIST OF ABBREVIATIONS

AASA The American Association of School Administrators

EFL English as a Foreign Language

ELT English Language Teaching

IQ# Interview Question

RQ# Research Question

WHO World Health Organization

CHAPTER I

INTRODUCTION

1.1 Introduction & Background of the Study

Throughout history, teaching has changed in many forms which influenced the learning process of students eventually. The way teachers adopt and shape the methods and approaches, which are necessary for learning, is a critical factor which in return affects the way a subject is acquired by students. Therefore, it is an inevitable fact that teachers and their teaching methods and approaches shape the way learners receive and process information, which leads to an outcome in the end. Madigan & Kim (2021) stated that student outcomes are occupations of both the students and the behaviors they capture as well as their teachers and the environment of education they generate. Moving on from the outcome, which is produced by students explicitly through exams and projects or implicitly through overall classroom performance and perceptions towards the lesson, it is possible to go back around to the presentation stage of the lesson by the teacher, which in the end results in the evaluation of effectiveness.

It is also crucial to remember the variety of subjects taught in school, and the diverse characteristics of the teachers, who focus on a specific subject area. Each subject area requires proficiency in the desired area at first and the way that the subject will be delivered in the classroom is organized in the manner that was required to be delivered according to the teachers' specialization. The order of the subjects to be taught, the lesson plan to be followed, and the assessment and evaluation procedures for each subject area are unique in their own ways. Hattie (2011) discussed that in order to increase student comprehension, teachers can use their subject knowledge to organize and use the necessary content knowledge in the classroom. Thus, it should be proper to remind that teacher effectiveness comes in various determining factors. In order to serve the purpose of this research, EFL teachers and their distinguishing characteristics in terms of effectiveness will be under further examination.

In the context of this study, for the background information, EFL teachers can be categorized in two groups, regarding the types of institutions they work at as well as the specialization area they desired to acquire. The first category is based on EFL teachers, who teach English as a subject at schools, which include departments such as Kindergarten, Primary School, Middle School and High School within a campus, known as K-12

institutions, or as a single department. The second category is the EFL lecturers who train the undergraduate EFL teacher candidates at universities. Both categories have the same root, yet, they are divided into branches when their uniqueness are considered. For instance, the education provided in K-12 institutions are compulsory as determined by the Ministry of Education in Turkey. On the other hand, universities train students for professional development in terms of their career. In other words, while one side is based on teaching the grammar rules of the English language in addition to the receptive and productive skills known as reading, listening, writing, and speaking; the other side provides development which will be required by the careers students wish to pursue. As a result, considering each category in their unique contexts would reduce false assumptions and judgments regarding the effectiveness of teachers and lecturers.

Separating the English subject taught at schools from other subject areas, Borg (2006) defined the five factors that distinguish EFL teachers from the teachers of other subject areas as the nature of the subject matter, the interaction patterns which are crucial for instruction, the challenge EFL teachers take to increase their knowledge of the subject, isolation, and the need for external maintenance for learning the subject. In other words, EFL teachers who teach at K-12 institutions (schools which include every department from kindergarten to 12th grade) need to use a medium the learners do not comprehend yet, use pair work or group work, engage in a context where foreign language is used as a tool for communication to increase their knowledge, are more isolated compared to the teachers of other subjects and need to seek extracurricular activities which promote the learning of the language in a more authentic way. In addition to the distinguishing factors, Borg (2006) specified a list of characteristics that should be obtained by a 'good' teacher: Knowing the target language, having organization, skills of explanation, clarification and arousal, being fair, and being available to learners. Although the stated factors and characteristics do not always attribute to every context as a whole, it is an important notice to consider them in the case of examining EFL teachers in context.

Putting EFL teachers who teach the English language as a subject aside, EFL teachers at universities, known as lecturers, who teach pre-service teachers go through a characterization and evaluation process as well. In comparison to K-12 institutions, universities provide surveys or questionnaires at the end of each semester or academic year to gather students' perceptions about their lecturers. In a study conducted by Walker (2010), both pre-service and in-service teachers' perceptions of an effective teacher were gathered and 12 characteristics came out of the study. The characteristics were defined as being

prepared, positive, creative, fair, and compassionate; having high expectations, personal touch, a sense of humor; developing a sense of belonging, admitting mistakes, and giving respect to students. Thus, pre-service teachers, who were receiving the theoretical and practical means of English language teaching, were also able to state the desired characteristics of an effective teacher as students before taking up their profession.

Considering the studies that were conducted to determine the effectiveness of EFL teachers, especially in terms of the university context, a factor which determines the perceptions of students of an effective EFL teacher was excluded. The excluded factor that determines students', known as pre-service teachers in the university context, perceptions of an effective EFL teacher is the lecturers' gender. The reason why gender gains a crucial role in teacher effectiveness is the role model factor. In other words, pre-service teachers consider their lecturers as their role models before becoming in-service teachers. They consider their experience, take advice from them, gain further insight of a subject that is taught by them, and therefore relate the subject area with their lecturer in a specific way. Thus, the subject area, which is taught by a lecturer, is related to their gender by the students anyway. In other words, the perceptions about the subject area are either practiced by a male point of view or a female point of view which affects the way students approach to the topic as pre-service teachers, which eventually affects and shapes the way they apply what they have learned as in-service teachers. Furthermore, in order to examine the impact that is left on students after taking a course given by their lecturers, an effectiveness evaluation is necessary to inspect if they have different perceptions about their lecturers' effectiveness regarding their gender. In addition, pre-service teachers' expectations from their lecturers carry an important role to determine what they look for in their role models. Lastly, not only pre-service teachers' points of view should be considered, but also their lecturers' views of themselves should be under examination to gain further insight from two different sides.

1.2 Statement of the Problem & Purpose of the Study

Based on the explanations above, there is still a need to investigate the perceptions of pre-service teachers on the effectiveness of lecturers, particularly with regards to their traits such as gender. Since teaching is an interactive process, any detail based on teachers' attitude and traits should be considered.

In a society, where awareness of gender and gender roles is becoming more and more critical, doing the required research regarding the gender topic and highlighting the gap in the literature with additional data have become a necessity. Therefore, this study aims at

investigating the relationship between the gender of lecturers at university context and the teaching effectiveness of lecturers, who are considered to be role models for pre-service teachers. Since there are limited studies on the relation between gender and teaching effectiveness, this study could bring light to the further studies in this research area.

Under the context of this research, it is aimed to specify the scope of the study into the university context which will take its basis from pre-service EFL teachers' perceptions of effective EFL teachers at both state and foundation universities. Thus, the purpose of this study is to measure the effectiveness of EFL lecturers perceived by the undergraduate students.

In order to obtain insight regarding EFL lecturers' effectiveness based on their gender perceived by their students, the following research questions have been formulated:

1. What are the perceptions of pre-service EFL teachers towards the gender of EFL lecturers?
2. What are the perceptions of pre-service EFL teachers towards the effectiveness of EFL lecturers?
3. What are the expectations of pre-service EFL teachers from EFL lecturers?
4. Is there a relation between gender and teaching effectiveness of EFL lecturers?

1.3 Assumptions

The study includes several scales to be applied with the consent of the participants. In order to obtain the necessary data that will be provided by the participants, sincere answers are required by them. Therefore, it is assumed to obtain sincere answers on the scales to be used by the participants throughout the research.

1.4 Limitations of the Study

In order to provide the quantitative data that will be obtained from the questionnaire, there will also be a qualitative measurement instrument consisting of structured interviews with the necessary participants. Thus, the quantitative data will be supported with complementary qualitative data.

The sample of the study will only include senior year ELT students from universities (state and foundation) in Ankara, Turkey. In addition to the students, lecturers from different universities in Ankara, Turkey will be included in the study. It is assumed that the proposed study will be completed in the 2021-2022 academic year, thus the research will be limited with the given period of time.

CHAPTER II

LITERATURE REVIEW

In order to shed light into the study that will be conducted, relevant background information and literature review will be presented under the necessary categories.

2.1 Teacher Effectiveness

The definition of what makes a teacher effective in educational means has been a topic of discussion among many researchers and scholars for years (Tarajová & Metruk, 2020). Hepsibha & Catherine (2022) defined teacher effectiveness as the ability and the interaction between the physical, cognitive and psychological interests of the scholars, content capability of the instructors and social needs. In addition, Arıkan et al. (2008) defined teacher effectiveness as delivering information to students in a clear, comprehensible, and motivating way. With the transformation of educational needs and expectations as well as new approaches and methods over time, teachers are required to be flexible to adapt to the changes and developments that are introduced and included at schools.

2.1.1 Defining teacher effectiveness

One of the main elements of teaching is to identify student needs and expectations at the beginning of each semester or school year to increase the efficiency of both teaching and learning throughout the given amount of time until the end of each semester or school year. For the sake of responding to student needs, it is the teachers' responsibility to comprehend how their students define effective teaching (Barnes, 2010).

Among the many studies conducted to measure students' perceptions of an effective teacher, there have been various outcomes with an abundance of categories and subcategories. It is remarkable that the diverse results regarding the characteristics of an effective teacher mostly depend on the context such as the year, country, or the type of school where the studies were conducted. Besides that, the unity of results that were obtained from different studies bring a clearer perception for judgment.

With regards to the diverse characteristics that were determined through research, it can be observed that teaching effectiveness comes in categories. The categories receive their basis from both professional developments that concern teaching and teachers' personal traits which are more dependent on the background of the teacher and the personal characteristics that they obtain throughout their lives. Thus, both the instructional skills and the personal characteristics of teachers determine how the teaching and learning process will

be handled and perceived. The American Association of School Administrators (AASA) divided the characterized qualities related with teacher effectiveness into two categories as management and instructional techniques and personal characteristics, especially for primary and secondary education (Witcher et al., 2003).

In an attempt to generate criteria for measuring teacher effectiveness, Kyriakides et al. (2010) came up with eight different clusters that are based on different teacher characteristics. All of the clusters were basically the categorization of 51 different teacher characteristics, and to narrow down the spectrum, Kyriakides et al. (2010)'s solution was to form clusters. The first cluster was about 'Goals and Intentions' where an effective teacher is identified through their development of independent learning of their students. In addition, another expectation from these teachers is their ability to develop their students' critical and creative thinking skills. Therefore, effective teachers are expected to exploit each student's leaning capabilities while contributing to their emotional development. The second cluster was named after 'Individualization' where teaching is shaped according to various student needs. According to this cluster, effective teachers ask students to accomplish individual assignments and monitor them and provide personalized feedback and help depending on the problems each student faces. 'Positive Treatment of Students' was the third cluster that was formed in this study. According to this cluster, effective teachers encourage their students to express themselves while giving constructive feedback. Moreover, under this cluster, stigmatizing students is not appreciated to establish a satisfying learning environment. The fourth cluster, which is actually related to the third cluster, is 'Love for Children'. Love, acceptance and respect are expected from effective teachers to meet the requirements of this cluster. The fifth cluster, 'Professionalism', is based on setting clear goals and making self-evaluation for development. Furthermore, organization and management skills determine the effectiveness of teachers. Self-improvement is also an important factor in Professionalism. In other words, according to this cluster, effective teachers have continuous improvement in terms of professional development in the subject area and its pedagogy as well as confidence in their teaching. Moving on with the sixth cluster, effective teachers are defined by 'Collective Responsibility'. Effective teachers are not only expected to have good relationships with their students, but also with parents and with their colleagues. Especially having discussions that contribute to their professional development is a great cooperation opportunity for effective teachers. Being the seventh cluster, 'Personal Traits' require morality, imagination and a good personality. Besides those, it is crucial for teachers to be polite, dynamic, persuasive, enthusiastic and flexible.

The last cluster that was shaped in Kyriakides et al. (2010)'s study was 'Responsiveness to Change'. Having positive behavior towards the changes in curriculum is an observed characteristic of effective teachers since they are dedicated to innovation. The eight clusters that were shaped in this study carried the purpose of categorizing the abundance of teacher characteristics. Due to the diversity of results obtained from each study regarding teacher characteristics, the categories also come through various contexts, applications and results.

Another study conducted by Hubbard (2001) observed student perceptions under two categories: affective/emotional characteristics and behavioral characteristics of good teachers. In terms of affective/emotional characteristics, 11th grade students from six various public schools in Alabama expected their teachers to be funny, friendly, caring, helpful, nice, respectful, interesting, understanding, patient, easy-going, eager to negotiate, and have good personality. Under the category behavioral characteristics, the same students identified an effective teacher as someone who loves teaching, listens to students, makes use of different teaching methods, is dependable, is strict but fair, is intellectual and smart, is organized and prepared, and is a good communicator.

According to Witcher et al. (2003), effective teaching is also highly related with active teaching. Active teaching refers to tailor-made teaching with maximum teaching time and providing students with the opportunity to put their knowledge through an application process. Furthermore, asking questions that necessitate the use of higher order thinking skills, having high expectations, observing learner performance and offering related feedback as well as reinforcement are the applications that effective teachers use (Witcher et al., 2003). In terms of personality traits, having knowledge of the subject area, being flexible and enthusiastic, and having the necessary classroom management skills are included in effective teaching (Witcher et al., 2003).

Another study with the purpose of identifying the characteristics of effective teachers in Cyprus was conducted by Koutsoulis (2003). By collecting the data from students from 25 high schools in Cyprus, it was concluded that humanistic approach, production and communication skills were needed from teachers by the students. A quarter of the students referred to the need of understanding while 14% of students expected friendliness from their teachers. Communication skills were almost as important as understanding for the students with the percentage of 13%. Avoiding discrimination and having effective classroom management are the key points of communication skills for the students. Another characteristic that was expected was production by 71%. The teachers are expected to be caring, helpful, organized and work and goal oriented. Another finding obtained from the

study was the focus of students who had the lowest achievement measures on human characteristics of the teachers rather than their skills of teaching and production while students with higher achievement measures focused more on teachers' knowledgeability and cleverness. Thus, it was also found out that students with different achievement measurements had different definitions and expectations for teacher effectiveness. Regarding student achievement, it should also be reminisced that student achievement is determined by various factors which include teacher effectiveness in hand. Scrivner (2009) stated that no matter the type of attitude (favorable, unfavorable, or neutral) presented by teachers impacts one's behavior toward an object, concept, or person. In other words, even though the students' perceptions were differed in terms of their achievements, whether they were high- achieving or low-achieving students, their success can fluctuate depending on the teacher that they are in contact with. Scrivner (2009) claimed that teacher quality improvement increases student achievement at all student levels. Moreover, the performance point gains of students of the most effective teachers increased by 53% in a year while the performance point gains of students of the least effective teachers increased by 14% (Scrivner, 2009).

The dissertation of Scrivner (2009) regarding the connection between teacher attitude and student success for reading and math came up with the result that there is a positive correlation between teacher's disposition regarding curriculum and professionalism and achievement in reading. In addition, the Teacher Disposition Index (TDI) that was used in the study as a data collection instrument provided the result that being student-centered is negatively related to reading achievement. Moreover, in 2006, reading achievement was positively influenced by teaching experience but the results obtained in 2007 turned out to prove that there is no effect of experience on students' reading achievement. Different than 2006 results, 2007 results also present that professionalism and curriculum-centeredness are positively significant in terms of reading achievement. Math achievement, on the other hand, turned out to have no relationship with teachers' outlook toward the students or the curriculum or professionalism. Scrivner (2009) surprisingly stated that the obtained results contradict with the existing research statements.

2.1.2 Factors affecting teacher effectiveness

In the previous part, the expected teacher characteristics that are considered to be effective in the literature have been presented. In addition to the expectations and perceptions for teacher effectiveness, it is crucial to consider the factors that affect the subject in

question: teachers. The factors that affect teacher effectiveness should be considered because they are the people who are perceived by students and they are the ones who undergo certain types of expectations. Therefore, judging teachers without knowing about the occurrences they go through would be a one-sided point of view.

Teacher well-being is a significant term which is defined as the distinctive sense of personal professional fulfillment, satisfaction, purposefulness and joy which are constructed in a cooperative process with colleagues and students (Acton & Glasgow, 2015). It is a common fact that teachers with greater well-being in their work place teach more effectively, have better associations with learners and high achievement amongst their learners (Mason, 2017).

However, teachers are progressively reporting higher levels of stress, anxiety, exhaustion and burnout internationally (Turner et al., 2022). The reasons behind experiencing stress, anxiety and exhaustion are various. Being isolated as the only adult in the classroom and having limited time to spend with colleagues are some of the reasons according to Ostovar-Nameghi & Sheikahmadi (2016). In addition to isolation, resilience (Gu & Day, 2007), optimism (Luthans et al., 2015), and self-efficacy (Wyatt, 2018) are examples of the many factors that affect teacher effectiveness.

It would be proper to remind that the core characteristics can sometimes collapse with burnouts on the side of teachers, which in return affect student achievement. Madigan & Kim (2021) investigated the effects of teacher burnout on student achievement and they found out that they are highly associated with each other. In other words, students who received classes from teachers who were experiencing burnout performed worse on exams which led to them getting dropped cumulative grades. It was also stated by Madigan & Kim (2021) that the reason behind lower student achievement could have been the lower tendency to prepare class content on the side of teachers who were experiencing burnout. Therefore, it could be said that the quality of instruction decreases because of the burnout that teachers are experiencing, which leads to lower achievement among students. The affected aspect is not only the academic achievement of students, but also the interpersonal relationships that the teachers struggle to maintain, so their relationships with their students are also affected. Their students' perceptions of them and their class are also affected eventually, which in return affects how their students internalize the classes taught by them.

As it can be understood and observed from previous studies' findings, teacher effectiveness comes in many forms. Individually, each student has an ideal teacher perception on his/her mind depending on their experiences and expectations with teachers.

Besides individual perceptions, as groups, students mostly meet at the common ground in terms of their expectations of teachers. For students, behavioral and emotional aspects of an effective teacher are superior to the aspects which are concerned with professional and subject-area based proficiency. In terms of changing and developing student needs and expectations, the findings of the presented studies prove that the personality of a teacher comes before his / her professional development.

2.2 Expected and Perceived Teacher Effectiveness by University Students

In order to shed light into the expectations and perceptions of students of effective EFL teachers, and overall lecturers at universities, when necessary, it is crucial to collect the expectations and perceptions of university students as well as teacher candidates and pre-service teachers at universities who will take place in the profession as well. Thus, investigating teacher candidates' expectations from lecturers and their perceptions of teacher effectiveness is a crucial factor in determining teacher effectiveness. Therefore, under the title "Expected and Perceived Teacher Effectiveness by University Students", the expectations of university students from their lecturers and their perceptions of their lecturers will be presented.

2.2.1 Expected teacher effectiveness by university students

At the beginning of each semester or school year, students come to the classroom with some expectations regarding their lecturer, the course, or the school overall. Finding out student expectations through a formal way such as conducting a needs analysis or an informal approach like having discussions inside and outside the classroom is a crucial first-step to meet the students' needs. Since the focus is on the lecturers, it should be considered to investigate the definition of effective lecturing on the side of students. As stated under the title 'Teacher Effectiveness', Barnes (2010) stated that if lecturers are taking the responsibility of determining student needs and improving the effectiveness of student outcomes, they must first understand how their students define effective lecturing.

In addition to the different characteristics of lecturers that were appreciated by students, according to Barnes (2010), university students feel that it is vital to have lecturer to student rapport to build an atmosphere of respect and understanding in EFL classes. Through listening to students, using students' names, putting in the effort to help students, and checking their comprehension, respect can be achieved. Sensitivity towards factors that are specific to EFL contexts is the key to reach understanding, as well. In addition, it has been found out that consistent friendliness and patience lowers the anxiety of the students

towards the subject that is being taught. Moreover, sharing personal life experiences, especially difficulties, helps the students feel more relaxed. In terms of increasing student motivation, students approved of various instructional modes and methods which help them increase their comprehension of the subject. Motivation is also affected by the personal traits of the lecturer and it was concluded that enthusiastic lecturers who comes to class prepared increase student motivation. Students also appreciate inclusion whether they are high-achieving or low-achieving students. Therefore, it is expected to avoid academic discrimination through employing a participatory approach. Barnes (2010) concluded the study by stating that the alignment between student and instructor beliefs facilitates effective learning.

In another recent study conducted by Olaniyan-Shobowale & Sekinat (2019), it was found out that language teacher candidate students expect language teachers to teach the sound knowledge of vocabulary and grammar, to have the ability to reduce student anxiety and to use technological devices as well as visual aids while teaching in terms of professional traits. The least expected professional traits by students were teacher speaking time, authority and giving assignments. Regarding characteristics, it has been found out that teachers should be experienced, loving, creative, friendly, interested in the target language, and enthusiastic to teach. The students did not pay as much attention to teachers' gender, nationality and age as much as they did to the mentioned characteristics.

2.2.2 Perceived teacher effectiveness by university students

Perceptions of students are as important as their expectations to have an idea about teacher effectiveness. An expectation is something that somebody looks for in someone or something whereas a perception is the interpretation of collective ideas after some type of experience. In other words, the expectations students have referred to what they are looking for in a lecturer or a course. Meanwhile, students' perceptions are the ideas they have at the end of their learning experience.

Witcher et al. (2003) aimed to collect college students' beliefs that attribute to the effectiveness of college teachers, known as lecturers in their study. 912 college students participated in the study and 77.04% of the participants were undergraduate students while the remaining 12.96% of the students were pre-service teachers, so both ELT students and soon-to-be EFL teachers participated in the study. The participants were asked to fill in questionnaires that included identifying, ranking, and defining the characteristics that were obtained by 'excellent' lecturers. The data that were collected revealed nine themes as being

student-centered, professional, passionate about teaching, an effective communicator, available, knowledgeable, fair and respectful as well as having subject knowledge and providing sufficient performance feedback.

Returning back to the classification presented by the AASA, Witcher et al. (2003) classified being student-centered, passionate about teaching, fair and respectful under the category 'personal characteristics' while they put the remaining characteristics under the category 'management and instructional skills'. The reason behind this classification was the desire to organize the many characteristics that can be obtained and implemented by effective college teachers. Even though the purpose of this research was not to categorize the many characteristics of teachers like the study conducted by Kyriakides et al. (2010), categorization is a helpful manner in terms of collecting the characteristics that serve almost the same purpose under teacher effectiveness criteria.

Wichadee (2010) summarized the various studies and their results by stating that effective teachers come with a broad series of skills and abilities that can create a learning environment where all students are comfortable and sure that they can achieve both academic and personal success. In addition, according to Wichadee (2010), as it was concluded in a majority of studies as well, teacher effectiveness is not only determined by subject area knowledge and teaching skills, but also by the communication skills and the relationships that are formed with students. In other words, teaching preparation and procedures, classroom management, knowledge of subject or academic preparation, communication, and personal characteristics are the general factors that make up effective teaching (Wichadee, 2010).

Lee (2010) emphasized the fact that although EFL teachers have identifiable characteristics which may be applied to different contexts, being an EFL teacher is a socially positioned construct which depends on certain sociocultural and educational settings that teachers do their work in. In his study, first-year college EFL students in a Japanese university based effective teaching with four main dimensions which are the nature of the subject matter, the content of EFL teaching, a good approach to EFL teaching, and displaying positive attitude. According to the data obtained by the students, the nature of the subject matter has a connected structure in which the medium and the content of education are the same. The content of EFL teaching involves both the students' linguistic abilities and their communication and cultural knowledge and skills. A good approach to EFL teaching includes the maximization of student involvement with encouragement and cautious error

correction. Lastly, exhibiting a positive attitude toward the students and the subject and being enthusiastic are considered to be crucial.

Meanwhile, Kourieos & Evripidou (2013) indicated that effective teaching has a more learner-centered approach in which giving up the directive authoritarian role in the teaching and learning process are approved by students. Thus, university students expect their lecturers to be considerate of individual differences, language anxiety, and abilities and interests. It is also expected by lecturers to design the learning environment according to the expectations given.

Moving on with a recent study, conducted by Richter & Herrera (2017), the views of 116 selected Southeast Asian and Mexican SLTE (Second Language Teacher Education) students, who were from different nationalities, met at the common ground by putting the emphasis on personality compared to other characteristics. Moreover, it was concluded that the students that took place in the study related professional development with the personality and rapport of their teachers as well. In other words, instead of teacher education, professional growth turned out to be in high correlation with rapport that is established with students as well as the teachers' personality. Therefore, teacher experience was not an item that was directly related to teacher effectiveness with the percentage of 16.5%. These findings have been related to the findings in other studies that emphasize the association between having constructive personality traits and teaching quality. It is believed by students in educational programs that being motivating, warm and personable are the fundamental features of good teachers. Another finding that was collected from Richer & Herrera (2017)'s study was that experienced teachers are perceived as outdated people by their students. They subconsciously reject the experienced teachers because of their assumptions of their experienced teachers not being up-to-date. Their rejection leads to the students' preference of modern approaches. As a result, the nationally diverse student group in the study excluded traditional pedagogical approaches all for more current, up-to-date approaches.

As it was a previously mentioned point, the characteristics of an effective teacher present variety depending on the context like the year, country, or the type of school that studies are conducted in. In their cross-cultural study, Lammers et al. (2010) aimed to extend the understanding of outstanding university teachers' characteristics perceived by their faculties and students by exploring the features of lecturers from an American university and two Russian universities. In other words, it was aimed to discover the cultural differences in faculties' and students' observations of outstanding teachers. According to the results of the

study, there was relative similarity between Russian and American students' and faculties' perceptions of outstanding teachers. Thus, the researchers state that there is a common nature of teaching and learning between the countries and universities that have undergone research. The total number of participants, which was 564, accepted the fact that outstanding teachers are knowledgeable, polite and creative, and they are considered to be successful communicators. The difference between perceptions occurred in terms of the emphasis the faculties and the students put on several characteristics. Russian faculties placed a bigger emphasis on the instructors' presentation of recent information as well as being prepared and facilitating in-class discussion. On the other hand, American students put the emphasis on being accessible and having realistic anticipations on the side of instructors. In terms of the emphasis difference between faculties and students, it was found out that being understanding was an item that was rated higher by the students than the faculties.

In the context of Turkish universities, the study of Beyhan (2018) regarding the perceptions of university students based on their lecturers' teaching styles is worth the examination. In the study, pre-service music teachers' perceptions of their lecturers were researched. The lecturers were also teachers of music and its application. It was found out that the pre-service music teachers perceived their lecturers to be experts who are authoritarian that embrace a personal model in their teaching. Beyhan (2018) stated that the findings in his study were different than the previous findings of other studies. He relates this result with how he conducted the study. In this study, students' perceptions of lecturers were gathered instead of the lecturers' own perceptions of themselves. Therefore, it is a crucial factor to consider the difference between teachers' perceived behavior and their opinions of themselves. Beyhan (2018) concluded his study by remarking the mixture of tradition and modernity in the Turkish teaching context. In other words, the previously mentioned characteristics which were expert and authority receive their names from classical educational philosophies while the personal model takes its basis from contemporary educational philosophies.

Another national study was based on pre-school practice teachers' and pre-school teacher candidates' perceptions of the practices that are provided by schools. This study is also significant because of its focus on pre-service teachers' perceptions of the given opportunities for their professional development for the career that they are going to pursue. Ağgöl-Yalçın & Yalçın (2021) found out that teacher candidates seek detailed information to be given by their instructors that provide them with the knowledge of what they should do and pay attention to during their observations. Furthermore, they wanted to get more

information about what their responsibilities were while observing classes. In short, more counselling was what they wished to receive from their instructors. Moreover, they demanded to have their instructor be in a communicative relationship with the practice teachers. The reason behind this demand was to achieve a shared responsibility between the instructors and practice teachers. Through communication, teacher candidates believed that they could have been observed in detail by their instructors and their errors while teaching could have been avoided before becoming mistakes. Taking everything into account, increased responsibility and communication were the main characteristics that teacher candidates looked for in their instructors.

It can be concluded that university students' definition of an effective teacher can be divided into two categories: subject area knowledge and teaching skills & personal traits and communication skills. It is an inevitable fact that having subject knowledge and being prepared are the main elements that make up a lecturer, but communication is also a critical factor that affects the teaching and learning process in an important manner. Learner-centeredness is the new general expectation which provides students with a comfortable learning atmosphere where they can feel that they are understood, cared for, and included. They also seek enthusiasm and willingness to share personal experiences on the side of the lecturer who is teaching a specific subject, which is a factor that engages the students in the taught topic more.

2.3 Gender and Teaching Effectiveness

Different perceptions of students from different institutions (K-12 and University) regarding teacher effectiveness have been gathered and reviewed previously to shed light into this research from a more general point of view. In order to specify the content area and the context of this study, it would be an important step to take to consider a factor which has been excluded. As it was stated, gender is the excluded factor which affects students' perceptions of an effective teacher. After presenting the significance of gender in the society, its relationship with teacher effectiveness will be presented under this title.

2.3.1 Gender

To start with, the concept of gender and how it has been defined by different perspectives will be introduced under this title. The relationship between teaching effectiveness and gender will be presented afterwards. World Health Organization (WHO) updated their definition of gender as the socially constructed roles of men, women, boys and

girls in 2021. In other words, gender includes the norms, manners and roles that apply to being a man, woman, boy or girl.

Throughout history, different perspectives of gender have been constructed. For instance, according to biological perspective, it is naturally obtained by people. In terms of ecological perspective, it is constructed by communities. According to sociological perspective, gender and its roles are learned and applied by people (Blackstone, 2003, p. 335-338). Çakıcı (2011) claimed the main aspects of gender role development as genetics and environment. She supported her claims by stating that the impact of environment can be taken under the category of social influences that basically determine and implement gender roles among people.

These perspectives end up being adopted by men, women, boys and girls throughout their lives whether they are naturally obtained or learned in time. These adoptions have outcomes as gender roles or gender stereotypes. Gender roles or stereotypes are internalized by men and women throughout their lives (Hentschel et al., 2019). These roles and stereotypes shape the way men and women see themselves and the others around them. For example, in the domestic sphere, women were the ones who have performed the common regular domestic work and played the major caretaker role. In the workplace, they have tended to be employed in people-oriented, service professions instead of things-oriented, competitive professions (Lippa et al., 2014). On the other hand, men are compared to be more agentic than women. In other words, they are perceived to be able to take charge and be in control. Compared to men, women are perceived as relating to one or more communes or a communal organization (Eagly & Steffen, 1984).

Throughout history, gender roles and stereotypes have been adopted by a majority of people although there is more awareness regarding the socially constructed aspect of gender. Therefore, the applications of society such as perceptions, recruitment and behavior based on one's gender are still an issue for discussion and development. Specifically, in order to fulfill the purpose and contents of this study, teaching profession is under further investigation in terms of students' perceptions based on gender.

2.3.2 The relationship between teaching effectiveness and gender

In terms of the field of education, gender plays a key role in how students perceive their teachers and the subject they are teaching. They experience the subject from a male gaze or a female gaze depending on the circumstances such as the population of teachers in schools and their specialization areas. Throughout years of education, students' views of

male teachers and female teachers solidify at some point and they have clear-cut views of teachers from a specific gender. These clear-cut views can also be described as ‘stereotypes’ that are accepted and influenced by societies.

Having a gentle, delicate, loyal, and understanding personality has been imposed on women (Eagly & Wood, 2012, p. 458-476). Therefore, being perceived as communal is a common trait among women that was pushed by society and its standards. There are also standards that men are expected to achieve such as being liberated, insistent, dominant, self-reliant, and determined. These traits can be gathered together under the title of being agentic. Specifically, some of the stereotypes regarding teacher gender include female teachers to be harsh, motherly, academically concerned, punctual etc. On the other hand, for male teachers, the case is almost the opposite. They are considered to be more caring and humorous, comfortable with class hours and generally more relaxed compared to female teachers. These stereotypical beliefs take their roots from different factors, obviously.

Young et al. (2009) found out that student gender and lecturer gender interacted in terms of students’ perceptions of an effective teacher. For both pedagogical characteristics and course content characteristics, female students rated female lecturers higher than male lecturers, and male students rated male lecturers more than the female lecturers. On the other hand, lecturers’ interpersonal characteristics were rated without gender bias. Thus, female and male students did not observe a difference in their lecturers’ personality traits, so it can be understood that both genders can present humor and enthusiasm. The study is concluded with the statement of the possibility of female and male students’ expectations of different teaching styles, so different ratings could have been obtained because of this reason.

In addition to the expected characteristics of different genders, even though minorities with definitely durable qualifications are regularly evaluated with fairness, when qualifications become ambiguous, stereotypes influence judgments among social groups (Brescoll et al., 2010). The ‘minorities’ in this case is made up of female teachers who have the expected personality traits by certain groups in the society. That being said, if they behave in a different way that was unexpected by certain groups, judgment is inevitable. Meanwhile, sometimes male teachers can end up as the ‘minority’ in question. In different studies conducted by Anliak & Beyazkürk (2008) and Sumsion (2000), male teachers stated that they undergo prejudice for violating traditional gender stereotypes, especially feminine ones (Kim & Weseley, 2017)

Regarding gender roles that were constructed and imposed by society, Boring et al. (2016) stated that female lecturers obtained the highest ratings based on availability and

quality of interaction. Those were the two characteristics that are considered to be stereotypical for women. In addition, contradictory actions that were presented by women such as lack of fit were considered to be negatively evaluated by students, as cited in Brescoll et al. (2010). Renström et al. (2021) considered that this situation to be applicable in the context of education as well. In other words, lecturers who “violate” gender stereotypes are criticized by their students more than the lecturers who acquire and demonstrate gender stereotypes.

In the context of universities, pursuing an academic career is highly related with obtaining a leadership role. Since the leadership role is considered to be a masculine trait, being a lecturer at a higher education institution is associated with masculinity, as cited in Heilman & Okimoto (2007). Female teachers who pursue academic careers are considered to be violating the gender stereotypes by obtaining a masculine role.

Adams et al. (2022) claimed that the overall ratings female teachers receive is less than the ratings male teachers receive, referring to the previous studies that were conducted. For instance, the rating criteria for female teachers were based on being respectful, sensitive, and friendly. In addition, it was observed that female teachers give more freedom to their students in terms of self-expression. Moreover, marking assignments and returning them quickly are observed characteristics of female teachers by their students. On the other hand, male teachers are rated higher than female teachers in terms of effectiveness, expertise and knowledgeability, animation and class leadership, and speaking understandably. It has also been claimed that female teachers are expected to manage themselves, go under emotional labor, and invest in their time while these expectations are not applicable to male teachers. Thus, Adams et al. (2022) proved the point of ‘doing one’s gender right’ under these findings. In other words, if a teacher does not demonstrate the identity that has been acknowledged to them, they fail in their teaching in some way according to students’ perceptions.

Boring (2015) stated that students of female teachers describe them with the words organized, well-prepared, clear, good feedback, dedicated, and heavy-workload. Meanwhile, male teachers were described by their students with the words funny and interesting. Under the light of the presented research, Adams et al. (2022) expressed that male teachers are perceived as being more commanding than female teachers by their students.

In addition to the study of Adams et al. (2022), Miller & Chamber (2000) found out that the students in a sociology department estimated their male teachers to have the highest degree instead of their female teachers. In other words, female faculty members were

devalued by students and women were more likely to remain as ‘teachers’ while men can achieve the ‘professor’ status, as perceived by the students in the sociology department. Furthermore, it was found out that male teachers share their own experiences and scholarly achievements more while teaching, compared to female teachers. Besides that, male instructors are keen to share their attained qualifications as well as their organizational status to their students more than female instructors. It is assumed that these in-class contributions shaped the perceptions of students of their instructors. Miller & Chamber (2000) emphasized that gender stereotypes assigned to male and female lecturers found in their study form during the elementary years of education. These stereotypes are carried on until university and they can still be the solid perception of students throughout their lifetime. In order to overcome the adoption of these stereotypes by students, Dasgupta & Asgari (2014) suggested that career prospects should be broader to let children experience various adults with diverse careers. Via an application like this, it is believed that children’s ideas about gender can be shaped through diversity.

Since elementary education has been mentioned, it is crucial to give credit to the male point of view for objective examination by making a relation between the stereotypes males face and the education field. The ‘Social Role Theory’ presented by Koenig & Eagly (2014) claimed that men and women adopt particular roles because of the expectations of society. Therefore, labor becomes a gender-based effort. Because of this division among genders, female teachers are more active in elementary education than male teachers, because they are observed to be agentic and dominant which makes them end up in careers that are based on these characteristics. In addition, leading task-oriented activities is another “suitable” feature that has been labeled to men. Therefore, being a business person is a more acceptable career for men rather than an elementary school teacher. On the other hand, women are perceived to be communal and warm which shapes their career choices in the end. In short, the stereotypes and expectations pushed by the society make people believe that their gender is a key factor in choosing a job. If they do the opposite, they will experience negative assumptions that will come from the social groups that they interact with throughout the day such as family, friends, colleagues, students etc.

In addition to the ‘Social Role Theory’, ‘Role Congruity Theory’ presents that the evaluations people receive are more positive if their characteristics are congruent with the societal expectations, so it is possible to state that negative evaluations occur when and if one’s characteristics do not match the stereotypical assumptions of the society (Eagly & Karau, 2002). As it was previously mentioned within the Social Role Theory, men undergo

certain labels and assumptions as well as women. Relating the issue with elementary education, men are not assumed to adopt communal and warm features as a part of their personality, therefore it is observable that men are put at disadvantage in terms of career at times as well.

Looking at the stereotypical views obtained by students from a broader perspective, several studies suggest that the perceptual differences among students regarding the gender of their teacher might be rooted in course delivery. Therefore, teaching styles can be considered to be one of the factors that affect student perceptions as well (Basow & Montgomery, 2005).

Besides course delivery, the level of teaching is also a critical factor in students' perceptions of their teachers based on their gender. In other words, teaching young learners and young adults come with a spectrum which includes different factors, characteristics and expectations. For instance, Kim & Weseley (2017) found out that male teachers are less hireable than female teachers in elementary schools. The reason behind that is the traditional belief that women are more warm, communal and 'motherly' than men, so the participants in the study made their choices according to those beliefs. In terms of men who are already working in elementary schools, there was no significant difference found between male teachers and female teachers regarding warmth, ability, and teacher preference.

All things considered, especially in terms of perceptual similarities regardless of gender, Oloniyan-Shobowale et al. (2021) found out that teachers who are able to encourage, inspire and motivate their students provide them with positive, fulfilling experiences and outcomes. Moreover, the individual differences and expectations of students have been found out to be some of the factors that affect their perceptions of their teachers. It can be understood that teachers' gender is not considered as an influence on student perceptions of teachers. The crucial factor that was emphasized in this study was the effort teachers put into understanding their students individually.

In terms of the EFL context, there has not been enough research to measure and evaluate pre-service teachers' perceptions of their lecturers' effectiveness regarding their gender. Many of the factors and overall findings about student perceptions of teacher effectiveness were presented and discussed. Unfortunately, the role gender plays on teachers' effectiveness observed by pre-service teachers in the EFL context cannot undergo further examination because of the lack of research based on the topic. Thus, the necessary investigation will be conducted in this study.

CHAPTER III

METHODOLOGY

In this chapter, the model of the study will be described and information about the research methods that were used, the sample, the participants, the data collection instruments and the analysis of the data will be presented.

3.1 Model of the Study

In a society, where awareness of gender and gender roles is becoming more and more critical, doing the required research regarding the gender topic and highlighting the gap in the literature with additional data has become a necessity. Therefore, this study aims at examining the relationship between the gender of lecturers at university context and their teaching effectiveness as role models for pre-service teachers. Based on the explanations above, there is still a need to investigate the perceptions of pre-service teachers on the effectiveness of lecturers, particularly with regards to their traits such as gender.

In this study, both numerical and textual data were collected with the necessary tools for each method. Therefore, quantitative and qualitative methods were used to collect data which, eventually, made this study a mixed methods study. A mixed methods study requires the combination of quantitative and qualitative approaches which, in return, may provide an enhanced understanding compared to a single method usage (Creswell & Plano Clark, 2007).

For the quantitative side of the study, structured questionnaires were filled in by senior year pre-service EFL teachers and the data were analyzed by using the necessary tools and software. For the qualitative part of the study, structured interviews were conducted with lecturers from the ELT departments of various universities in Ankara, Turkey. The interviews were also analyzed by using the suitable tools and methods.

3.2 Sample of the Study

In this study, convenience sampling which is a type of non-probability sampling was used. In convenience sampling, the participants of the target population meet the criteria of the research by being easily accessible, being nearby in terms of location, being available at the time of research, and being enthusiastic to take place in the study (Dörnyei, 2007).

The reasons behind choosing convenience sampling for this study were the availability of the participants during the time of the study, the short time it took to collect the necessary data, and the financial benefits it provided the researcher with.

In order to collect quantitative data, 3 universities (state and foundation) were visited in Ankara, Turkey. The participants who provided the quantitative data through structured questionnaires were 104 senior-year pre-service teachers in the English Language Teaching Department of the universities. The qualitative data which contained structured interviews were obtained from 9 lecturers from various universities in Ankara, Turkey.

3.3 Participants

3.3.1 Senior year pre-service EFL teachers

The necessary quantitative data were obtained from 104 senior year pre-service EFL teachers from 3 different universities in Ankara, Turkey. The universities where the research was conducted consisted of both state and foundation universities. Pre-service EFL teachers of both genders participated in the study. Percentage frequency distributions concerning the demographic features of senior year pre-service EFL teachers are presented in Table 3.1.

Table 3.1: Demographic Data of Pre-service EFL Teachers

Gender	Frequency	Percentage
Female	70	67,3
Male	34	32,7
Total	104	100,0

As presented in Table 3.1, the number of female participants is 70 (67,3%) while the number of male participants is 34 (32,7%). Therefore, the number of female participants that took place in the quantitative part of the study were superior to the number of male participants.

3.3.2 EFL lecturers at universities

The qualitative data which were necessary for the study and its purpose were collected by 9 lecturers from different universities in Ankara, Turkey. The lecturers who agreed to participate in the study were from both state and foundation universities. Both male and female lecturers participated in the study. Percentage frequency distributions concerning the demographic features of lecturers from the ELT departments of universities in Ankara, Turkey are presented in Table 3.2.

Table 3.2: Demographic Data of Lecturers

Gender	Frequency	Percentage
Female	4	44,44
Male	5	55,56
Total	9	100,0

In Table 3.2, it can be observed that the total number of participants for the structured interviews is 9. The number of the female participants is 4 (44,44%) and the number of male participants is 5 (55,56%). Therefore, this time, the number of male participants were superior to the number of female participants.

3.4 Data Collection Instruments

3.4.1 Data collection instruments for pre-service EFL teachers

Since the majority of the data was collected from pre-service EFL teachers, the adopted and adapted questionnaire, which was not given a title, by Rastislav Metruk (2021) was distributed to obtain the data from a large group in a shorter amount of time. The questionnaire that was used is a 4-point Likert-type questionnaire (Appendix 1) which was firstly based on measuring the participants' perceptions of effective language teachers by Rastislav Metruk (2021).

A 4-point Likert-type questionnaire was used because specific opinions from the participants would provide the study with clear-cut results. In addition, since the participants were pre-service EFL teachers who spent a certain amount of time with their lecturers, they would have enough experience to stick to a specific idea to support in the questionnaire.

The reliability of the questionnaire was ensured by Cronbach's Alpha formula. The formula was applied and the results were 0.94 for the male questionnaire and 0.93 for the female questionnaire. The stated formula turns out to range between 0 and 1. Therefore, the closer the coefficient is to 1.0, the greater the internal consistency of items in the scale, as stated by Metruk (2021).

Permission from the questionnaire's author was asked in order to adopt and adapt the questionnaire and the request was approved by the author himself (Appendix 2). The questionnaire which was made up of 57 questions was adopted then adapted to the current applicable state. In the adaptation stage, the 57 items in the questionnaire were reduced to 25. In order to modify the original questionnaire, two ELT experts' opinions were taken into consideration. Therefore, in the adaptation stage, the original questionnaire was modified in

accordance with the opinions and guidance of two ELT experts in order to collect data in a tailor-made model for this study. The modified questionnaire was distributed to pre-service EFL teachers at universities and they were asked to fill in the questionnaire twice, once for their perceptions of female lecturers and once for their perceptions of male lecturers. The adapted questionnaire (Appendix 3) was tested for its reliability using Cronbach's Alpha formula. Table 3.3 shows the reliability scores for the adapted questionnaire.

Table 3.3: Reliability Scores for the Adapted Questionnaire Based on Lecturers' Gender

	Item Number	Cronbach's Alpha (α)
Metruk's Questionnaire (Female)	25	0,942
Metruk's Questionnaire (Male)	25	0,939

104 students who participated in the study filled out the adapted questionnaire, which consists of 25 items for both female lecturers and male lecturers. When Table 3.3 is examined, it is seen that the reliability level of the 25-item questionnaire filled out for female lecturers is 0.942, and the reliability level of the 25-item questionnaire filled out for male lecturers is 0.939, which makes them significantly close to one another. Accordingly, it has been evaluated that the reliability level of the 25-item questionnaire filled for both genders is high.

3.4.2 Data collection instruments for lecturers at universities

The study also includes short interviews (Appendix 4) that were conducted with lecturers from universities. The lecturers were kindly asked to participate in the study and according to their approval, interviews took place.

For qualitative research reliability, similarity of agreement, which is called internal consistency, in the Miles and Huberman Model is conceptualized as consensus among encoders, and it can be calculated using the formula $\Delta = C \div (C + \partial) \times 100$. In the formula, Δ : Reliability coefficient, C: Number of subjects / terms on which consensus is reached, ∂ : Number of subjects / terms on which there is no consensus. According to the coding control, which gives internal consistency, the consensus among coders is expected to be at least 80% (Miles & Huberman, 1994; Patton, 2002). The compliance rate calculated using this formula was 91.6% in this study.

3.5 Data Analysis

The quantitative data that were obtained from the questionnaires were analyzed by using the IBM SPSS Statistics 28 Pack. While evaluating the data for this study, frequencies (numbers, percentages) are given for categorical variables and descriptive statistics (mean, standard deviation, minimum, maximum) are given for numerical variables.

The normality of the numerical variables was examined with the skewness and kurtosis coefficients, and it was observed that the coefficients were normally distributed as they were in the range of ± 1.5 . For this reason, parametric statistical methods were used in the study.

The differences between the two independent groups were examined with the Independent Sample t Test. The differences between the two dependent numerical variables were analyzed with the Dependent Sample t Test. Statistical significance was interpreted at the 0.05 level in the analyzes.

The interviews that make up the qualitative data of this study were made up of 4 interview questions. After organizing Zoom meetings with the participants, the interviews were recorded with the consent of the participants. The recorded interviews were transcribed afterwards. In order to verify the research data, codes were created and checked by returning to the data again. After controlling the codes, categories, themes and all other stages, the level of representation of the results obtained as a result of qualitative data analysis were determined for the data set included in the analysis (Poggenpoel & Myburgh, 2003). In this context, the same data set was coded by different coders.

The qualitative data were obtained from interviews were analyzed by content analysis. The main purpose of content analysis is to reach concepts and relationships that can explain the collected data. With this approach, it has been tried to define the data and to reach the facts that may be hidden in the data (Arabacı & Şener, 2014).

CHAPTER IV

RESULTS AND DISCUSSION

In this chapter of the study, the gathered data from questionnaires and interviews will be presented and the results that were obtained will be displayed. The results will be addressed in the discussion part by relating them to the research questions that had been formulated.

4.1 Results Obtained from the Quantitative Data

The quantitative data which were obtained from questionnaires that were filled in by 104 pre-service EFL teachers from the English Language Teaching departments of universities in Ankara, Turkey will be presented and examined under this title.

4.1.1 Pre-service EFL teachers' perceptions of their lecturers in terms of gender

RQ 1. What are the perceptions of pre-service EFL teachers towards the gender of EFL lecturers?

The first research question for this study was formulated to get an insight of pre-service EFL teachers' perceptions based on their lecturers' gender. It was aimed to find out how female and male pre-service EFL teachers perceive their lecturers with regards to their gender.

Two different tables, Table 4.1 and Table 4.2, will be presented under this title. Table 4.1 shows the perceptions of male pre-service EFL teachers about both of their female and male lecturers. Table 4.2 shows the perceptions of female pre-service EFL teachers about their both of their male and female lecturers.

Table 4.1: Perceptions of Male Pre-service EFL Teachers About Their Male and Female Lecturers

	Male Lecturers Avg±SD	Female Lecturers Avg±SD	t	p
Is well-prepared for each lesson.	3,41±0,78	3,62±0,65	-2,028	0,051
Is able to provide clear instructions for tasks.	3,68±0,64	3,68±0,64	0,000	1,000
Is able to present content to students in a meaningful way.	3,56±0,70	3,68±0,64	-1,436	0,160
Facilitates learners' responsibility and autonomy.	3,41±0,82	3,38±0,74	0,297	0,768
Is up-to-date (e.g., uses the Internet and recent technologies in teaching).	3,26±0,83	3,38±0,82	-1,000	0,325
Makes learning fun.	3,32±0,98	3,26±0,93	0,421	0,676
Establishes clear classroom rules that everyone understands and obeys.	3,59±0,56	3,56±0,66	0,274	0,786
Arouses students' motivation for learning English.	3,44±0,75	3,62±0,70	-1,977	0,056
Is creative; uses various methods and techniques in teaching.	3,29±0,84	3,41±0,74	-1,277	0,211
Actively listens to students' opinions and lets them express themselves.	3,71±0,52	3,79±0,41	-1,139	0,263
Is helpful to students inside and outside the classroom.	3,44±0,66	3,47±0,66	-0,329	0,744
Is disciplined and punctual.	3,47±0,66	3,53±0,71	-0,442	0,661
Is flexible.	3,35±0,73	3,41±0,70	-0,466	0,644
Is neat and tidy in appearance.	3,56±0,70	3,56±0,75	0,000	1,000
Is open to constructive criticism.	3,35±0,85	3,41±0,74	-0,421	0,676
Shows interest in students (e.g., by remembering their names, etc.)	3,47±0,75	3,62±0,55	-1,153	0,257
Has good communication skills.	3,76±0,50	3,68±0,53	0,902	0,374
Is patient (allows questions, comments, and participation).	3,65±0,54	3,68±0,59	-0,442	0,661
Is polite and respects the personality of students.	3,71±0,46	3,65±0,54	0,812	0,422
Doesn't lose temper and get angry.	3,44±0,56	3,41±0,70	0,297	0,768
Establishes a relaxed atmosphere in the classroom.	3,47±0,66	3,29±0,72	1,643	0,110
Knows how to assess learners' performance reasonably, correctly, and fairly.	3,62±0,6	3,62±0,60	0,000	1,000
Has good and effective classroom management skills.	3,56±0,66	3,71±0,63	-1,713	0,096
Is confident and has self-control.	3,71±0,46	3,71±0,46	0,000	1,000
Has a positive attitude towards change and innovation.	3,62±0,60	3,53±0,61	0,722	0,475

t: Dependent Sample *t* Test

When Table 4.1 is examined, as a result of the Dependent Sample *t* Tests applied, it can be observed that there is no statistically significant difference in terms of the answers given by male students to the questionnaire for male and female lecturers ($p>0.05$).

Table 4.2: Perceptions of Female Pre-service EFL Teachers About Their Male and Female Lecturers

	Male Lecturer Avg±SD	Female Lecturer Avg±SD	t	p
Is well-prepared for each lesson.	3,71±0,54	3,80±0,47	-1,285	0,203
Is able to provide clear instructions for tasks.	3,80±0,47	3,81±0,46	-0,276	0,784
Is able to present content to students in a meaningful way.	3,73±0,51	3,67±0,61	1,000	0,321
Facilitates learners' responsibility and autonomy.	3,71±0,49	3,73±0,45	-0,241	0,810
Is up-to-date (e.g., uses the Internet and recent technologies in teaching).	3,59±0,67	3,56±0,65	0,390	0,698
Makes learning fun.	3,60±0,62	3,36±0,85	2,578	0,012*
Establishes clear classroom rules that everyone understands and obeys.	3,53±0,63	3,57±0,67	-0,445	0,658
Arouses students' motivation for learning English.	3,64±0,64	3,56±0,69	1,180	0,242
Is creative; uses various methods and techniques in teaching.	3,69±0,55	3,51±0,70	2,435	0,017*
Actively listens to students' opinions and lets them express themselves.	3,73±0,54	3,66±0,63	0,962	0,340
Is helpful to students inside and outside the classroom.	3,54±0,63	3,49±0,76	0,614	0,541
Is disciplined and punctual.	3,54±0,63	3,54±0,65	0,000	1,000
Is flexible.	3,46±0,72	3,20±0,84	2,359	0,021*
Is neat and tidy in appearance.	3,73±0,48	3,70±0,52	0,497	0,621
Is open to constructive criticism.	3,67±0,56	3,30±0,87	3,967	0,000*
Shows interest in students (e.g., by remembering their names, etc.)	3,66±0,61	3,49±0,83	1,797	0,077
Has good communication skills.	3,80±0,47	3,60±0,69	2,769	0,007*
Is patient (allows questions, comments, and participation).	3,71±0,49	3,61±0,67	1,263	0,211
Is polite and respects the personality of students.	3,74±0,53	3,69±0,63	0,754	0,454
Doesn't lose temper and get angry.	3,47±0,72	3,21±0,88	2,778	0,007*
Establishes a relaxed atmosphere in the classroom.	3,67±0,56	3,39±0,84	2,858	0,006*
Knows how to assess learners' performance reasonably, correctly, and fairly.	3,81±0,43	3,69±0,65	1,636	0,106
Has good and effective classroom management skills.	3,73±0,56	3,61±0,69	1,526	0,132
Is confident and has self-control.	3,80±0,40	3,63±0,54	2,813	0,006**
Has a positive attitude towards change and innovation.	3,71±0,51	3,59±0,60	2,115	0,038*

t: Dependent Sample *t* Test *: $p < 0,05$

When Table 4.2 is examined, as a result of the Dependent Sample *t* Tests applied, the items “Makes learning fun.”, “Is creative, uses various methods and techniques in teaching.”, “Is flexible.”, “Has good communication skills.”, “Doesn't lose temper and get angry.”, “Establishes a relaxed atmosphere in the classroom.”, “Is confident and has self-control.”, and “Has a positive attitude towards change and innovation.” have a statistically significant

difference according to the answers given by female pre-service EFL teachers for male and female lecturers ($p < 0.05$).

Therefore, according to female pre-service EFL teachers' answers for the questionnaires, male lecturers received higher scores for the items "Makes learning fun.", "Is creative, uses various methods and techniques in teaching.", "Is flexible.", "Has good communication skills.", "Doesn't lose temper and get angry.", "Establishes a relaxed atmosphere in the classroom.", "Is confident and has self-control.", and "Has a positive attitude towards change and innovation." compared to female lecturers.

Based on the data that were collected from male and female pre-service EFL teachers, no statistically significant difference between male students' perceptions of their male and female lecturers were found. Female pre-service EFL teachers, on the other hand, perceive their male lecturers as more creative, confident and flexible. In addition, based on the answers given by female pre-service EFL teachers, male lecturers have better communication skills and a more positive attitude towards change and innovation, they do not lose temper and get angry as much as the female lecturers, and they establish a relaxed atmosphere in the classroom, compared to female lecturers.

4.1.2 Pre-service EFL teachers' perceptions of their lecturers in terms of effectiveness

RQ 2. What are the perceptions of pre-service teachers towards the effectiveness of EFL lecturers?

The purpose of formulating the second research question for this study was to find out how pre-service EFL teachers perceive the effectiveness of their lecturers. Gender was still the point of focus, but this time their perception of effectiveness was under scope. Therefore, it was aimed to find out how pre-service EFL teachers perceive the effectiveness of their male and female lecturers.

Two tables, Table 4.3 and Table 4.4, will be presented under this title. Those tables illustrate the differences among male and female lecturers from an overall perspective obtained by male and female pre-service EFL teachers all together. In addition, the differences will be presented with different tables, Table 4.5 and Table 4.6, to get a grip of the differences between male and female lecturers in terms of their perceived effectiveness.

Table 4.3: Distribution of the Answers Given to the Adapted Questionnaire for Male Lecturers

	Strongly Disagree		Disagree		Agree		Strongly Agree		Avg±SD
	n	%	n	%	n	%	n	%	
Is well-prepared for each lesson.	1	1,0	6	5,8	25	24,0	72	69,2	3,62±0,64
Is able to provide clear instructions for tasks.	1	1,0	2	1,9	18	17,3	83	79,8	3,76±0,53
Is able to present content to students in a meaningful way.	1	1,0	3	2,9	25	24,0	75	72,1	3,67±0,58
Facilitates learners' responsibility and autonomy.	1	1,0	5	4,8	27	26,0	71	68,3	3,62±0,63
Is up-to-date (e.g., uses the Internet and recent technologies in teaching)	2	1,9	9	8,7	30	28,8	63	60,6	3,48±0,74
Makes learning fun.	2	1,9	11	10,6	23	22,1	68	65,4	3,51±0,76
Establishes clear classroom rules that everyone understands and obeys.	0	0,0	6	5,8	35	33,7	63	60,6	3,55±0,61
Arouses students' motivation for learning English.	1	1,0	8	7,7	25	24,0	70	67,3	3,58±0,68
Is creative; uses various methods and techniques in teaching.	2	1,9	5	4,8	30	28,8	67	64,4	3,56±0,68
Actively listens to students' opinions and lets them express themselves.	0	0,0	4	3,8	21	20,2	79	76,0	3,72±0,53
Is helpful to students inside and outside the classroom.	0	0,0	8	7,7	35	33,7	61	58,7	3,51±0,64
Is disciplined and punctual.	0	0,0	8	7,7	34	32,7	62	59,6	3,52±0,64
Is flexible.	1	1,0	11	10,6	35	33,7	57	54,8	3,42±0,72
Is neat and tidy in appearance.	1	1,0	2	1,9	27	26,0	74	71,2	3,67±0,57
Is open to constructive criticism.	1	1,0	8	7,7	26	25,0	69	66,3	3,57±0,68
Shows interest in students (e.g., by remembering their names, etc.)	0	0,0	10	9,6	22	21,2	72	69,2	3,60±0,66
Has good communication skills.	0	0,0	3	2,9	16	15,4	85	81,7	3,79±0,48
Is patient (allows questions, comments, and participation).	0	0,0	2	1,9	28	26,9	74	71,2	3,69±0,50
Is polite and respects the personality of students.	1	1,0	0	0,0	25	24,0	78	75,0	3,73±0,51
Doesn't lose temper and get angry.	0	0,0	10	9,6	36	34,6	58	55,8	3,46±0,67
Establishes a relaxed atmosphere in the classroom.	0	0,0	6	5,8	29	27,9	69	66,3	3,61±0,60
Knows how to assess learners' performance reasonably, correctly, and fairly.	0	0,0	3	2,9	20	19,2	81	77,9	3,75±0,50
Has good and effective classroom management skills.	1	1,0	4	3,8	23	22,1	76	73,1	3,67±0,60
Is confident and has self-control.	0	0,0	0	0,0	24	23,1	80	76,9	3,77±0,42
Has a positive attitude towards change and innovation.	0	0,0	4	3,8	25	24,0	75	72,1	3,68±0,54

In Table 4.3, the answers given to the questionnaire for male lecturers by pre-service EFL teachers (both male and female) who participated in the study are given in addition to the mean and standard deviations of the related items.

Accordingly, in all of the items, the students mostly gave the answers ‘Agree’ and ‘Strongly Agree’. The 3 items which received the answer ‘Strongly Agree’ the most are; 81.7% “Has good communication skills.”, 79.8% “Gives clear instructions for tasks.” and 77.9% “Knows how to assess learners’ performance reasonably, correctly, and fairly.” The 4 items which received the answer ‘Disagree’ the most are respectively; “Makes learning fun.” and “Is flexible.” with 10.6% share, and the items “Shows interest in students (e.g., by remembering their names, etc.)” and “Doesn’t lose temper and get angry.” with 9.6% share.

Table 4.4: Distribution of the Answers Given to the Adapted Questionnaire for Female Lecturers

	Strongly Disagree		Disagree		Agree		Strongly Agree		Avg±SD
	n	%	n	%	n	%	n	%	
Is well-prepared for each lesson.	1	1,0	2	1,9	20	19,2	81	77,9	3,74±0,54
Is able to provide clear instructions for tasks.	1	1,0	2	1,9	17	16,3	84	80,8	3,77±0,53
Is able to present content to students in a meaningful way.	2	1,9	2	1,9	24	23,1	76	73,1	3,67±0,61
Facilitates learners’ responsibility and autonomy.	1	1,0	2	1,9	33	31,7	68	65,4	3,62±0,58
Is up-to-date (e.g., uses the Internet and recent technologies in teaching)	1	1,0	10	9,6	29	27,9	64	61,5	3,50±0,71
Makes learning fun.	3	2,9	19	18,3	23	22,1	59	56,7	3,33±0,88
Establishes clear classroom rules that everyone understands and obeys.	2	1,9	4	3,8	31	29,8	67	64,4	3,57±0,66
Arouses students’ motivation for learning English.	1	1,0	9	8,7	23	22,1	71	68,3	3,58±0,69
Is creative; uses various methods and techniques in teaching.	0	0,0	13	12,5	28	26,9	63	60,6	3,48±0,71
Actively listens to students’ opinions and lets them express themselves.	0	0,0	6	5,8	19	18,3	79	76,0	3,70±0,57
Is helpful to students inside and outside the classroom.	2	1,9	8	7,7	32	30,8	62	59,6	3,48±0,72
Is disciplined and punctual.	1	1,0	7	6,7	31	29,8	65	62,5	3,54±0,67
Is flexible.	3	2,9	14	13,5	39	37,5	48	46,2	3,27±0,80
Is neat and tidy in appearance.	1	1,0	4	3,8	25	24,0	74	71,2	3,65±0,60
Is open to constructive criticism.	4	3,8	12	11,5	33	31,7	55	52,9	3,34±0,83
Shows interest in students (e.g., by remembering their names, etc.)	2	1,9	10	9,6	23	22,1	69	66,3	3,53±0,75
Has good communication skills.	0	0,0	9	8,7	21	20,2	74	71,2	3,63±0,64
Is patient (allows questions, comments, and participation).	2	1,9	3	2,9	26	25,0	73	70,2	3,63±0,64
Is polite and respects the personality of students.	1	1,0	4	3,8	23	22,1	76	73,1	3,67±0,60
Doesn’t lose temper and get angry.	4	3,8	13	12,5	37	35,6	50	48,1	3,28±0,83
Establishes a relaxed atmosphere in the classroom.	3	2,9	12	11,5	34	32,7	55	52,9	3,36±0,80
Knows how to assess learners’ performance reasonably, correctly, and fairly.	1	1,0	6	5,8	20	19,2	77	74,0	3,66±0,63

Has good and effective classroom management skills.	2	1,9	5	4,8	21	20,2	76	73,1	3,64±0,67
Is confident and has self-control.	0	0,0	2	1,9	32	30,8	70	67,3	3,65±0,52
Has a positive attitude towards change and innovation.	0	0,0	6	5,8	33	31,7	65	62,5	3,57±0,60

In Table 4.4, the answers given to the questionnaire for female lecturers by pre-service EFL teachers (both male and female) who participated in the study are given in addition to the mean and standard deviations of the related items.

Accordingly, in all the items, the students mostly gave ‘Agree’ and ‘Strongly Agree’ answers. The 3 items which received the answer ‘Strongly Agree’ the most are; 80.8% “Gives clear instructions for tasks”, 77.9% “Is well-prepared for each lesson.” and 76% “Actively listens to students’ opinions and lets them express themselves.”. The 4 items which received the answer ‘Disagree’ the most are respectively; “Makes learning fun.” with 18.3%, “Is flexible” with 13.5%, and “Does not lose temper and get angry” by 12,5% and “Open to constructive criticism.” with 11.5%.

From the observation of the given tables, it is suitable to state that male and female pre-service EFL teachers perceive their male lecturers as lecturers who have good communication skills, who provide clear instructions for tasks, and as people who know how to assess learners’ performance reasonably, correctly, and fairly, compared to female lecturers. In contradiction with the higher scores they received for the stated items, pre-service EFL teachers’ perceptions of them based on making learning fun, being flexible, showing interest in students and not losing temper are on the lower spectrum. Female lecturers, similar to male lecturers, were perceived to be giving clear instructions. They were also perceived to be well-prepared and active listeners for their students, according to the scores they obtained from pre-service EFL teachers. On the other hand, similar to male lecturers, making learning fun, being flexible, and not losing temper are the items with the lowest scores for female lecturers. In addition to the similarities, female lecturers also obtained a lower score for being open to constructive criticism.

4.1.3 Pre-service EFL teachers’ expectations from EFL lecturers

RQ 3. What are the expectations of pre-service EFL teachers from EFL lecturers?

The adopted questionnaire itself and its adapted version include items which are actually expected from effective teachers and lecturers. In other words, all of the items in both versions of the questionnaire are actually behaviors that are expected from teachers or lecturers. In the original study, participants were asked to rank the items from ‘Strongly

Disagree' to 'Strongly Agree' by considering what makes an EFL teacher effective. In this study, the participants were asked to fill in the questionnaire according to their perceptions of their lecturers at universities based on their gender and effectiveness by ranking them from 'Strongly Disagree' to 'Strongly Agree'.

Therefore, the items which received the answer 'Strongly Agree' or 'Agree' are actually the expectations that have been met by lecturers. Meanwhile, the items which received the answer 'Strongly Disagree' or 'Disagree' are the expectations which have not been met by lecturers.

In the results that were obtained by male lecturers, pre-service EFL teachers' expectations in terms of having good communication skills, giving clear instructions for tasks and knowing how to assess learners' performance reasonably, correctly, and fairly were met by receiving the answer 'Strongly Agree'. On the other hand, the items which received the answer 'Disagree' were, making learning fun, being flexible, showing interest in students (e.g., by remembering their names, etc.), and not losing temper are the expectations that have not been met by male lecturers.

For female lecturers, it is suitable to say that they have met the expectations of pre-service EFL teachers by giving clear instructions, being well-prepared for each lesson, and actively listening to students by receiving the answer 'Strongly Agree'. In contrast, the expectations they have not met are making learning fun, being flexible, not losing temper and getting angry, and being open to constructive criticism by receiving the answer 'Disagree'.

4.1.4 Score differences between male and female lecturers in terms of gender and effectiveness

RQ 4. Is there a relation between gender and teaching effectiveness of EFL lecturers?

In this part of the study, the score differences between male and female lecturers in terms of their gender and their teaching effectiveness will be presented to have an overall grip of pre-service EFL teachers' perceptions of their lecturers, and to find out if EFL lecturers' gender and their teaching effectiveness are related.

Table 4.5: Examination of the Differences in the Scores of Male and Female Lecturers

Scores for the Adapted Questionnaire	Avg	SD	Min	Max	t	p
Male Lecturers	90,50	9,72	60,00	100,00	2,176	0,032*
Female Lecturers	88,86	10,99	56,00	100,00		

t: Dependent Sample t Test

The scores in Table 4.5 were gathered by summing up the answers given to the 25-item questionnaire regarding their female and male lecturers by the pre-service EFL teachers who participated in the study. For example, for a male lecturer, a pre-service EFL teacher who gives the answer 1 ('Strongly Disagree') to all of the 25-item survey items can get 25 points, and a pre-service EFL teacher who answers 4 to all of them can get 100 points.

When Table 4.5 is examined, the mean and the standard deviation of the 25-item questionnaire scores for the male lecturers of pre-service EFL teachers participating in the study is 90.50 ± 9.72 , while the mean and the standard deviation of the 25-item questionnaire scores for the female lecturers is 88.86 ± 10.99 .

As a result of the Dependent Sample t Test applied, there is a statistically significant difference between the scores of the questionnaire for the male lecturers and the questionnaire scores for the female lecturers ($p < 0.05$). Correspondingly, the questionnaire scores for male lecturers are statistically significantly higher than the questionnaire scores for female lecturers.

Figure 4.1: Questionnaire Scores for Male Lecturers and Female Lecturers

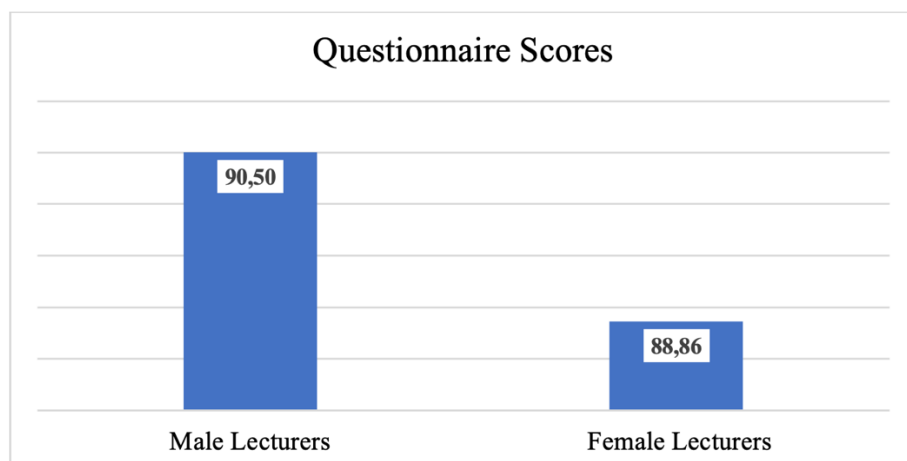


Figure 4.1 shows the overall average scores that were obtained by male and female lecturers. According to the data gathered by questionnaires, male lecturers scored an average of 90,50 while female lecturers scored an average of 88,86.

Figure 4.2: Average Scores from the Questionnaire for Male Lecturers

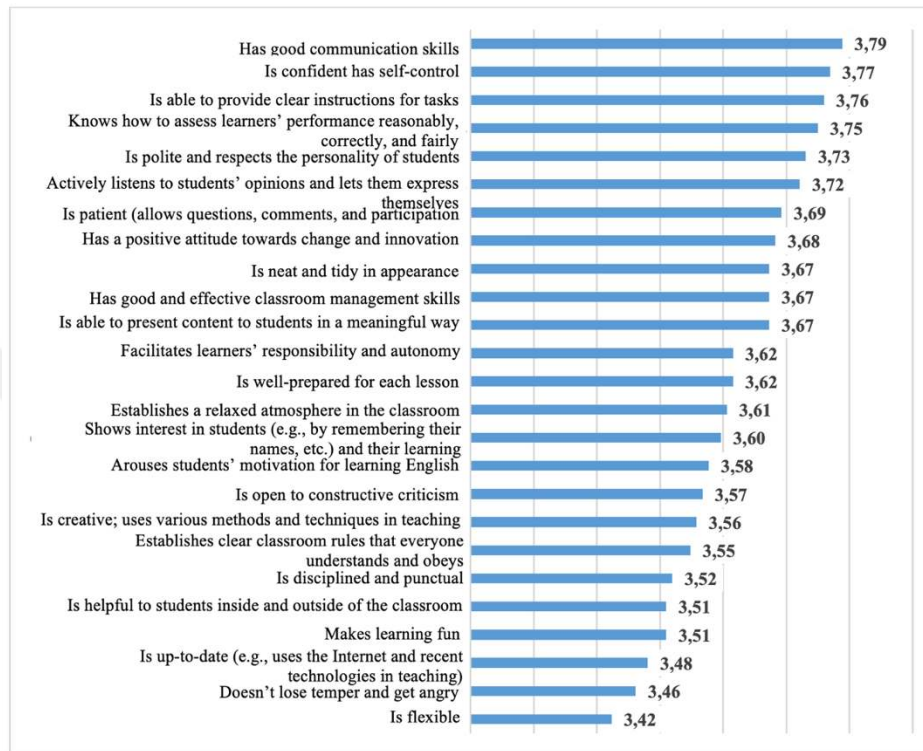


Figure 4.3: Average Scores from the Questionnaire for Female Lecturers

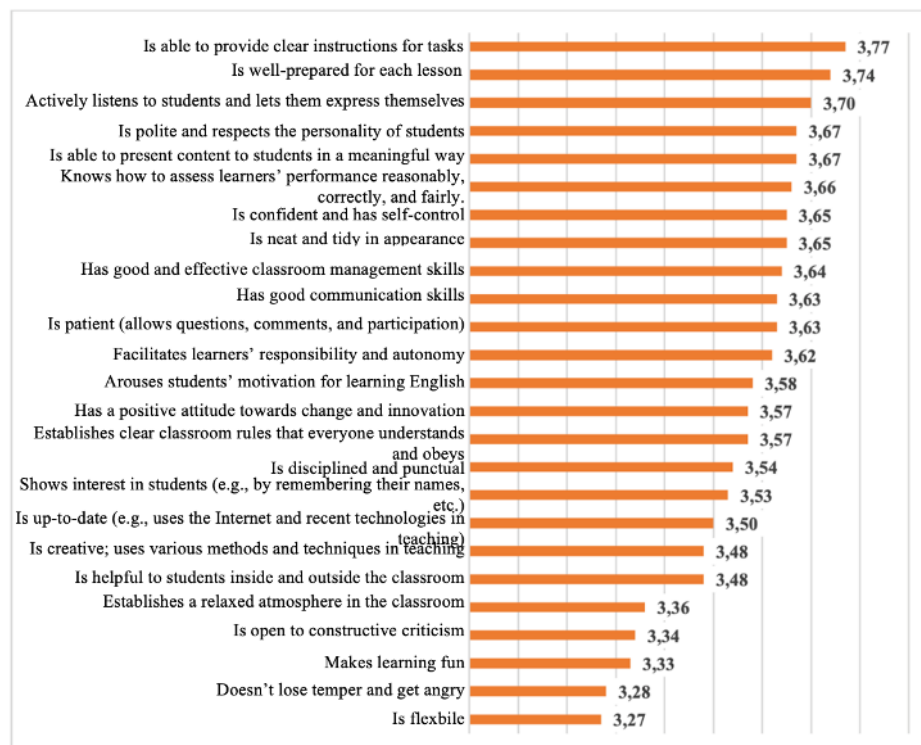


Figure 4.2 and Figure 4.3 demonstrate the differences among the average scores for effectiveness for male lecturers and female lecturers obtained for each item stated in the questionnaire. Therefore, it is suitable to assume that male lecturers obtained the highest average scores for having good communication skills, being confident and having self-control, and being able to provide clear instructions for tasks. Female lecturers also obtained a higher average score for providing clear instructions for tasks. Different from male lecturers, their average scores for being well-prepared for each lesson and actively listening to their students were higher. The 3 lowest average scores male lecturers obtained were from being flexible, not losing temper, and being up-to-date. Similar to male lecturers, female lecturers also obtained the lowest average scores from being flexible and not losing temper. The distinctive lowest score they obtained is for making learning fun.

Table 4.6: Examination of the Differences in the Scores of Male and Female Lecturers in Terms of Pre-service EFL Teachers' Genders

Questionnaire Scores	Participant Gender				t ^a	p
	Female		Male			
	Avg±SD	Min-Max	Avg±SD	Min-Max		
Male Lecturers	91,79±8,68	62-100	87,85±11,26	60-100	1,794	0,079
Female Lecturers	88,96±11,43	56-100	88,65±10,18	65-100	0,134	0,893
t ^b ; p	2,968;0,004*		-0,703;0,487			

t^a: Independent Sample t Test t^b: Dependent Sample t Test *: p<0,05

When Table 4.6 is examined, the average and the standard deviation of the questionnaire scores obtained from female pre-service EFL teachers for male lecturers is 91.79±8.68, while it is 88.96±11.43 for female lecturers. While the mean and the standard deviation of the questionnaire scores obtained from male pre-service EFL teachers for male lecturers is 87.85±11.26, it is 88.65±10.18 for female lecturers.

As a result of the Independent Sample t Test applied, there was no statistically significant difference between male and female pre-service EFL teachers in terms of questionnaire scores for male lecturers and for female lecturers (p>0.05).

As a result of the Dependent Sample t Test applied, there was a statistically significant difference between the questionnaire scores obtained from female pre-service EFL teachers for male lecturers and for female lecturers (p<0.05). Accordingly, the questionnaire scores obtained from female pre-service EFL teachers for male lecturers are statistically significantly higher than the questionnaire scores for female lecturers.

As a result of the Dependent Sample t Test applied, there was no statistically significant difference between the questionnaire scores obtained from male pre-service EFL teachers for male lecturers and for female lecturers ($p>0.05$).

4.2 Results Obtained from the Qualitative Data

The qualitative data which were obtained from interviews that were conducted with 9 lecturers from the English Language Teaching departments of universities in Ankara, Turkey will be presented and the results will be displayed under this title question by question. The qualitative data that were obtained from interviews were analyzed through content analysis and themes were formulated based on the conducted content analysis. Furthermore, under this title, the data that was put into codes, categories and themes will be presented in a comparative manner to show the different or similar answers given by female and male lecturers in a detailed approach. The results will be related to the final research question that had been formulated.

RQ 4. Is there a relation between gender and teaching effectiveness of EFL lecturers?

4.2.1 Getting to know the students

Interview Question 1. What do you do to get to know your students? Do you do a needs analysis?

The first interview question was formulated to gather further information about what female and male lecturers do in terms of getting to know their students. The methods or approaches they use in their classes, whether they do or not do a needs analysis to get to know their students better was under investigation with this interview question.

Table 4.7: Codes Formulated Based on the Answers Given to IQ1 by Female and Male Lecturers

Female Lecturers	<i>f</i>	%	Male Lecturers	<i>f</i>	%
Asking questions and collecting opinions and ideas	3	37.5	No needs analysis	3	33.3
Communicating with the students	3	37.5	Gathering information by asking questions about students' expectations and competence	3	33.3
No needs analysis	2	25	Organizing activities and doing meetings	3	33.3
Planning and designing the curriculum according to the students' feedback	2	25	Asking introductory questions, making diagnostic tests	2	22.2
Using break times	2	25	Considering students' thoughts and opinions	1	11.1

Having game-like activities at the beginning of the semester	1	12.5	Being interested in students' goals	1	11.1
Receiving feedback in the middle of the semester	1	12.5	Trying to learn students' names	1	11.1
Making an introduction in the very first lesson	1	12.5	Making a brief introduction by introducing the curriculum	1	11.1
			Not doing anything due to crowded classes	1	11.1

Table 4.7 illustrates the codes that were formulated based on the answers that were collected by female and male lecturers for the first interview question “What do you do to get to know your students? Do you do a needs analysis?”. Beside each code, the frequencies and the percentages for the codes are also stated.

According to the answers obtained by female lecturers, the codes “Asking questions and collecting opinions and ideas” and “Communicating with the students” by 37.5% each (f : 3 each); “No needs analysis”, “Planning and designing the curriculum according to the students' feedback”, and “Using break times” by 25% each (f : 2 each); “Having game-like activities at the beginning of the semester”, “Receiving feedback in the middle of the semester”, and “Making an introduction in the very first lesson” by 12.5% each (f : 1 each) were formulated.

When the answers collected from male lecturers during the interviews are examined, the codes that were created according to their answers are, “No needs analysis”, “Gathering information by asking questions about students' expectations and competence”, and “Organizing activities and doing meetings” by 33.3% each (f : 3 each); “Asking introductory questions, making diagnostic tests” by 22.2% for each code (f : 2 each); “Considering students' thoughts and opinions”, “Being interested in students' goals”, “Trying to learn students' names”, “Making a brief introduction by introducing the curriculum”, and “Not doing anything due to crowded classes” by 11.1% each (f : 1 each).

Table 4.8: Categories Created Based on the Codes Formulated for IQ1

Female Lecturers	Male Lecturers
Communicating with the students, asking questions and getting their opinions	Asking introductory questions to students, organizing various activities
Receiving feedback in the middle of the semester, shaping the curriculum based on the feedback	Evaluating students' thoughts and opinions, being interested in their goals, learning their names
Having game-like activities and making an introduction in the first lesson	Introducing the curriculum at the beginning of the semester and making a brief introduction

Table 4.8 shows the codes that were created with respect to the codes which were formulated based on female and male lecturers' answers for the first interview question.

From the evaluation of the codes created based on female lecturers' answers, the categories that were obtained are "Communicating with the students, asking questions and getting their opinions", "Receiving feedback in the middle of the semester, shaping the curriculum based on the feedback", and "Having game-like activities and making an introduction in the first lesson".

The codes formulated from male lecturers' answers to the first interview question were put into the following categories: "Asking introductory questions to students, organizing various activities", "Evaluating students' thoughts and opinions, being interested in their goals, learning their names", "Introducing the curriculum at the beginning of the semester and making a brief introduction", and "Not doing a needs analysis or another type of activity".

Table 4.9: Themes Created Based on the Codes and Categories Formulated for IQ1

Female Lecturers	Male Lecturers
Collecting feedback which will shape the curriculum by having close relationships with students	Asking questions and planning various activities to get to know the students and their needs
Providing situational awareness at the beginning of the semester by doing various introductory activities	

Table 4.9 shows the themes that were created based on the codes that were formulated from the answers of female and male lecturers to the first interview question.

When the codes and categories formulated for female lecturers are evaluated as final, two themes were created: "Collecting feedback which will shape the curriculum by having close relationships with students" and "Providing situational awareness at the beginning of the semester by doing various introductory activities".

In the context of themes, female lecturer responses were;

"...I receive feedback from them in the middle of the semester to find out how they evaluate the classes." (Female Lecturer 1)

“In order to get to know my students better at the beginning of each semester I start with game-like activities both to introduce myself and to get to know them. After learning about them in person even though I need time, I ask 3 questions: what do you know about this course? What do you want to learn in this course? How do you want to learn in this course? These 3 questions really help me to design and plan my lessons. I choose my teaching strategies and methods. This is how I become familiar with them in person and as learners.” (Female Lecturer 3)

For male lecturers, taking the codes and the categories into consideration, the main theme “Asking questions and planning various activities to get to know the students and their needs” was formulated.

In terms of the main theme’s context, male lecturers’ answers were;

“In the first sessions I ask questions about who they are, where they are from, what their educational background is. I get information about their proficiency of English. I don’t do a separate needs analysis; I rely on my experience about what they might need to succeed in the class.” (Male Lecturer 3)

“I do diagnostic tests as a needs analysis. I want my students to develop some awareness for the contents of my classes. I also try to assess their thoughts, views and values about the class. I am interested in how they develop their goals in my classes. I try to get to know my students through activities like two truths and a lie. I try to know their names as much as I can but it’s not always easy.” (Male Lecturer 1)

4.2.2 Student interests and student background

Interview Question 2. Are you interested in your students’ interests and their background?

The reason behind formulating the second interview question was to find out if male and female lecturers were interested in what their students are interested in. Moreover, the stated interview question aimed to collect information about whether lecturers were interested in their students’ background both in personal and in educational ways.

Table 4.10: Codes Formulated Based on the Answers Given to IQ2 by Female and Male Lecturers

Female Lecturers	<i>f</i>	%	Male Lecturers	<i>f</i>	%
Interested	3	37.5	Interested	3	42.8
Delivering and providing the course according to students' past and interests	2	25	Intention of shaping the curriculum and creating a common plan	2	28.5
Feeling distant from students because of feeling anxious to ask questions to them	1	12.5	Including interests that are out of class	1	14.2
Learning their names and calling them by their names	1	12.5	Making classes more fun	1	14.2
Playing memory games to remember students' names	1	12.5	Making arrangements according to students' interests	1	14.2
Making use of break times to chat with the students and asking questions to them	1	12.5	Intention of developing self-confidence and self-competence	1	14.2
Following popular culture to catch up with the students	1	12.5	Interest in students' past in terms of academic interest and talking about their strengths and weaknesses	1	14.2
Being interested only in their educational background – no personal interest	1	12.5			

When the answers given to the question “Are you interested in your students’ interests and their background?” by female lecturers are examined, the codes “Interested” by 37.5% (*f*: 3); “Delivering and providing the course according to students’ past and interests” by 25% (*f*: 2); “Feeling distant from students because of feeling anxious to ask questions to them”, “Learning their names and calling them by their names”, “Playing memory games to remember students’ names”, “Making use of break times to chat with the students and asking questions to them”, “Following popular culture to catch up with the students”, and “Being interested only in their educational background – no personal interest” by 12.5% each (*f*: 1 each) were formulated.

The codes that were formulated with respect to the answers given by male lecturers are “Interested” by 42.8% (*f*: 3); “Intention of shaping the curriculum and creating a common plan” by 28.5% (*f*: 2); and “Including interests that are out of class”, “Making classes more fun”, “Making arrangements according to students’ interests”, Intention of developing self-confidence and self-competence”, and “Interest in students’ past in terms of academic interest and talking about their strengths and weaknesses” by 14.2% for each code (*f*: 1 each).

Table 4.11: Categories Created Based on the Codes Formulated for IQ2

Female Lecturers	Male Lecturers
Delivering and providing the course content according to students' past and interests	Arranging the curriculum according to the information gathered about interests and past and creating a common plan
Playing memory games with the intention of calling the students by their names	Including out-of-class interests and making the classes more fun
Following popular culture	Getting to know the students in terms of self-confidence and self-competence development
Feeling distant from the students because of feeling anxious to ask questions and being only interested in their educational background	

Once the codes formulated from female lecturers' answers were investigated, the categories that were formulated based on the codes were "Delivering and providing the course content according to students' past and interests", "Playing memory games with the intention of calling the students by their names", "Following popular culture", and "Feeling distant from the students because of feeling anxious to ask questions and being only interested in their educational background".

When the codes for male lecturers were examined, the categories that were formulated are "Arranging the curriculum according to the information gathered about interests and past and creating a common plan", "Including out-of-class interests and making the classes more fun", and "Getting to know the students in terms of self-confidence and self-competence development".

Table 4.12: Themes Created Based on the Codes and Categories Formulated for IQ2

Female Lecturers	Male Lecturers
Supporting students by being interested in students' interests and background	Shaping the curriculum according to students' past and interests
Following popular culture since it will affect course delivery and students' learning	Being interested in out-of-class interests and making the classes more fun with the intention of developing self-confidence and self-competence

As the codes and the categories for female lecturers' answers to the second interview question are evaluated at last, the themes "Supporting students by being interested in students' interests and background" and "Following popular culture since it will affect course delivery and students' learning" were formulated.

Female participants' views in the context of the created themes were;

"Of course. Their background affects what we teach. Depending on their background or interests, we give them something, otherwise they don't understand what we mean. I try to follow popular culture to catch up with them." (Female Lecturer 4)

“...They tell me their interests and I support them. One of my students was interested in Teaching English to Young Learners so we managed to organize a practicum...”
(Female Lecturer 1)

From the consideration of both the codes and the categories formulated from male lecturers’ answers, two themes were formulated: “Shaping the curriculum according to students’ past and interests” and “Being interested in out-of-class interests and making the classes more fun with the intention of developing self-confidence and self-competence”.

Therefore, male lecturers’ thoughts in this context are:

“Obviously. This is the 21st Century. Whatever students do outside the classroom should be parallel to what they do in the class. I’m very much interested in their interests outside the classroom. As long as I know their background, I can shape my teaching, so I’m interested in their backgrounds as well.” (Male Lecturer 2)

“Of course. We must be! I think teachers have a role in developing students’ self-esteem, self-efficacy and self-confidence. The first step in doing this is getting to know your students. For their psychological well-being, teachers should be aware of their students’ expectations, interests and backgrounds.” (Male Lecturer 5)

4.2.3 Classroom management

Interview Question 3. How do you manage your classes?

An interview question based on classroom management was asked to gather information about how male and female lecturers manage classes with pre-service EFL teachers. Even if the classes consist of young adults, sometimes issues can occur in terms of management and classroom dynamics which disrupt the class one way or another. Thus, the applications adopted or adapted by lecturers at universities carries an important role to get further information for the study.

Table 4.13: Codes Formulated Based on the Answers Given to IQ3 by Female and Male Lecturers

Female Lecturers	f	%	Male Lecturers	n	%
Ensuring active participation among students	2	20	Providing feedback, evaluation, and advice	2	16.6
Reminding the students of the profession they will work at in the future	2	20	Having creative and productive classes by ensuring student activity	1	8.3
Making eye contact – looking at the class	1	10	Giving credits for participation	1	8.3
Providing continuity among students	1	10	Making pair-work or group-work activities	1	8.3

Showing that lecturers have emotions as well	1	10	Walking around the classroom, making eye contact, increasing tone of voice if there is disruption	1	8.3
Knowing students' lives – asking questions	1	10	Having a reflective approach	1	8.3
The importance of lecturer energy and enthusiasm	1	10	Supporting self-evaluation	1	8.3
Greeting them with a smiling face	1	10	Being tolerant – not intervening much	1	8.3
Learning students' names and calling them by their names	1	10	Making effective plans – time management	1	8.3
Ensuring feedback among lecturer – student and student – student	1	10	Trying to make topics more interesting	1	8.3
			Having practical activities	1	8.3
			Connecting knowledge with real-life	1	8.3

According to the answers given to the question “How do you manage your classes?” by female lecturers, the codes “Ensuring active participation among students” and “Reminding the students of the profession they will work at in the future” by 20% for each code (f : 2 each); and “Making eye contact – looking at the class”, “Providing continuity among students”, “Showing that lecturers have emotions as well”, “Knowing students' lives – asking questions”, “Greeting them with a smiling face”, “Learning students' names and calling them by their names” and “Ensuring feedback among lecturer – student and student – student” by 10% for each code (f : 1 each) were formulated.

When the answers of male lecturers to the third interview question were examined, the codes “Providing feedback, evaluation, and advice” by 16.6% (f : 2); “Having creative and productive classes by ensuring student activity”, “Giving credits for participation”, “Making pair-work or group-work activities”, “Walking around the classroom, making eye contact, increasing tone of voice if there is disruption”, “Having a reflective approach”, “Supporting self-evaluation”, “Being tolerant – not intervening much”, “Making effective plans – time management”, “Trying to make topics more interesting”, “Having practical activities”, and “Connecting knowledge with real-life” by 8.3% each (f : 1 each) were created.

Table 4.14: Categories Created Based on the Codes Formulated for IQ3

Female Lecturers	Male Lecturers
Greeting students with a smiling face, making eye contact and calling students by their names	Giving feedback to students and encouraging self-evaluation
Ensuring student attendance and participation, having information about their lives	Having creative and productive classes which will encourage participation

Asking questions at the beginning of the course, reminding the students about the profession and providing feedback	Having practical activities, pair and group work activities
Having lecturer energy and enthusiasm and showing that lecturers have emotions too only interested in their educational background	Adopting a reflective approach, making effective planning and having time management
	Making the topics more interesting by relating the knowledge to real-life
	Walking around the classroom, making eye contact, increasing tone of voice when needed, being tolerant and not intervening much

As the codes were evaluated, the following categories have been formulated based on female lecturers' answers: "Greeting students with a smiling face, making eye contact and calling students by their names", "Ensuring student attendance and participation, having information about their lives", "Asking questions at the beginning of the course, reminding the students about the profession and providing feedback", and "Having lecturer energy and enthusiasm and showing that lecturers have emotions too".

Once the codes for male lecturers' answers were evaluated, the categories "Giving feedback to students and encouraging self-evaluation", "Having creative and productive classes which will encourage participation", "Having practical activities, pair and group work activities", "Adopting a reflective approach, making effective planning and having time management", "Making the topics more interesting by relating the knowledge to real-life", and "Walking around the classroom, making eye contact, increasing tone of voice when needed, being tolerant and not intervening much" were created.

Table 4.15: Themes Created Based on the Codes and Categories Formulated for IQ3

Female Lecturers	Male Lecturers
Being included in students' lives by ensuring their attendance and participation in the course	Providing effective planning and time management by having the students actively participate in the class
Addressing the students by showing enthusiasm and energy, showing emotions and calling them by their names	Making the class more interesting and creative by using effective communication and presentation skills

From the final evaluation of the codes and categories that were formulated according to the answers given by female lecturers for Interview Question 3, the themes "Being included in students' lives by ensuring their attendance and participation in the course" and "Addressing the students by showing enthusiasm and energy, showing emotions and calling them by their names" were created.

Female lecturers' views about the topic are as follows:

"I have some key principles and tricks: knowing and learning their names and calling them by their names, checking up on with them in terms of individual things going on in their lives such as sickness etc., making clear that I am also a human being with emotions, having eye contact, gazing through the class, calling the names of students who zone out because of spending time on their phones to make them participate, taking attendance." (Female Lecturer 1)

"I don't have many management problems. I always highlight the importance of teacher energy and enthusiasm. I am educating teachers so I need to be their role model. That's why I act as an example. The classroom procedures are created with my students. I ask them what type of principles they would like to have at the beginning of the course. I always greet them with a smiling face. I don't have disruptive behavior in my classes. I try to encourage them to be active because sometimes they don't participate." (Female Lecturer 3)

With the final evaluation of the created codes and categories with respect to the answers provided by male lecturers, the themes "Providing effective planning and time management by having the students actively participate in the class" and "Making the class more interesting and creative by using effective communication and presentation skills" were formulated.

Some of the male lecturers' views in this context were:

"I generally go for presentation and practice. I try to integrate technical information with real-life situations. I open space for creative and productive classes by giving the stage to my students. I give credits for classroom participation to encourage them to participate. I try to set up a friendly classroom. I try to give them the message that they are going to be my colleagues in the future." (Male Lecturer 1)

"I don't have many problems in terms of classroom management. I try to make good plans and I try to make the topics as interesting as possible. My courses are lecture-based so I don't have many problems. Effective planning and time management is very important in classroom management. Trying to keep students doing hands-on activities is also crucial. I think we should establish our authority through efficiency in material selection, efficiency in conducting the lesson, planning, knowing the students and knowing how to make the process more interesting." (Male Lecturer 5)

4.2.4 Class time organization

Interview Question 4. How do you organize class time? Do you think you are effective?

It was intended to collect information about how male and female lecturers organize class time with the last interview question that was formulated. In addition to how they organize class time, whether they think they are effective or not in terms of their organization of class time was under investigation.

Table 4.16: Codes Formulated Based on the Answers Given to IQ4 by Female and Male Lecturers

Female Lecturers	<i>f</i>	%	Male Lecturers	<i>n</i>	%
Making students do pair-work or group-work activities	2	15.3	Preparing a weekly schedule for the whole syllabus – following the curriculum	2	25
Giving examples from real-life	1	7.6	Organizing class activities according to class content	1	12.5
Asking thought-provoking questions, and giving thought-provoking assignments	1	7.6	Extending class time when a topic is unfinished – making summaries, having Q&A sessions, and collecting reflections with extra time	1	12.5
Including foreign students in the classroom	1	7.6	Organizing and managing class time based on presentations	1	12.5
Organizing class time according to the contents and the presentations	1	7.6	Doing intense but short classes when necessary	1	12.5
Dividing the classes into two as revision and lecturing	1	7.6	Making Q&A and discussion forums	1	12.5
Finishing the class when necessary	1	7.6	Letting the students know about the time	1	12.5
Making plans and taking notes	1	7.6	Having a back-up plan for students who use their time effectively	1	12.5
Asking questions and including the students in the class	1	7.6			
Creating a schedule at the beginning of the academic year	1	7.6			
Making the students prepare posters, materials and activities and having them present them in the class	1	7.6			
Providing lecturer-student and student-student feedback	1	7.6			
Adding short clips to presentations	1	7.6			

Based on the answers given to the last interview question “How do you organize class time? Do you think you are effective?” given by female lecturers, the codes “Making students do pair-work or group-work activities” by 15.3% for each code (*f*: 2 each) and “Giving examples from real-life”, “Asking thought-provoking questions, and giving thought-provoking assignments”, “Asking thought-provoking questions, and giving thought-provoking assignments”, “Including foreign students in the classroom”, “Organizing class time according to the contents and the presentations”, “Dividing the classes into two as revision and lecturing”, “Finishing the class when necessary”, “Making plans and taking notes”, “Asking questions and including the students in the class”, “Creating a schedule at the beginning of the academic year”, “Making the students prepare posters, materials and activities and having them present them in the class”, “Providing lecturer-student and student-student feedback”, “Adding short clips to presentations” by 7.6% for each code (*f*: 1 each) were formulated.

The codes that were formulated based on the answers given by male lecturers to the last interview question are, “Preparing a weekly schedule for the whole syllabus – following the curriculum” by 25% each (*f*: 2 each), and “Organizing class activities according to class content”, “Extending class time when a topic is unfinished – making summaries, having Q&A sessions, and collecting reflections with extra time”, “Organizing and managing class time based on presentations”, “Doing intense but short classes when necessary”, “Making Q&A and discussion forums”, “Letting the students know about the time”, and “Having a back-up plan for students who use their time effectively” by 12.5% for each code (*f*: 1 each).

Table 4.17: Categories Created Based on the Codes Formulated for IQ4

Female Lecturers	Male Lecturers
Pair-work or group-work activities, doing various activities, real-life examples, asking questions and giving assignments	Preparing a weekly schedule and following it
Organizing class time according to class content, including foreign students in the class	Planning activities that are suitable for lesson content, forums for Q&A and discussion, arranging the time
Dividing the class into two as revision and lecturing, finishing the class when necessary	Planning longer, shorter, or intense lessons when necessary
Preparing the syllabus at the beginning of the school year, adding small clips to presentations and taking notes	
Giving feedback, including students in the class	

When the formulated codes for female lecturers' answers were evaluated, the categories "Pair-work or group-work activities, doing various activities, real-life examples, asking questions and giving assignments", "Organizing class time according to class content, including foreign students in the class", "Dividing the class into two as revision and lecturing, finishing the class when necessary", "Preparing the syllabus at the beginning of the school year, adding small clips to presentations and taking notes", and "Giving feedback, including students in the class" were created.

The categories that were created based on the stated codes formulated from male lecturers' answers are "Preparing a weekly schedule and following it", "Planning activities that are suitable for lesson content, forums for Q&A and discussion, arranging the time", and "Planning longer, shorter, or intense lessons when necessary".

Table 4.18: Themes Created Based on the Codes and Categories Formulated for IQ4

Female Lecturers	Male Lecturers
Having activities and exercises in the class, short clips in presentations and feedback	Managing time by having in-class activities and studies
Preparing the syllabus at the beginning of the school year, making arrangements to it according to class content and finishing the class when necessary	Following the lesson by preparing weekly schedules at the beginning of the semester, changing the length and pace of the lesson when necessary

The themes that were formulated with respect to the codes and categories formulated from female lecturers' answers are, "Having activities and exercises in the class, short clips in presentations and feedback" and "Preparing the syllabus at the beginning of the school year, making arrangements to it according to class content and finishing the class when necessary".

Some of the thoughts shared by female lecturers are as follows:

"I believe I can organize my lessons very well. I prepare plans and take notes. I tend to spare 15-20 minutes for content delivery. I ask my students questions, involve them in the class, have them actively participate in pairs or groups. They enjoy working together. They create posters, materials, activities and present it before the lesson ends. I ask them to give each other feedback and I provide my feedback afterwards. This is the typical flow of my lessons." (Female Lecturer 3)

"It really depends on the content or the way I organize my presentations. I try to insert some short clips to those presentations since they are not enough by themselves. I give some examples from real life and some examples from languages..." (Female Lecturer 1)

When the codes and categories obtained from male lecturers' answers were evaluated as final, two themes were formulated: "Managing time by having in-class activities and studies" and "Following the lesson by preparing weekly schedules at the beginning of the semester, changing the length and pace of the lesson when necessary".

Male lecturers' views about the question based on the given themes are;

"I have a syllabus and I strictly follow it. If I can't finish the topic early, I lengthen the class time. Sometimes there are extra 10 minutes left so I engage in a reflection, summary, or a Q&A section about what we have covered in the class." (Male Lecturer 3)

"I usually have certain objectives. I arrange my time according to the slides. They lead me for my teaching. I manage time based on the slides. When needed, I try to do intense and short lectures and give time for a Q&A section. I also include discussion forums whenever necessary." (Male Lecturer 4)

4.3 Discussion of the Results

4.3.1 Perceptions of pre-service EFL teachers based on the gender of the lecturers

The purpose of finding out pre-service EFL teachers' perceptions of their lecturers based on their lecturers' gender led to the formulation of the first research question for this study. The results obtained from pre-service EFL teachers revealed that male pre-service EFL teachers were neutral towards their lecturers. In other words, there was not a significant difference in the answers they gave to the questionnaires for their male and female lecturers. On the other hand, female pre-service EFL teachers gave higher scores to male lecturers for the items "Makes learning fun.", "Is creative, uses various methods and techniques in teaching.", "Is flexible.", "Has good communication skills.", "Doesn't lose temper and get angry.", "Establishes a relaxed atmosphere in the classroom.", "Is confident and has self-control.", and "Has a positive attitude towards change and innovation." compared to their female lecturers.

Similar to Adams et al. (2022)'s study, it can be observed, from the results based on gender perception, that the overall score female lecturers received is less than the score male lecturers received. In contradiction with Young et al. (2009)'s study, there was not an interaction between lecturer gender and student gender. In other words, male pre-service EFL teachers' scores for their lecturers did not show any significant difference, while female pre-service EFL teachers gave higher scores for the stated items considering their male

lecturers. In addition, Young et al. (2009) stated that there was no gender bias among the scores for interpersonal skills such as humor and enthusiasm. On the contrary, in this study, it was found out that female pre-service EFL teachers gave higher scores for making learning fun and having good communication skills to their male lecturers compared to their female lecturers. Furthermore, female pre-service EFL teachers giving a higher score for their male lecturers for having a positive attitude towards change and innovation stands for the fact that being up-to-date is a desired trait for lecturers from students (Richter & Herrera, 2017).

4.3.2 Perceptions of pre-service EFL teachers based on the effectiveness of lecturers

The second research question that was formulated to serve the purpose of this study was formulated to find out pre-service EFL teachers' perceptions of their male and female lecturers' effectiveness. The results that were obtained showed that male lecturers were perceived to have better communication skills compared to female lecturers. As Wichadee (2010) stated, effective teaching is determined by various factors, and having good communication with students is one of them. Witcher et al. (2003) also claimed that being an effective communicator and being fair are some of the themes that make up effective teaching. Similarly, in addition to having good communication skills, male lecturers were also perceived to know how to assess learners' performance reasonably, correctly and fairly. Similar to Borg (2006) and Walker (2020)'s studies' results, being fair is a desired characteristic from effective teachers. In this study, the pre-service EFL teachers' observation of their male lecturers' fairness show that being fair is a trait that students look for and appreciate.

Compared to male lecturers, female lecturers were perceived to be well-prepared for each lesson. Boring (2015) also stated that students of female teachers described them with the words organized and well-prepared. In addition, knowledge of subject or academic preparation are some of the key points for effective teaching (Wichadee, 2020). Being prepared for lessons is also an appreciated behavior from the perception of students at universities (Walker, 2010). Furthermore, female lecturers were considered to actively listen to their students as it can be observed from the results. Similar to Boring et al. (2016)'s study, female lecturers obtained higher scores in terms of their quality of interaction in this study compared to male lecturers.

As Arıkan et al. (2008) defined effective teaching as providing students with comprehensible information, both male and female lecturers were perceived to be providing

clear instructions for tasks in this study. Therefore, by claiming that they receive clear instructions for tasks, pre-service EFL teachers who participated in this study somehow showed that the rapport between lecturers and students have been built. Since university students feel that it is vital to have lecturer to student rapport to build an atmosphere of respect and understanding in EFL classes, receiving clear instructions, getting help, or having their comprehension of the subject checked when necessary is crucial for university students, according to Barnes (2010).

4.3.3 Expectations of pre-service EFL teachers from their lecturers

The third research question was formulated to find out what pre-service EFL teachers expect from their male and female lecturers. University students expect their lecturers to pay attention to individual differences, abilities and interests. In addition, a learning environment which is designed with respect to the stated expectations is what students desire (Kourieos & Evripidou, 2013). Moreover, being listened to and having their names called are some of the other expectations of students (Barnes, 2010).

Since all of the items in the questionnaires that were filled in by pre-service EFL teachers are actually expected from effective teachers or lecturers, the expectations that have been and have not been met can be found out by looking at the scores that male and female lecturers received. The expectations that have been met by male lecturers were having good communication skills, giving clear instructions for tasks, and knowing how to assess learners' performance reasonably, correctly and fairly. The unmet expectations of pre-service EFL teachers from male lecturers in this study can be found out by looking at the items which received the lowest scores. For example, making learning fun, being flexible, showing interest in students (e.g., by remembering their names, etc.), and not losing temper are the expectations that have not been met by male lecturers. The expectations that have been met by female lecturers are giving clear instructions for tasks, being well-prepared, and actively listening to students. On the other hand, the expectations that have not been met by female lecturers are making learning fun, being flexible, not losing temper and getting angry, and being open to constructive criticism.

It is desired from students to have teachers who are funny, friendly, caring, patient, easy-going, and eager to negotiate (Hubbard, 2001). In this study, both male and female lecturers were perceived to be making learning fun, being flexible, and not losing temper in a minimal manner although creatively and flexibly adjusting the teaching methods is a crucial factor in teaching effectiveness (Tarajová & Metruk, 2020). In addition, Tarajová &

Metruk (2020)'s study also showed that friendliness, politeness and tolerance are the most appreciated characteristics of teachers, but both male and female lecturers were perceived to lose temper easily in this study. Therefore, the expectations of pre-service EFL teachers of a fun and easy-going lecturer have not been met. Furthermore, male lecturers were perceived to be showing interest less and female lecturers were perceived to be being open to constructive criticism in a minimal manner. Thus, male lecturers have not met the expectation of being friendly or caring and female lecturers have not met the expectation of being eager to negotiate.

4.3.4 The relation between gender and effectiveness of EFL lecturers

The fourth and last research question for this study was formulated to find out if there is a relationship between lecturers' gender and their teaching effectiveness. In addition to the 104 pre-service EFL teachers who participated in this study, the participants for the interview part of the study were 9, 4 females and 5 males, EFL lecturers at universities in Ankara, Turkey. The average scores that were obtained by male and female lecturers for several items and the data collected from interviews supported the process of finding out the answer for the last research question.

Considering the quantitative data that were collected from pre-service EFL teachers, from the examination of the average score differences between the highest and lowest average scores that were obtained by male and female lecturers, it is appropriate to state that having good communication skills, being confident and having self-control, and being able to provide clear instructions for tasks were the items which male lecturers claimed the highest scores from. Similar to male lecturers, female lecturers also claimed a higher average score for providing clear instructions for tasks. The distinctive items which female lecturers claimed higher scores from are being well-prepared for each lesson and actively listening to their students. In comparison with the highest average scores, male lecturers obtained the lowest scores for being flexible, not losing temper, and being up-to-date. Parallel to male lecturers, female lecturers also received the lowest average scores from being flexible and not losing temper. The distinguishing lowest score they obtained is for making learning fun, compared to male lecturers.

Considering the qualitative data that were collected from lecturers at universities, it is suitable to reminisce that the lecturers who participated in this study answered interview questions that were based on 4 different concepts: getting to know students, being interested in their students' interests and background, classroom management, and class-time

organization. In the context of getting to know the students, it was found out that female lecturers prefer collecting feedback from the students which will help them shape the curriculum. They collect feedback by having close relationships with students inside and outside the classroom. In addition, they provide their students with situational awareness at the beginning of the semester by doing various introductory activities. Similarly, male lecturers spend time to collect information from their students by asking questions about their expectations about the course. In addition, they plan various activities to get to know their students and their needs. According to the statement of Kourieos & Evripidou (2013), effective teachers give up the authoritarian role to enhance a learner-centered approach. Therefore, it was expected from lecturers to be considerate of their students' individual differences, abilities and interests. Moreover, a learning environment which was designed according to students' expectations is also expected by students. In this study, the participants who took place in the interviews claimed that they take the time to get to know their students and their needs. Furthermore, it was stated that necessary changes are made in the curriculum with respect to students' needs. Thus, a learner-centered approach was adopted by the lecturers who took place in the interviews, according to their claims.

In terms of having interest in their students' background, female lecturers were found out to be delivering the course content according to their students' backgrounds and interests. As it was stated previously, students appreciate lecturers who are interested in their interests (Kourieos & Evripidou, 2013). Moreover, they follow popular culture to catch up with their students, thinking that it will affect how the course is delivered and how the students will learn. Like female lecturers, male lecturers also stated that they arrange the curriculum by paying attention to their students' backgrounds and interests. They also stated that they are interested in their students' interests that exist outside the classroom. Furthermore, they have the intention of developing their students' self-confidence and self-competence by making classes more fun.

For classroom management, it was found out that female lecturers tend to call their students by their names when the class is disturbed to gather their attention back to the class. Even though calling a student's name in the classroom can be stressful for the student, being known by name and being tried to be included in the class are crucial factors that affect students' motivation (Barnes, 2010). In addition, they pay attention to student attendance and participation to manage their classes as well as reminding their students about the profession that they are going to take up. Reminding students of the future profession they will obtain and sharing experiences are also critical factors that increase student and lecturer

rapport (Barnes, 2010). Lecturer enthusiasm is yet again another expected trait among students (Olaniyan-Shobowale & Sekinat 2019). In addition, relationships that are built on good terms with students are expected from students as well (Wichadee, 2010). Some of the female lecturers stated that they show enthusiasm to their students to manage their classes in order to build stronger relationships with them. As stated before, academic preparation and good communication are two of the many factors that determine the effectiveness of a teacher or a lecturer (Wichadee, 2010). Male lecturers, differently from female lecturers, prefer providing effective planning and time management to manage their classes. In addition to their planning, male lecturers make sure students actively participate in the classroom. They stated that participation is facilitated through interesting and creative activities as well as effective communication and presentation skills. According to Tarajová & Metruk (2020)'s study, students pay attention to connecting information with real-life situations. Thus, some of the male lecturers who participated in this study stated that they connect the lesson contents with real-life situations to enhance their students' learning.

In terms of lesson planning and time management, female lecturers stated that they include various contents in their classes like presentations, short clips, pair and group work activities. It is appreciated by students to be included in pair or group work activities (Tarajová & Metruk, 2020). Therefore, female lecturers meet their students' request by including pair and group work activities in their classes. They prepare syllabi at the beginning of the school year but they make the necessary arrangements when needed according to the dynamics and the contents of the lessons. Similarly, male lecturers include various activities and contents in their classes as well. Accordingly, they also meet their students' request of being included in pair or group work activities. Different from what female lecturers stated, male lecturers prepare weekly schedules and make changes in them, when necessary, instead of preparing detailed syllabi. In terms of including various activities in the classroom, it was stated by Barnes (2010) that students appreciate various instructional modes and methods which help them increase their comprehension of the subject. Therefore, by including various activities and assignments in their classes, both male and female lecturers can be considered to be effective in these terms.

The answers to the interview questions that were collected from male and female lecturers show that there are similarities between lecturers of both genders in terms of getting to know their students and being interested in their students' interests and backgrounds. Both sides collect feedback and ask questions to shape the curriculum according to their students' needs and expectations. Moreover, both male and female lecturers are interested in their

students' interests and backgrounds which help them prepare classes accordingly and know their students from a deeper dimension. There are differences between lecturers when classroom management and lesson planning are considered. For classroom management, some of the male lecturers stated that they aim to make their lessons more interesting and creative by including effective communication and presentation skills in their answers compared to female lecturers. Taking lesson planning into consideration, both sides stated that they include various activities in their classes but how they plan their lessons in terms of syllabi and weekly schedules is different. While female lecturers prefer preparing syllabi, male lecturers go for preparing weekly schedules.

When the data that were collected from pre-service EFL teachers and male and female lecturers are compared, it would be appropriate to highlight the differences among the data that were collected from the participants. The differences will be highlighted by considering the lecturers' gender, their perceived effectiveness, the average scores they obtained from the items in the questionnaire, and their claims that were made in the interviews.

Students' interests and backgrounds were female and male lecturers' topic of interest, according to their claims. Contradictory to their statements, male lecturers' score for being interested in their students was lower. Besides, making classes more fun was male lecturers' intention, but they received lower scores for making learning fun. In addition, their score for being up-to-date was lower compared to female lecturers' score. However, their score for making learning fun was higher than the score that was given to female lecturers, from the perception of female pre-service EFL teachers. In comparison with the differences among data for male lecturers, they received a higher score for having good communication skills, just like they emphasized their effective communication skills during the interviews. Even though both male and female lecturers stated that they embark on flexibility in their classes by including several activities and shaping the course syllabi or the weekly schedules with respect to their students' needs and expectations, they received lower scores from pre-service EFL teachers considering being flexible. What's more, while female lecturers claimed that they collect their students' feedback to help them shape the curriculum, they received a lower score for being open to constructive criticism. However, the score they received for actively listening to students was high, which suits their statement of showing interest in their students' needs, interest, and backgrounds.

It is suitable to say that both male and female lecturers put the effort in to be "effective" lecturers for their students, according to their claims in the interviews. They have mostly

similar approaches in their classes for getting to know their students, being interested in their students' interests and their background, classroom management, and lesson planning with minimal differences. Therefore, it would be appropriate to state that there is no significant relationship between gender and teaching effectiveness on the lecturers' side as well as the shared high and low scores they obtained from pre-service EFL teachers, because of the general perceptions of the participants for the items which are 'giving clear instructions for tasks' with higher scores and 'being flexible', 'making learning fun', and 'not losing temper' with lower scores for both male and female lecturers. For instance, no statistically significant difference was found between male and female pre-service EFL teachers in terms of questionnaire scores for male lecturers and for female lecturers. Therefore, it can be observed that male and female pre-service EFL teachers met at the common ground for several items considering their lecturers. In addition, no statistically significant difference between the questionnaire scores were obtained from male pre-service EFL teachers for male lecturers and for female lecturers was found. Thus, male pre-service EFL teachers were neutral towards their lecturers. Nonetheless, it is possible to state that there is a relationship between gender and teaching effectiveness if the focus is on the different scores that were obtained by male and female lecturers for distinctive items. Overall, there was a statistically significant difference between the questionnaire scores obtained from female pre-service EFL teachers for male lecturers and for female lecturers. Consequently, the questionnaire scores obtained from female pre-service EFL teachers for male lecturers were statistically significantly higher than the questionnaire scores for female lecturers. Furthermore, a statistically significant difference between the scores of the questionnaire for male lecturers and the questionnaire scores for female lecturers was found. Respectively, the questionnaire scores for male lecturers were found to be statistically significantly higher than the questionnaire scores for female lecturers. Because of the differences among these scores, it is also possible to state that gender and teaching effectiveness have a relationship depending on different factors.

CHAPTER V

CONCLUSION

This chapter of the study includes the summary of the results regarding the research questions that had been formulated as well as the recommendations for further studies with regards to the results that were obtained.

5.1 Summary of the Results

The purpose of this study was to investigate the relationship between the gender of lecturers at universities and their teaching effectiveness as role models for pre-service teachers. Pre-service EFL teachers' perceptions of their lecturers' gender and effectiveness, their expectations from lecturers, and the relationship between gender and teaching effectiveness were under investigation throughout this study.

This study was a mixed methods study, so it included both quantitative and qualitative aspects to achieve a better understanding of pre-service EFL teachers' perceptions of their lecturers and their lecturers' perceptions of themselves. 104 pre-service EFL teachers from 3 different universities in Ankara, Turkey were asked to fill in questionnaires regarding their perceptions of their lecturers both in terms of gender and effectiveness. 9 lecturers (4 females and 5 males) from different universities in Ankara, Turkey participated in the interview part of the study.

The first research question was formulated to investigate the perceptions of pre-service EFL teachers regarding their lecturers' gender. It was found out that the scores of the answers given by male pre-service EFL teachers did not show any significant difference for male and female lecturers. Meanwhile, female pre-service EFL teachers gave higher scores to their male lecturers for the items which included making learning fun, being creative, being flexible, having good communication skills, not losing temper and getting angry, establishing a relaxed atmosphere in the classroom, being confident and having self-control, and having a positive attitude towards change and innovation.

The second research question for this study was formulated to investigate the perceptions of pre-service EFL teachers towards the effectiveness of their lecturers. Considering pre-service EFL teachers' perceptions of their lecturers' effectiveness, male lecturers received high scores for having good communication skills, giving clear instructions for tasks, and knowing how to assess learners' performance reasonably, correctly and fairly. Similar to male lecturers, female lecturers also received a high score for

giving clear instructions for tasks. Differently, the higher scores they received are for the items that were about being well-prepared for each lesson and actively listening to students. On the other hand, 3 items from the questionnaire received the lowest scores for both male and female lecturers. The items making learning fun, being flexible, and not losing temper and getting angry turned out to have the lowest scores from the perceptions of pre-service EFL teachers. In addition to the stated 3 items, male lecturers received a lower score for showing interest in students and female lecturers received a lower score for being open to constructive criticism.

The third research question was formulated to investigate the expectations of pre-service EFL teachers from their lecturers. All of the items in the questionnaires can actually be considered to be expected from effective lecturers, so the expectations that have been and have not been met by male and female lecturers can be found out by observing the scores that they received. Male lecturers have met the expectations of having good communication skills, giving clear instructions for tasks, and knowing how to assess learners' performance reasonably, correctly and fairly by receiving higher scores for those items. They haven't met the expectations of making learning fun, being flexible, and showing interest in students (e.g., by remembering their names, etc.) by receiving lower scores. Female lecturers have met the expectations of giving clear instructions for tasks, being well-prepared for each lesson, and actively listening to students. In contradiction, by receiving lower scores for making learning fun, being flexible, not losing temper and getting angry, and being open to constructive criticism, they have not met their students' expectations.

The reason behind formulating the last research question was to find out if there is a relation between lecturers' gender and their teaching effectiveness. The average score differences among the highest and lowest average scores between male and female lecturers showed that male lecturers obtained higher average scores from having good communication skills, being confident and having self-control, and being able to provide clear instructions for tasks, compared to female lecturers. Female lecturers also claimed a higher average score for providing clear instructions for tasks, similar to male lecturers. The items which female lecturers claimed higher scores from were being well-prepared for each lesson and actively listening to their students, different from male lecturers. Considering the lowest average scores, male lecturers obtained the lowest scores from being flexible, not losing temper, and being up-to-date. Female lecturers also received the lowest average scores from being flexible and not losing temper, similar to male lecturers. The distinctive lowest score they obtained was from making learning fun, compared to male lecturers. Considering the data

that were obtained from structured interviews, it was found out that in order to get to know their students, female lecturers prefer collecting feedback from their students through close relationships inside and outside the classroom which helps them shape the curriculum. Furthermore, they include various activities in their classes at the beginning of the semester to build situational awareness among their students. Male lecturers also put the effort in to get to know their students and their expectations by asking questions about their expectations about the course. They also plan and prepare a variety of activities to be more familiar with their students. Female lecturers stated their interest in their students' interests and backgrounds were shown by delivering the course content according to their students' backgrounds and interests and by following popular culture. Male lecturers stated that the curriculum is planned and prepared according to their students' interests and backgrounds. Students' interests outside the classroom were also a topic of interest for male lecturers, as they stated. They also have the intention of developing their students' self-confidence and self-competence through fun classes, compared to female lecturers. In order to manage their classes, calling their students by their names, paying attention to attendance and participation, reminding their students of the profession they will have after graduation, and being enthusiastic to their students are preferred by female lecturers. Differently from female lecturers, effective planning and time management, making sure students actively participate in the class with the help of effective communication and presentation skills are preferred by male lecturers to maintain classroom management. Lastly, lesson planning and time management are done by female and male lecturers through including various contents in the classroom. Female lecturers stated that they prepare the syllabi and make changes in them according to students' feedback at the beginning of the semester. Male lecturers, on the other hand, stated that they prepare weekly schedules and make changes in them when necessary.

Connecting the quantitative data collected from pre-service EFL teachers overall and the qualitative data that were collected from male and female lecturers, it is suitable to say that there are some differences among the data collected from the participants. Even though both male and female lecturers stated that they are interested in their students' interests and backgrounds, male lecturers received a lower score from pre-service EFL teachers in terms of showing interest. In addition, most male lecturers who participated in the study stated that they intend to make their classes more fun, but they received a lower score for the item which was about making learning fun. Furthermore, their score for being up-to-date was lower, compared to female lecturers. On the other hand, they also stated that they try to include

effective communication in their classes, and they received a higher score for having good communication skills. In terms of flexibility, both male and female lecturers received lower scores from pre-service EFL teachers although they stated that they intend to include various activities in their classes and shape the syllabi or the schedules according to their students' needs and expectations as well as the class contents. Furthermore, female lecturers received a lower score for being open to constructive criticism while they stated that they collect feedback from their students in order to shape the lessons or the syllabi. In contrast, they received a higher score for actively listening to students as they also stated that they are interested in their students' needs, interests, and backgrounds. They also received a higher score for being well-prepared for each lesson.

All in all, lecturers' perceptions of their own teaching and applications and the similar scores they obtained regarding their students' perceptions show that gender and teaching effectiveness do not have a significant relationship. However, the difference among the scores that were obtained from different items by lecturers and the total average score difference between male and female lecturers show that there is a relation between gender and teaching effectiveness.

5.2 Recommendations

The focus of this study was pre-service EFL teachers' perceptions of their lecturers' gender and effectiveness. In addition, it was aimed to find out what they expect from their lecturers. Moreover, the relationship between gender and teaching effectiveness were also under investigation. From the results, further information can be obtained for pre-service EFL teachers' perceptions towards their lecturers' gender and effectiveness as well as their expectations from their lecturers in addition to the relationship between gender and teaching effectiveness. However, the setting of this study is limited due to its setting. This study had a limited number of participants since it was conducted in several universities in the setting of only one city. Therefore, it can only present the perceptions of pre-service EFL teachers in that setting as well as the applications adopted by lecturers in the same setting. In order to widen the scope of further studies, it is recommended to conduct a research with more participants from Turkey to get a further insight of pre-service EFL teachers' perceptions of their lecturers as well as the approaches their lecturers adopt. Furthermore, the research area can be expanded by investigating pre-service teachers' perceptions from other teaching areas in addition to EFL, including their lecturers as well.

The questionnaires can be enriched with open-ended questions to obtain more detailed results and perspectives from the participants. In addition to questionnaires, interviews can include more items which aim to collect further data and details from lecturers too. Another data collection tool which can be added to enrich the study can be classroom observations. Through classroom observations, the natural flow of classes, the students' behavior, and their lecturers' approaches and applications can be investigated.

Furthermore, this study would provide some pedagogical implications, which help EFL teachers to understand the impacts of students' perceptions in regards to gender and teaching effectiveness in learning process. To specify, preparedness and good communication skills with students are foregrounded via this study. Thus, in further studies, these pedagogical implications could be investigated within a detailed scope to gather comprehension of male and female EFL teachers' or lecturers' thoughts and perceptions of teaching efficacy in class.

Lastly, as it was discussed in literature, gender and its importance in society, societal constructs, and societal roles have become much more important nowadays. Their aspects in the classroom and how teachers and lecturers are perceived by their students of different genders can be studied to both fill in the gap in literature and to bring awareness to the topic of gender.

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APPENDICES

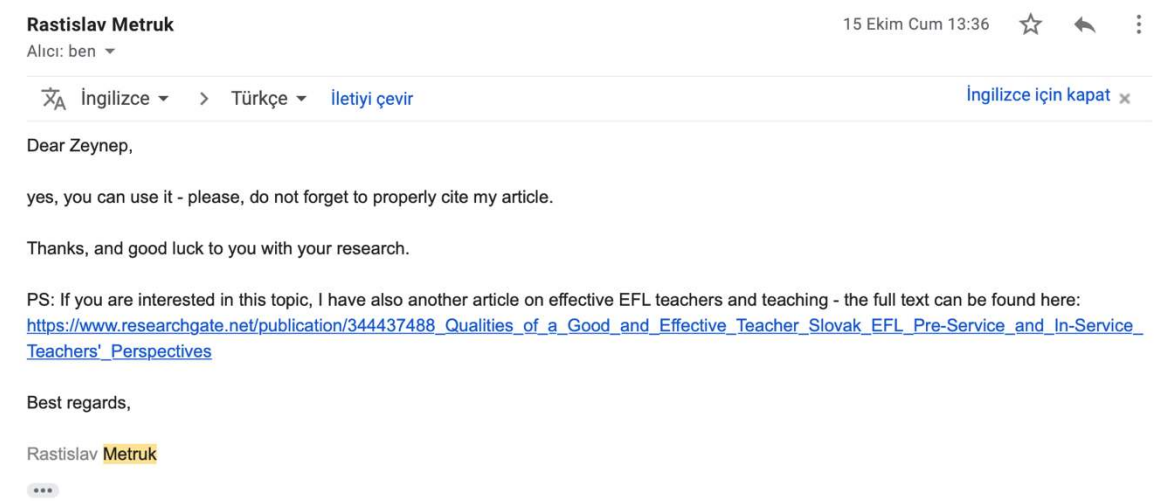
APPENDIX 1: METRUK (2021)'S QUESTIONNAIRE

On a scale of 1 to 4, please, indicate the importance of the following teacher characteristics by choosing the relevant number. THERE ARE NO RIGHT OR WRONG ANSWERS, JUST THOSE THAT ARE RIGHT FOR YOU!

1 = unimportant, 2 = slightly important, 3 = moderately important, 4 = very important

Item	A good and effective EFL teacher is someone who should:	Importance			
1.	Be well prepared for each lesson.	1	2	3	4
2.	Be able to provide clear instructions for tasks.	1	2	3	4
3.	Be able to present content to students in a meaningful way.	1	2	3	4
4.	Personalize his/her teaching to students' lives, needs, concerns, goals, and interests.	1	2	3	4
5.	Give a reasonable amount of homework/home assignments.	1	2	3	4
6.	Provide opportunities to use English through meaningful tasks and activities.	1	2	3	4
7.	Facilitate learners' responsibility and autonomy.	1	2	3	4
8.	Be up-to-date (e.g. use the Internet and recent technologies in teaching).	1	2	3	4
9.	Make learning fun.	1	2	3	4
10.	Know English culture well.	1	2	3	4
11.	Teach English in English - use as little L1 (mother tongue) as possible.	1	2	3	4
12.	Establish clear classroom rules that everyone understands and obeys.	1	2	3	4
13.	Be upbeat (positive and enthusiastic; making you feel that the future will be good).	1	2	3	4
14.	Employ plenty of pair work and group work in which his/her learners can practice English.	1	2	3	4
15.	Teach how to learn English outside the classroom (teach language learning strategies).	1	2	3	4
16.	Arouse students' motivation for learning English.	1	2	3	4
17.	Diagnose learners' learning problems.	1	2	3	4
18.	Manage the class time well and use the time efficiently.	1	2	3	4
19.	Be creative; use various methods and techniques in teaching.	1	2	3	4
20.	Teach English adapted to students' English proficiency levels.	1	2	3	4
21.	Actively listen to student's opinions and let them express themselves.	1	2	3	4
22.	Be helpful to students inside and outside the classroom.	1	2	3	4
23.	Support the notion that fluency is somewhat more important than accuracy.	1	2	3	4
24.	Help students develop self-confidence in order to learn English well.	1	2	3	4
25.	Be fair and correct (within feedback, giving turns, attending to individual differences).	1	2	3	4
26.	Be disciplined and punctual.	1	2	3	4
27.	Be knowledgeable (have the subject matter knowledge and have the pedagogical knowledge).	1	2	3	4
28.	Be flexible.	1	2	3	4
29.	Be neat and tidy in appearance.	1	2	3	4
30.	Be available for students.	1	2	3	4
31.	Be open to constructive criticism.	1	2	3	4
32.	Show interest in students (e.g. by remembering their names, etc.) and their learning.	1	2	3	4
33.	Have good communication skills.	1	2	3	4
34.	Have a high level of English proficiency.	1	2	3	4
35.	Be patient (allow for students' questions, comments, and participation).	1	2	3	4
36.	Build a positive relationship with students but focus on retaining a professional distance.	1	2	3	4
37.	Be polite and respect the personality of students.	1	2	3	4
38.	Not lose temper and get angry.	1	2	3	4
39.	Establish a relaxed atmosphere in the classroom.	1	2	3	4
40.	Monitor progress and provide learners with useful and constructive feedback.	1	2	3	4
41.	Have a university degree in Teaching English as a Foreign Language.	1	2	3	4
42.	Have more than five years' experience of English teaching.	1	2	3	4
43.	Be familiar with the social and cultural background of learners.	1	2	3	4
44.	Be aware of the current teaching techniques.	1	2	3	4
45.	Know how to assess learners' performance reasonably, correctly, and fairly.	1	2	3	4
46.	Regard errors as an inseparable part of the learning process; self-correction is encouraged.	1	2	3	4
47.	Have good and effective classroom management skills.	1	2	3	4
48.	Vary class interaction strategies (e.g. use group and pair work, drama, role-plays, debates, etc.).	1	2	3	4
49.	Be able to assess learners' strengths and weaknesses.	1	2	3	4
50.	Speak audibly and clearly.	1	2	3	4
51.	Be able to explain unfamiliar concepts in various ways.	1	2	3	4
52.	Come to class on time and finish on time.	1	2	3	4
53.	Be able to cooperate with colleagues to improve the current teaching practices.	1	2	3	4
54.	Be confident and have self-control.	1	2	3	4
55.	Have a positive attitude towards change and innovation.	1	2	3	4
56.	Participate in teacher professional growth events such as seminars, workshops, conferences, etc. in order to develop professionally.	1	2	3	4
57.	Be ready to learn new methods and teaching strategies.	1	2	3	4

APPENDIX 2: APPROVAL OF RASTISLAV METRUK FOR ADOPTING AND ADAPTING THE QUESTIONNAIRE



APPENDIX 3: ADAPTED QUESTIONNAIRE

Dear Participant,

I am a postgraduate student at Başkent University. I am writing my thesis titled “The Investigation of the Perceptions of Senior Year Pre-Service ELT Students Towards the Effectiveness of Lecturers at Universities”. This study aims to determine the perceptions of senior year ELT students’ perceptions towards their professors’ effectiveness based on their gender, in particular.

I would like your consent to participate in this research study. No identifying information is required from you in the study. I would like to get your consent to the terms and conditions listed below:

- I agree to participate in this study voluntarily.
- I know that I am able to decline to answer a question or end my participation in this study any time.
- I know that there are no foreseeable risks or benefits to me for participating in this study.
- I know that my confidentiality will be maintained.
- I know that the survey data collected will remain anonymous and be used for the sole purpose of the research study.
- I confirm that I have read and understood the explanations.
- If they are acceptable, please indicate so by replying to the following questions.

Kind regards,

Zeynep Dingiloğlu

MA Candidate

What is your gender?

☐ Male ☐ Female ☐ Non-binary ☐ Other (Please state):

On a scale of 1 to 4, circle the option that best suits you in terms of your perceptions of **male / female lecturers**.

1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree

Item	An effective EFL teacher is someone who	Options			
1	Is well prepared for each lesson.	1	2	3	4
2	Is able to provide clear instructions for tasks.	1	2	3	4
3	Is able to present content to students in a meaningful way.	1	2	3	4
4	Facilitates learners’ responsibility and autonomy.	1	2	3	4
5	Is up-to-date (e.g. use the Internet and recent technologies in teaching).	1	2	3	4
6	Makes learning fun.	1	2	3	4
7	Establishes clear classroom rules that everyone understands and obeys.	1	2	3	4
8	Arouses students’ motivation for learning English.	1	2	3	4

9	Is creative; uses various methods and techniques in teaching.	1	2	3	4
10	Actively listens to students' opinions and let them express themselves.	1	2	3	4
11	Is helpful to students inside and outside the classroom.	1	2	3	4
12	Is disciplined and punctual.	1	2	3	4
13	Is flexible.	1	2	3	4
14	Is neat and tidy in appearance.	1	2	3	4
15	Is open to constructive criticism.	1	2	3	4
16	Shows interest in students (e.g. by remembering their names, etc.) and their learning.	1	2	3	4
17	Has good communication skills.	1	2	3	4
18	Is patient (allows questions, comments, and participation).	1	2	3	4
19	Is polite and respects the personality of students.	1	2	3	4
20	Doesn't lose temper and get angry.	1	2	3	4
21	Establishes a relaxed atmosphere in the classroom.	1	2	3	4
22	Knows how to assess learners' performance reasonably, correctly, and fairly.	1	2	3	4
23	Has good and effective classroom management skills.	1	2	3	4
24	Is confident and has self-control.	1	2	3	4
25	Has a positive attitude towards change and innovation.	1	2	3	4

APPENDIX 4: INTERVIEW QUESTIONS

1. What do you do to get to know your students better? Do you do a needs analysis?
2. Are you interested in your students' interests and their background?
3. How do you manage your classes?
4. How do you organize class time? Do you think you are effective?



APPENDIX 5: RESEARCH APPROVAL

Evrak Tarih ve Sayısı: 21.02.2022-105145



Sayı : E-17284067-605.01-105145
Konu : Anket İzni (Zeynep Dingiloğlu) Hk.

21.02.2022

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 21.02.2022 tarih ve 104097 sayılı yazınız.

Fakültemizden ilgi yazı ile istenilen, Enstitünüz İngiliz Dili Öğretimi Tezli Yüksek Lisans programı öğrencisi Zeynep Dingiloğlu 'un , "Son Sınıf Hizmet Öncesi İngilizce Öğretmenliği Öğrencilerinin Üniversitelerdeki Öğretim Elemanlarının Etkililiğine Yönelik Algıların İncelenmesi" adlı tez ilgili çalışmasının Fakültemiz Yabancı Diller Eğitimi Bölümü İngilizce Öğretmenliği Programı 4. sınıf öğrencilerinde anket çalışması uygun görülmüştür.

Gereği için bilgilerinize rica ederim.

Saygılarımla

Prof. Dr. Sadegül AKBABA ALTUN
Dekan

Bu belge, güvenli elektronik imza ile imzalanmıştır.

APPENDIX 6: ORIGINALITY REPORT

ORJİNALLİK RAPORU

% **13**
BENZERLİK ENDEKSİ

% **11**
İNTERNET KAYNAKLARI

% **6**
YAYINLAR

% **3**
ÖĞRENCİ ÖDEVLERİ

BİRİNCİL KAYNAKLAR

1 files.eric.ed.gov % **3**
İnternet Kaynağı

2 www.asianinstituteofresearch.org % **1**
İnternet Kaynağı

3 Faisal Al-Maamari, Rahma Al-Mahrooqi. "Chapter 7 Student Evaluation of Their English Language Teachers in Omani Basic Education Schools", Springer Science and Business Media LLC, 2018 <% **1**
Yayın

4 acikerisim.baskent.edu.tr <% **1**
İnternet Kaynağı

5 Emrah Ekmekçi. "Pursuing a standardized content of a CALL course for pre-service EFL teachers: the procedure, impacts, and reflections", Computer Assisted Language Learning, 2021 <% **1**
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6 kafkas.edu.tr <% **1**
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