

T.C.
UNIVERSITY OF GAZİANTEP
GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**STUDENTS' PERCEPTIONS OF EFFECTIVE TEACHERS'
BEHAVIOR**

MASTER'S OF ART THESIS

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Students' Perceptions of Effective Teachers' Behavior

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ABSTRACT

STUDENTS' PERCEPTIONS OF EFFECTIVE TEACHERS' BEHAVIOR

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The relationships between the teachers and the students are the basis of teaching and learning process. While people are learning a foreign language, they need a teacher to facilitate teaching and learning process and to lead them reach their educational objectives. Thus, effectiveness of the teacher has big influence both on learners and on process of teaching and learning.

In this research, it was aimed to find out the "Effective Teachers' Behavior (ETB)" used by the teachers in preparatory classes of Higher School of Foreign Languages in University of Gaziantep (HSFLUG). This study was carried out from students' perspective since they are at the core point of the teaching/learning process.

The present study was conducted in the middle of the fall semester of 2008-2009 academic year. 170 preparatory students at HSFLUG (n= 56 females and n= 114 males) participated in the study whose age ranged between 17 and 25. The data were collected through a developed questionnaire which had thirty-five items. The reliability of the questionnaire was .96.

The data analyses were conducted by descriptive and inferential statistics. The analysis of the questionnaire disclosed that to what extent teachers have each behavior. Chi-square was applied for each item and it was understood that there were no significant difference between the English proficiency level of students and the way they evaluated their teachers. Significant difference was found only for eight items. Students' success was correlated with the scores that they gave to their teachers ($r = -.063$ and $.411$). As a result, no significant relationship between students' success and teachers' effectiveness was found. It was found that effective teachers' behavior does not effect on students' success ($t=14.87$ and $p= .62$).

Key words: Effective teachers, Teachers' behavior, Students' view

ÖZET

ÖĞRENCİLERİN ALGILAMASIYLA ETKİLİ ÖĞRETMEN DAVRANIŞLARI

AKIL, Eyyup

Yüksek Lisans Tezi, İngiliz Dili Eğitimi ABD

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Öğretmen ile öğrenci arasındaki ilişki öğretme ve öğrenme sürecinin temelini oluşturmaktadır. İnsanlar yabancı dil öğrenirken, öğrenme ve öğretme sürecini kolaylaştırıcı ve onları eğitimdeki hedeflere ulaşmada yol gösterici bir öğretmene ihtiyaç duyarlar. Bundan dolayı, hem öğrenci üzerinde hem de öğrenme- öğretme süreci üzerinde etkili öğretmenin etkisi büyüktür.

Söz konusu çalışmada, Gaziantep Üniversitesi Yabancı Diller Yüksek Okulu hazırlık sınıflarındaki öğretmenlere yönelik “Etkili Öğretmen Davranışları”nı belirlenmesi amaçlanmıştır. Öğrenme-öğretme sürecinin merkezinde öğrenciler olduğu için, bu çalışma öğrencilerin bakış açılarına göre yapılmıştır.

Çalışma, 2008-2009 akademik yılı sonbahar dönemi ortasında uygulanmıştır. Gaziantep Üniversitesi Yabancı Diller Yüksek Okulunda bulunan, yaşları 17 ile 25 arasında değişen 170 öğrenci katılmıştır (56 kız ve 114 erkek). Araştırmada veriler, 35 önermeden oluşan bir sormacayla toplanmıştır. Anketin güvenilirlik değeri .96 olarak bulunmuştur.

Veri analizi betimsel ve çıkarımlarla gerçekleştirilmiştir. Anketin analiziyle, öğretmenlerin söz konusu her bir davranışa ne düzeyde sahip olduğu ortaya çıkarılmıştır. Ki-kare uygulamasıyla her bir madde için, öğrencilerin İngilizce yeterlilik seviyeleri ile öğretmenlerini değerlendirmeleri arasında istatistiksel olarak anlamlı bir farklılık olmadığı incelenmiştir. Sadece sekiz madde de fark bulunmuştur. Öğrencilerin başarıları, öğretmenlerine verdikleri puanlamalara ilişkilendirilmiştir ($r = -.063$ ve $.411$). İlişkilendirme sonucunda, akademik başarı ile öğretmen etkililiği arasında istatistiksel olarak anlamlı bir ilişkinin olmadığı sonucuna varılmıştır. Etkili öğretmen davranışlarının öğrencilerin başarıları üzerinde etkisi olmadığı sonucuna varılmıştır ($t=14.87$ ve $p= .62$).

Anahtar kelimeler: Etkili öğretmen, Öğretmen davranışı, Öğrenci görüşü

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1. INTRODUCTION

1.1. PRESENTATION

This chapter introduces detailed background information about effective teachers' behaviors from students' perspectives. Also, this chapter explains the problem of the study, outlines the purpose and significance of the study, states the research questions and the hypotheses, and introduces the limitations and assumptions of the study.

1.2. BACKGROUND OF THE STUDY

In today's world, with great changes and fast-paced developments, it is really hard to be successful with knowing one language. In our world, everything changes very rapidly, and it is really difficult to follow all the developments and improvements without knowing a foreign language. We need a foreign language in most part of the life such as medical, engineering, art, and most of the other departments in order to understand and follow the improvements that are being made. Even in daily life, we need a foreign language to read the descriptions of import products. Also, Aküzel adds that

“In today's world which we can say that entrance to information and communication age, to follow the improvements and renewals, to examine the researches in the original language which it is carried out, to get maximum benefit from mass media tools, to progress economics relations and tourism, and necessity for knowing the different cultures, make the learning a language as a must”. (2006:1)

Because of the reasons stated above, most of the people are trying to learn a second, even third and more, language(s). But, which language do people learn as a second language?

For many, English should be learned, firstly, as a foreign language because there are lots of articles around the world which are written in English. No matter what the writers' native languages are, they prefer writing in English to be read by most people throughout the world. Besides, most of the trade agreements among the countries are, also, in English. Even if there is no force to learn English as a second language, the necessity of knowing English as a second language is accepted. Below quote shows that Copage and others underline this necessity.

“At the beginning of the twenty-first century 400 million people speak English as first or native language, mainly in Britain, the USA, Canada, Ireland, Australia, New Zealand, and South Africa. English is also an official second language in over 70 countries. There are about 1.5 billion people who can communicate in English.”
(2002:8)

In that case, a question arises in our minds: How can one learn English? There are many techniques and principles to learn English well, for instance, GTM (the grammar translation method), the direct method, the audio-lingual method, the silent way, suggestopedia, and some others (Larsen-Freeman, 1985). We know that we have a lot of methods and techniques to teach and learn English, but the most important factor is how and when we apply these techniques. While people are learning English, they need a teacher to facilitate the learning process and to lead them reach their educational objectives. Language teachers must make decisions all of the time (Larsen-Freeman, 1985) to decide when and how they imply these techniques.

The relationships between the teachers and the students are the basis of learning and education (Vural, 2004). Throughout history, lots of researches were carried out to enhance this relationship positively. “Teachers are the most important part of education” (Kaya, 2003) among the other components of it. Turkish Ministry of Education claims that first of all each of the teachers is supposed to have three features; general knowledge, pedagogics formation, and knowledge of special studies education (Milli Eğitim Bakanlığı, 2002:10). To be successful it is not enough to have knowledge and formation for teaching; additionally, one should be capable of having knowledge about the culture of the society, experiencing teaching (Ertuğrul, 2003).

Teachers have a powerful, long-lasting influence on their students. This influence can be either positive or negative. But, they directly affect how students learn, what they learn, how much they learn, and the ways they interact with one another and the world

around them (Stronge, 2002). We can easily remember our primary school teachers and what we did together. Teachers have such an influence on students that we cannot forget their attitudes and behaviors even decades have passed.

Eide (2004) said “improve the quality of teachers to increase student learning”. According to above quote, we can say that the better qualities a teacher has the more learning students have. But, who is an “effective teacher”, then? Afyon (2005) expressed that effectiveness is an elusive concept when the complex task of teaching is considered. This is why there are many researchers who believe that it is impossible to give a universal description of an effective, good teacher. As it is understood from the study, effectiveness of teachers is close to the term “good teacher” and “ideal teacher”. Tatar answers that

“Effective teacher is good at organization, uses time effectively, helps students to overcome their problems, gives more importance on reward, and his/her decisions are very appropriate.”
(2004)

According to his definition, effective teacher is not someone who just gives all the information students need. He/she is someone who has multiple skills to model the all the students as a leader. As teachers grow professionally, their instructional expertise increases, and they become more effective at various aspects of teaching (Stronge, 2004). Similar to Tatar’s (2004) definition, Murphy’s (2004) study revealed that “good teachers are caring, patient, not boring, polite, and organized”. Another definition Stronge (2004) made is that “effective teachers know their students and how to communicate with them, both individually and collectively”.

Keskinkılıç (2007) answers that effective teacher is someone who know how to educate people and how to solve the problems during the education. Without question, if you are dealing with people, you will inevitably face with different problems. Whenever a problem occurs, teacher effectiveness is the important factor that directly affects how this problem will be solved. If the teacher is effective enough s/he will not have any difficulties in overcoming this problem. Besides, students imitate their teachers’ behaviors. They try to speak, behave and wear similar to the way their teachers do. On account of the fact that they have so much interest towards their teachers, “an ideal teacher must be a good model and a guide for his/her students” (Doğruer, 2007). Yüksel (2003) says effective teacher enables students to develop themselves according to the

future and gain the objectives and features stated in the schedule effectively and productively.

Also, “great teachers remain intellectually alive and open to responsible change grounded in theory, research, and practice” (Scherer, 2003). Since everything changes very rapidly, it is almost an obligation for a teacher to keep up with these improvements according to above quote. Along with these definitions, Darling-Hammond and Baratz-Snowden defines the effective teacher as follow;

“Effective teachers use many different tools to assess how their students learn as well as what the students know. They use this information to help all students advance from where they are to where they need to be. They carefully organize activities, materials, and instruction based on students’ prior knowledge and level of development so that all students can be successful. They know what conceptions students bring with them about the subject and what misconceptions are likely to cause them confusion—and they design their lessons to overcome these misinterpretations. They adapt the curriculum to different students’ needs— for example, making content more accessible for students who are still learning English and for those who have special educational needs”. (2005:112)

We can conclude from definitions stated above that there is not a certain definition for “effective teacher” or “teacher’s effectiveness”. Scherer (2003) claims that “no one can produce a complete and definitive list of the characteristics of great classroom teaching”. We can say that it is a combination of features like communication skills, classroom management, leadership, and so on. Yüksel stated in his studies that “effective teachers” have some behaviour like;

- He/she is closely interested in students and classroom activities.
- He/she is patient.
- He/she is objective and fair.
- He/she is cheerful and optimistic.
- He/she has self-control.
- He/she has respectful and friendly relationship with his/her students.
- He/she helps the students voluntarily.
- His/her instructions are understandable and clear.
- He/she is active and full of motivation.
- He/she guesses the students’ needs and individual differences. (2003:315)

Hativa et al. (2001) stated that only a few strategies were highly used by all teachers. For instance, the use of good/proper examples and illustrations, simplifying explanations, speaking intelligible and avoiding making errors are some of these

common strategies. They concluded that each teacher has his/her own profile of strategies that he or she applies in class and that contributes to teaching effectiveness.

Each of the teachers and students has different physical and psychological features; thus, each of the teachers uses different techniques and behaves differently according to their classes. While some techniques working in a class it may become useless in another one and, we think, that is why there are so many different definitions for effective teachers and their behaviors. It is nearly impossible to find a universal description of effective teaching or effective teacher, like Webb (2005) stated, “the basic guidelines of effective teaching can be communicated”.

1.3. STATEMENT OF THE PROBLEM

“A teacher shouldn’t be satisfied with just giving information about the course” (Çaglayan, 2004); in addition, teachers are supposed to deal with students’ classroom and out of classroom needs so they need to be ready to help their students in order to develop themselves. Bilge (2003) expressed that a well qualified society consists of people who have knowledge and know how to reach this knowledge, and also, practice their knowledge by solving problems and producing new knowledge. Thus, good teachers’ roles are to lead students achieve these knowledge without wasting their resources.

In the light of the fact that “effective teachers’ behaviors” have a big impact on learning, each of the teachers ought to know how they can make their lessons effective and should know how to organize his/her courses by considering their students’ expectations. “When students’ needs and expectations are ignored, teaching and learning process does not give any benefit” (Kaya, 2003). From our observations, we can state that if a student likes his/her teacher, he/she starts to like the course as well. Hence, we believe that teachers have important impact on learners, especially foreign language teachers, because, most of the learners have negative prejudice towards learning foreign languages. From this consideration, “effective teacher” is someone who helps their learners to overcome this negative prejudice towards learning a foreign language and maximize the learning.

Vural (2004) claimed that if the relationship based on action and verbal between teacher and the students is good, there will be a positive learning atmosphere. If the relationship is bad, you cannot reach educational objectives. As a result, teachers are supposed to build good relationships with their students. By investing time on preparing for class, going over student work, meeting students outside of class, talking to parents, attending school meetings, and serving on school committees a great teacher indicates to students that she/he sincerely cares about their learning (Scherer, 2003). Scherer revealed that teachers are responsible with not only with students' classroom activities but also out of classroom activities like organizing competitions, trips, and taking part in social committees. Also, teachers are supposed to have good communication with students' parents.

According to our experiences, it is observed that the language learners are extremely influenced by teachers' behaviors. A teacher's behavior can cause learners either positive or negative. This is the fact that whether a teacher has ETB (Effective Teachers' Behaviors) or not is a significant factor in enhancing language learning process. All teachers evaluate themselves, but most of them do it subconsciously and informally (Nikolic, 2000). Thus, we aimed to find out the "effective teachers' behavior" used by the teachers in preparatory classes of Higher School of Foreign Languages in University of Gaziantep (HSFLUG) through carrying out this research.

Good language teachers take the time to get to know their students and their environment, and they treat students with respect (Murphy et al, 2004) in order to help their students enjoy learning a foreign language. Beishuizen and others (2001) stated that it is really essential to explore what students think about good teachers. Consequently, this study was carried out from students' perspective due to the fact that they are at the core point of the teaching/learning process.

Since people have negative attitude towards foreign languages, we, more strikingly, need "effective teachers" who make the learning effective, attractive, and easy. Arikan (2010) expresses that "teacher effectiveness is one of the most profound factors affecting the quality of the language learning process". Hence, the premise issue of "effective teachers' behaviors" is worth being researched.

1.4. PURPOSE AND SIGNIFICANCE OF THE STUDY

We aimed to find out the “effective teachers’ behavior” used by the teachers in preparatory classes of Higher School of Foreign Languages in University of Gaziantep through carrying out this research. Beishuizen and his friends (2001) said that “it is important to find out what students think about good teachers”. This study was carried out from students’ point of view since they are at the core point of the teaching/learning process. As people have negative attitude towards foreign languages, we, more strikingly, need “effective teachers” who make the learning effective, attractive, and easy.

Another point that we wanted to learn through carrying out this research is whether there are any differences between the students’ level of proficiency and their evaluation of teachers. Additionally, we intended to find out whether there is a relationship between success and teacher effectiveness. Finally, we tried to find out whether teacher effectiveness has any effect on students’ success.

1.5. STATEMENT OF RESEARCH QUESTIONS AND HYPOTHESIS

1.5.1. Research Questions

Research Question # 1 To what extent, do students at HSFLUG think that their teachers have effective teachers’ behavior?

Research Question # 2 Is there a significant difference between students’ proficiency levels and evaluation of their teachers’ effectiveness by means of effective teachers’ behavior?

Research Question # 3 Is there any relationship between the students’ success and the way they assess their teachers?

Research Question # 4 Does effective teachers’ behavior affect students’ success?

1.5.2. Hypothesis

Hypothesis for Research Question # 2 There is not a significant difference between students’ proficiency levels and evaluation of their teachers’ behavior by means of effectiveness.

Hypothesis for Research Question # 3 There is a relationship between the success and ETB. In other words, there is a relationship between effectiveness of the teachers and students' success.

Hypothesis for Research Question # 4 Effective teachers' behavior affects students' success.

1.6. ASSUMPTIONS OF THE STUDY

At the beginning of the academic year, students' English language proficiency levels were determined by a proficiency test. This standard proficiency test is assumed to be valid and reliable because piloting procedure is not carried out for test items. Moreover, validity and reliability analysis are not computed.

1.7. LIMITATIONS OF THE STUDY

This study has one remarkable limitation; the results achieved from this survey cannot be generalized. It is not possible to generalize the results of the survey to all English teachers because the research has been administered to the samples from University of Gaziantep. On the other hand, the results could shed light on similar levels and who are in similar environment. In other words, samples in this study were from three proficiency levels: intermediate (A level), pre-intermediate (B level), and elementary (C level). And their ages ranged between 17 and 25. Hence, although the sample size was adequate, it was not possible to select participants randomly from the population of nearly 1100 students.

2. REVIEW OF LITERATURE

2.1. PRESENTATION

This chapter explores features of Effective Language Teachers. Having important theoretical elements, ETB has inspired a great number of educationalists in various fields. Consequently, the concept has been used a great deal in academic studies.

The chapter introduces the literature about both behaviors and features of good and effective language teachers. Furthermore, it describes (1) characteristics features, (2) communicational quality, and some (3) other peculiarities of effective teachers such as classroom management, knowledge of the subject matter, and motivation.

2.2. FEATURES OF EFFECTIVE LANGUAGE TEACHERS

Is the teaching a profession or art? According to Özdemir (1996), this question has been debated for a long time. Both opinions have different groups of supporters. In respect of the people who consider teaching as art, aptitude, intuition, creativity, and inspiration are important. On the other hand, people who consider teaching as science find knowledge and skill to be superior.

Teachers are not only “the primary element of education” (Özden, 2005) but also “the ones who guide the individuals to change their behavior in order to add quality both the life of person and the society” (Sönmez, 2004). However, we can realize that teachers’ role changed during the previous ages. Bulut (2003) argued that while during the 18th and 19th centuries teachers’ moral characteristics were of utmost importance; however, today, teachers’ pedagogical abilities are considered to be of utmost importance. Özden (2005) explains the missions of the teachers as following:

“Teachers have the leading part to develop a country, socialize the students and to prepare them for life, convey the community’s culture and values to next generations, and provide the peace in the society. Teachers are the real architects of the society and experts who give shape to human personality.”(pp. 9-10)

Teachers are the most responsible people to enable a suitable learning and teaching atmosphere for their students. They are always expected to guide, help, and teach the pupils so as to prepare them for life and make students useful individuals for them and for society. Arikan and others (2008) indicate that it is essential to maintain a workforce of effective teachers who create positive learning spaces that are helpful to learning. Among many factors which help creating this positive atmosphere, the quality of the teacher is among the most vital.

“Good teachers are never satisfied with their teaching prowess: there remains a hunger to stretch, grow, and refine knowledge and pedagogy” (Helterbran, 2008). They incredibly seek for self-improvement and advancement. Needless to say, effective and good teachers maximize the profit of a course by using new techniques, methods, and approaches or they combine their own system in accordance with the level, age, sex, and the cultural background of their students.

As we stated before, it is really difficult to define effective and good teacher or there is not one and standard description for good teacher (Kızıltepe, 2002). Thus, we categorize the effective teachers’ behaviors/features into three groups: (1) personal characteristics of effective language teachers, (2) features from the point of communication, and (3) other features like motivation, classroom management and so on.

2.2.1. Personal Characteristics of Effective Language Teachers

We examine Effective Language Teachers’ Behaviors under three categories first of which is personal characteristics of effective language teachers. This category has six sub-categories: (1) being a good model, (2) sincerity, (3) patience, (4) honesty and reliability, and (6) fairness.

2.2.1.1. Being a good model

Özsoy (2004) alleges that “students copy their teachers’ behaviors not their statements. As teachers, “students imitate our behaviors whether we like it or not” (Goodwin and Coates, 1976), especially at the early stage of schooling. Hence, teachers should be careful about their attitudes when they are with their students. “Throughout

history, modeling has been a prevalent and effective method of instruction” (Polk, 2006). Thus, teachers’ speech should be consistent with their behaviors.

Teaching and learning doctrines do not back up the old saying “Do as I say, not as I do”. Teachers ought to be aware that they are taken examples by their learners (Özdemir, 2006). Teachers can enhance students’ success by modeling. Polk (2006) claims that modeling can be an effective technique for increasing student achievement or performance.

2.2.1.2. Sincerity

Another important element of effective teachers’ behavior is sincerity. No matter how old students are, they can easily understand whether a teacher act sincerely or not. Therefore, teachers should be aware of this fact in order not to lose their students’ confidence.

2.2.1.3. Patience

Students may violate the classroom rules, or cause some problems, or have inappropriate behavior. Moreover, they may disturb each other, or they don’t understand a topic. Good teachers are patient against these situations. Teachers should be able to clarify a subject matter again and again. They should listen to students’ demands, and should cope with the difficulties. And they also prevent getting frustrated all of a sudden (Erden, 2007). Effective language teachers should have the control of temper and anxiety in any situations; otherwise, they could cut off their communication with students, which affects students’ attitudes towards lesson in negative way.

2.2.1.4. Honesty and reliability

Trust is the basic component of communication between people. How much you rely on people opposite influences the dimension of communication. When students feel distrustful, they do not want to study (Özsoy, 2004). Students want to have confidence in their teachers in order to make up a relationship. On account of gaining students’ reliance teachers are supposed to be honest. If there is not honesty, there will not be reliability.

2.2.1.5. Fairness

Afyon (2005) explains that students aged between 10 and 16 consider bad teacher as someone who does not treat fairly. Students get irritated when one of them treated differently. They want their teachers to be fair. “Teachers do not interact differentially with particular groups of students” (Arends et al 2001). Above quote is correct without questioning. If a teacher ignores this rule, it influences the effectiveness of the teacher negatively.

Soydal (2006) alleges that the most unfavorable behavior which students give reaction is discrimination about students. Unfairness causes students feel humiliated. In her thesis, Afyon (2005) found that teachers who are firm but fair are favored by the students over others.

2.2.1.6. Enthusiasm

Attitude of the teacher reflect on his/her classroom; that is to say, if a teacher eager to teach, students will be enthusiastic to learn. “Effective teachers are enthusiastic toward the students they teach and can demonstrate this enthusiasm to their students” (Arends et al.2001). A teacher should explain the lesson vigorously, and even if s/he is tired, s/he does not let students understand it inasmuch as students does not have difficulty in distinguishing enthusiastic and unwilling teachers (Özsoy, 2004).

2.2.2. Effective Teachers’ Features by Means of Communication

The second category of Effective Language Teachers’ Behaviors is effective teachers’ features from the point of communication. It includes five sub-categories: (1) using students’ name, (2) using humor, (3) using effective body language, (4) speaking well, and (5) making fun of students.

2.2.2.1. Using students’ names

In his article, Webb (2005) explains twelve easy steps to become effective teaching assistant. One of his steps is learning students’ names. When a teacher calls his/her students with their names, students attend the course eagerly and greet their teacher outside of the classroom. Also, it facilitates the discussions in the classroom and out of the classroom.

Işılak and Durmuş (2004) strongly advise that teachers should learn their students' names as soon as possible and call them with their names; as a result of this, students think they are dignified and paid attention. Özsoy agrees the stated idea above. He claims (2004) that teacher should memorize students' names in his/her classes, and should manage to call students with their names.

2.2.2.2. Using humor

During the lesson, students sometimes may get bored. When a teacher realizes that they are bored, teacher should enrich lessons and make students relax by telling jokes and short stories without losing the control (Özsoy, 2004). Sense of humor is accepted a good communication skill when it is used on time and with an appropriate level (Işılak and Durmuş, 2004). Lessons full of humor gives students unessential impression. On the other hand, lessons without any humor are tiresome for students. A good sense of humor turns unexciting course into an enjoyable one.

Cruickshank and his friends (2003) state that humor can defuse tension, communicate the teacher's security and confidence, promote trust, and reduce discipline problems. It helps the teacher to prevent problems before they occur. Moreover, it has the effects that lessen the temper and anxiety (Işılak and Durmuş, 2004).

In general, while humor can happen spontaneously, effective teachers use it on purpose to make the lesson entertaining. Erden (2007) illustrates that teachers who have the sense of humor are beloved by their students, and with this ability they make the course enjoyable.

Özsoy (2004) warns that teacher should laugh when it is necessary; however, never be cavalier and loose out the control. Furthermore, if the teacher does not use humor when necessary, it may cause him/her to be understood as a boring teacher by the students.

2.2.2.3. Using effective body language

People communicate with each other verbally, non-verbally, or both. Non-verbal messages are given by means of our body language (Altıntaş and Çamur, 2005). There are some other ways to convey our messages non-verbally together with body language. These ways are our clothes and accessories, colors we choose, and our friends (Kaşıkçı,

2006). These non-verbal ways signal some ideas about a person. For example, you may sense a person's financial situation from the way they dress.

Another important element of non-verbal communication is the eye contact. In non-verbal communication, the first connecting point is the eyes (Özer, 2002). As a teacher, you can control your students by checking them with your eyes, or you can show your anger by frowning, or you can demonstrate your approval by blinking. Özsoy (2004) expresses that when a teacher comes into the classroom, s/he should establish communication very quickly. Then, s/he should enable eye contact as many students as possible since it is the first step of effective communication. Eye contact not only points out that you pay attention to the person but also means your sayings are vital (Işılak and Durmuş, 2004).

If the people try to tell a lie, the body language discloses it. Body language reveals the real feelings of the people opposite (Dicleli and Akkaya, 2000). Consequently, it is better to understand and use body language effectively.

2.2.2.4. Speaking well

In order to build effective communication, it is important to use clear and easy, and understandable language (Demirel, 2008). Teachers are supposed to use fluent and clear language. Also, they are expected to use intonation and stress. Işılak and Durmuş (2004) advise that teachers should use an appropriate tone but they shouldn't sink into monotony. The way a teacher speaks is directly influences teacher effectiveness. "Teachers who are verbally fluent and who can present their ideas clearly to students are more effective than teachers who are vague" (Arends et al. 2001).

2.2.2.5. Not making fun of students

Students are sensitive when they are with their friends. Thus, teacher should avoid sarcasm or cynicism, and be extremely careful about teasing students (Cruickshank et al.2003). Özsoy (2004), teachers who make fun of students or humiliate them impel students to find solutions for their problems out of the classroom.

2.2.3. Other Positive Features of Effective Teachers

The last category of Effective Language Teachers' Behaviors is other positive features of effective teachers. This category is formed by four sub-categories: (1) classroom management, (2) knowledge of subject matter, (3) motivation, (4) and feedback.

2.2.3.1. Classroom management

In the past, it was accepted that classroom management was authority of teacher, and it was based on disciplinary. Today, however, it is explained that classroom management is enabling an atmosphere which provides teaching and learning (Demirel, 2004). "Traditionally, classroom management has been focused on how teachers react after students' misbehave" (Cruikshank et al.2003). Yet, it is explored that classroom management cannot be so narrow. Together with this definition, it includes arrangement in the classroom, rules, and procedures. Cruikshank and others (2003) express that classroom management consists of all the provisions and procedures a teacher uses to create and maintain a classroom environment in which teaching and learning can occur.

We believe that classrooms require rules and procedure in order to govern important activities. And these rules should be specified what students are expected to do and what they are not to do (Arends, 2000). Teachers definitely compose these rules with their students to prevent violation. Because, when students involve in ruling, they may feel that they need to obey these rules.

Another important point is classroom arrangement. Good managers carefully organize their classrooms so as to minimize disturbances, provide students with a sense of confidence and security (Sodker and Sodker, 2003). Over and above, teachers should guide students to overcome classroom problems by themselves. Arend (2000) support this with the following quote: "effective teachers find ways to reduce management discipline problems by helping students learn self-management".

It is beyond the doubt that classroom management is one of the most vital elements of teaching and learning process. Thanks to classroom management, teacher can increase the time for teaching and decrease the time for unessential tasks (Özsoy, 2004). As a result, we can say that language teachers should pay enough attention to classroom management because it directly influences effectiveness of teachers.

2.2.3.2. Knowledge of the subject matter

Knowledge of the subject matter includes the information related with the course a teacher processing. If a teacher has sufficient amount of knowledge, he/she feels secure and confident. The deeper a teacher's knowledge, the more competent he/she to plan lessons tied to students' prior knowledge and to explain subject matter in ways students can understand (Arends et al. 2001).

"Knowledge of the subject they teach seems intuitively to be an important attribute of effective teachers" (Cruickshank et al. 2003). Another implication of teacher effectiveness is to have the knowledge of the subject matter. A teacher should know the subject of the lesson properly that he/she teaches (Erden, 2007) not because he/she transfers the information to students but because he/she should manage the classroom without any problems.

Cruickshank and his friends (2003) declare that knowledge of the subject is useful when it is integrated with knowledge of pedagogy and knowledge of learners. As a result, teachers are supposed to know subject matter and supply it with related fields. In this point, Erden (2007) argues that a teacher should follow the improvements and innovations in his/her subject field.

2.2.3.3. Motivation

Epstein and Rogers (2001) says that motivation is an internal state of arousal that often precedes behavior. As it has been described above, a motivated person behave willingly, which comes from inside. Arends (2000) suggests that no single dramatic event will produce motivation. He adds that many ingredients make up a student's motivation to learn. For instance, while you are teaching, you may use not only visual but also audio materials in order to stimulate your students. Together with them, you may use audiovisual materials for the sake of students' motivation. Unmotivated students do poor work or no work, learn very little, and often behave in irresponsible or disruptive ways; on the other hand, motivated students do quality work, learn well, and behave responsibly (Erwin, 2004).

A variety of factors some of which we can control and some of which we can't generate motivation (Epstein and Rogers, 2001). These factors are explained below:

- “Challenges: Some people are motivated by challenges others are scared of them.
- Friendship: Companionship and camaraderie produce that great feeling of wanting.
- Kindness: Some people will do anything for a kind word and for some decent treatment.
- Security: Most people want to feel safe and secure.
- Authority: A few people are highly motivated by power.
- Independence: Some of us value autonomy, ownership, and independence above everything else.
- Pleasant Environment: Many people need colors, sounds, and textures of the workplace to feel right.
- Creative Expressions: Welcome new ideas.
- Meaning: For some, the quest for meaning is the greatest motivate of all.” (pp. 4-10)

As above quote reveals, there isn't one resource of motivation. In different situations, each individual can be motivated in varied ways by their teachers. We can be good at motivating our students, yet does this motivation long last? According to our observations, motivation doesn't generally continue long. Whereas, Arends and his friends (2001) strongly allege that warm and caring teachers are better at motivating students to work harder and to persevere on academic tasks for longer periods of time.

Effective teachers have a personality that motivates and stimulates students (Cruickshank et al. 2003). Most of the time, they don't have any problems about motivation because of their experiences and efficiency. They refresh the students' motivation without any difficulties.

2.2.3.4. Feedback

Feedback is commonly used in educational terminology? Demirel (2004) defines feedback as informing the students whether they have behaved according to the purpose of education or whether they have gained the aimed behavior or not. Students can improve themselves in the classroom by getting feedback from their teachers.

Effective language teachers give feedback in different ways. Şenel (2006) states that teachers give feedback on oral work and on written work through writing; and although there are occasional situation where teachers may do it the other way round, for example, discuss an essay with student in a one-to-one tutorial, or write a letter providing feedback.

Generally, feedback is given at the end of the each part of teaching-learning process, and it reveals what students have learned and what have not (Demirel, 2004).

On account of this, feedback enable teachers to help students compensate inadequate part of their courses. Teachers should give detailed enough feedback because it impresses students' accomplishment. Since achievement is likely to increase when students get clear, specific, productive feedback about their answers, it is important for teachers to reduce "OK" reaction and to be more varied and specific in the feedback they provide (Sadker and Sadker, 2003).

3. METHODOLOGY

3.1. PRESENTATION

The goal of the study was to portray the Effective Language Teachers' Behaviors. Furthermore, it intended to find out what students think about good and effective teachers' behavior. A descriptive study has been conducted so as to succeed this goal. This chapter provides an overview of the research questions, research design, participants and setting, procedures, instruments and data analyses.

3.2. RESEARCH DESIGN

Since our aim was just to show the Effective Language Teachers' Behaviors in Higher School of Foreign Languages in University of Gaziantep, we used descriptive research method. "Descriptive research is used to describe systematically the facts and characteristics of a given population or area of interest, factually and accurately" (Ekmekçi, 1997).

In our research, the researcher has conducted a descriptive analysis to understand what 170 students of Higher School of Foreign Languages in University of Gaziantep (HSFLUG) think that their teachers have Effective Language Teachers' Behavior. Moreover, it attempts to discover whether there are any differences between the students' level of proficiency and their evaluation of teachers.

The data was collected through questionnaire which is a measurable instrument, and the data was analyzed quantitatively. Data analyses give information on the extent of Effective Teachers' Behaviors. To accomplish the objectives of the study, we used the information that was gathered via questionnaire and observations.

3.3. RESEARCH POPULATION AND SAMPLING

In this investigation, 170 students participated from a student population of about 1090 preparatory level students at Higher School of Foreign Languages in University of Gaziantep (HSFLUG). According to our observation the students' ages vary from 17 to 25 years old. Most of the students were studying different branches of engineering and some were medicine. In terms of gender, 56 of the participants were female students and 114 of them were males.

While determining all our subjects, we used random cluster sampling method. The participants were chosen from three different English language proficiency level groups: Level A, Level B, and Level C. At the very beginning of the education year, students are conducted a placement test assumed valid and reliable. Level A students are regarded as Intermediate level learners of English language, Level B students as Pre-intermediate, and finally Level C students as Elementary Level. At the end of the education year, Level A students are regarded as Advanced Learners of English Language, while Level B students as Upper-Intermediate, and Level C students as Intermediate.

Table 3.1. Descriptive Statistics for Students' Proficiency Levels

	f	%
Level A	48	28.2
Level B	59	34.7
Level C	63	37.1
Total	170	100.0

Table 3.2 illustrates that 170 participants of this research were from three English proficiency level groups. Their language proficiency levels were determined by a placement test that is assumed valid and reliable at the beginning of academic year. Forty-eight (28.2%) of the participants were Level A; fifty-nine (34.7%) of them were Level B; and sixty-three (37.1%) of them were Level C English language learners. The number of all the participants constitutes more than 15% of the whole number of students studying at HSFLUG. We selected three clusters from B and C level but two from A level since there were only two classes in A level.

The teachers of HSFLUG provide students writing, speaking, reading, and listening skills. Students learn how to express their opinions, thoughts, and ideas as well

as conveying any messages verbally. Moreover, they learn writing paragraphs and essays. Additionally, they can read articles, stories, and academic writings.

The University of Gaziantep which was founded by the government is located in the south-east region of Turkey. The number of undergraduate students is approximately 15.000. The students of the Vocational School of Tourism and Hotel Management and those of the Engineering and Medicine faculties are required to take an English preparatory class in their first year. Majority of the preparatory students are engineering and medicine. Also, students who study Vocational School of Tourism and Hotel Management have a different curriculum from other prep-students.

Participants of this research were mainly students who will study engineering or medicine the following year. There are three proficiency levels in the preparatory class and the subjects of the investigation were chosen from these three English proficiency level groups. Although Level A students take 20 hours of the English course a week, Level B and Level C students take 25 hours. Students are taught general English skills.

3.4. DATA COLLECTION INSTRUMENT

The main sources used in gathering information concerning the research were books from libraries, texts and articles from the Internet. Finally, a developed questionnaire was used in an attempt to gain information from students. While devolving the questionnaire, we applied Ryan's list for effective teacher's behavior (Küçükahmet, 2003:315) This questionnaire providing information for the survey had thirty-five items which were close questions. The reliability of the questionnaire is 0.96. Respondents indicated their level of agreement to the statement on a 5-point Liker-type scale, 'Strongly disagree', 'Disagree', 'Undecided', 'Agree', 'Strongly agree'. We believe that each of the students answered all the items in questionnaire with great sincerity.

3.5. PROCEDURE, DATA COLLECTION AND ANALYSES

In this part, we explain the piloting procedure of the developed instruments, data collection, and data analysis in detail.

3.5.1. Piloting Procedure

First of all, the researcher asked for permission (Appendix C.) to research a given group of learners. After taking the permission, we organized the pilot study for the questionnaire. And then, each of the classes was visited and the students were given information about the study and the effectiveness of language teachers. They were guaranteed that the information that they would give would be kept hidden. Also, teachers were instructed about the survey, and two randomly selected classes were asked to answer questionnaire.

The pilot study was carried out to see whether the items in the developed questionnaire were appropriate and how much time was needed to fill out the questionnaire. In addition, the piloting procedure purposed to interpret the comprehensibility of the items.

Before the questionnaire was handed out they were numerated by researcher in such a way that students did not realize. Then, students were handed the questionnaires. While students were answering the questions, researcher matched the students with the numbers on his/her questionnaire. Students did not have to mention their names in any part of the research as a result all the items in the questionnaire were completed namelessly. The questionnaires were matched by the instructor of the class.

The investigator entered the data into SPSS 15.0 which is a computer programme used for statistical procedure for social science after all of the questionnaires were collected. The result of the data collected from pilot study revealed that questionnaire proved to be reliable with the Cronbach's Alpha figures of .96 for developed questionnaire.

3.5.2. Data Collection

Firstly, as in the pilot study, the administration of HSFLUG was informed about the study and permission was taken. The questionnaires were conducted to the students at HSFLUG in the fall semester of 2008-2009 education year. Students were given the questionnaire during regular class hours in their classrooms. The researcher informed the students about the purpose of the study. Their lectures then handed out the questionnaire and asked them to complete it. Each of the questionnaires was numerated and while the

students were responding the items, their lecturer was asked to match the students' names with the numbers.

3.5.3. Data Analysis

The data collected through the questionnaires was typed into SPSS 15.0 which is originally a statistical package for the social sciences. First of all, in order to answer research question one, the results of the questionnaires were analyzed to explore the frequency distributions of each item. The same procedure was applied to find answers for research questions two and three. Because we need to find out to what extent teachers have each behavior from students' point of view. Afterwards, the researcher calculated the chi-square values to find out whether there is a significant difference between students' English proficiency levels and the way they evaluate their teachers. Then the correlation between students' grades and the teachers' questionnaire scores that was given by the students was analyzed to find answer for the last research question. Finally, two groups were formed to explore if ETB has effect on students' success.

4. RESULTS AND DISCUSSION

4.1. PRESENTATION

In this chapter, the results of the statistical analyses of the data that was collected through the questionnaire (Appendix A) are introduced. The questionnaire was administered to 170 students from A level, B level, and C level of preparatory classes in HSFLUG, and let them to answer approximately in twenty minutes. Results of questionnaire were analyzed in frequency tables. Thirty-five questions will be analyzed regarding students' views on our research topic.

4.2. DESCRIPTIVE ANALYSES

The questionnaire used in this research has 35 items all of which assess Effective Language Teachers' Behavior at HSFLUG. The analyses of the questionnaire results present that to what extent the teachers at HSFLUG have these behavior from students' point of view. The frequencies of responses for each item answered by all of the students were computed. Each of the items has five options: "Strongly Disagree", "Disagree", "Undecided", "Agree", and "Strongly Agree".

Results for Research Question # 1 To what extent, do students at HSFLUG think that their teachers have effective teachers' behavior?

We formed this research question in order to reveal to what degree teachers at HSFLUG have effective teachers' behavior. To achieve this aim, all the students' answers for items in the questionnaire were analyzed.

Table 4.1. My teacher gives the “subject knowledge” in an appropriate detail

Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
f	%	f	%	f	%	f	%	f	%
1	.6	2	1.2	9	5.3	94	55.3	64	37.6

In their book, Field and his friends claim (1999) that planning and efficiency of content will be developed with enhanced subject knowledge and it will serve for teachers to facilitate their every day duties as a teacher. When we look at the Table 4.1, we can see that 93% students chose the “strongly agree” and “agree” options; on the other hand, only 2% of the students chose “strongly disagree” and “disagree” options. It is really important to organize the lesson according to students’ needs and levels. When we analyze the table, we can infer that students realize that their teachers know students’ needs to arrange the content of the course. Thus, we can claim that teachers of preparatory classes in HSFLUG are giving the subject knowledge in sufficient detail.

Table 4.2. My teacher is good at grammar teaching

Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
f	%	f	%	f	%	f	%	f	%
1	.6	3	1.8	8	4.7	73	42.9	85	50

Grammar is one of the important sub-skills in language. “Teachers must decide not only how much grammar a certain group of students needs, but also how it will be presented” (Nikolic and Cabaj, 2000). Above table reveals that almost 93% of the students chose “agree” or “strongly agree” options; however, 2.5% of the students chose options “strongly disagree” and disagree”, which means that teachers are skillful enough to teach the grammar effectively.

Table 4.3. My teacher speaks English fluently

Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
f	%	f	%	f	%	f	%	f	%
0	0	1	.6	10	5.9	70	41.2	89	52.4

Unfortunately, practicing the language with a native speaker is not always available in Turkey. Mostly, teachers are the only model for students. If we examine the results for item three from table 4.3., we can conclude that students are satisfied with their teachers' fluency in English. We can realize that 93.6% of the students chose "agree" or "strongly agree" options; whereas, 6.5% of them chose options "strongly disagree" and disagree."

Table 4.4. Our teacher thanks us for our positive and nice behaviors

Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
f	%	f	%	f	%	f	%	f	%
1	.6	2	1.2	18	10.6	75	44.1	74	43.5

When you reinforce behaviors, you increase the possibility of repetition of these behaviors. Furthermore, if a teacher appreciates his/her students' behaviors, it becomes an effective reinforcement for students. The result on the above table shows that teachers are good at reinforcing their students behaviors since 88.6% of the students chose options "strongly agree" and "agree"; on the other hand, nearly 2% of them chose options "strongly disagree" and "disagree".

Table 4.5. My teacher is fair

Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
f	%	f	%	f	%	f	%	f	%
1	.6	3	1.8	8	4.7	72	42.4	86	50.6

Fairness is such an element that any of the teachers must not ignore it, because it directly affects the relationship between the student and teacher. When we examine the results for item 5, we can see that 92% of the students chose options "strongly agree" and "agree; on the other hand, 2.4% of them chose options "strongly disagree" and "disagree". From these results, we can reach the conclusion that teachers gained their students' trust which is an important feature of effective teachers.

Table 4.6. Regarding our questions, our teacher explains the topics again which have not been understood

Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
f	%	f	%	f	%	f	%	f	%
1	.6	1	.6	6	3.5	60	35.3	102	60

According to the table 4.6., we can conclude that the students don't have any problems when they ask questions to their teachers. Because, almost 96% of the students chose options "strongly agree" and "agree"; while, only 4.9% of them chose "strongly disagree", "disagree" and "undecided". This information proves that teachers always open to their students' questions and re-explain the topics which are not comprehended. Hence, we can reach the comment that in these classes has twofold communication cycle: from teacher to student and from student to teacher.

Table 4.7. My teacher brings appropriate authentic materials into the classroom

Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
f	%	f	%	f	%	f	%	f	%
2	1.2	5	2.9	6	3.5	80	47.1	77	45.3

Nikolic and Cabaj (2000) states that "the importance of authentic materials as resources for language teaching cannot be understated— indeed, their value has been clearly recognized by almost all experts in the field." While teaching language, materials increase students' motivation towards the course. When we examine the Table 4.7., 92.4% of the students chose option "strongly agree" and "agree"; though, 4.1% of them chose options "strongly disagree" and "disagree". We can realize that teachers are successful in using authentic materials which are one of the most important parts of teaching a daily language. They also "bring real-life freshness into the classroom" (Nikolic and Cabaj ,2000).

Table 4.8. Our teacher leads us to make research

Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
f	%	f	%	f	%	f	%	f	%
3	1.8	15	8.8	40	5.3	68	40	44	25.9

According to Table 4.8, nearly 11% of the students chose option “strongly disagree” and “disagree”; but, 65.9% of them chose options “agree” and “strongly agree”. These results show us that students are urged to make research; however, almost 26% of students chose “undecided” which means teachers pay more attention about urging students to research subjects.

Table 4.9. My teacher makes the lesson enjoyable and interesting by giving examples from daily life

Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
f	%	f	%	f	%	f	%	f	%
5	2.9	12	7.1	31	18.2	64	37.6	58	34.1

After looking at Table 4.9, we reached to the conclusion that 71.7% of the students chose options “agree” and “strongly agree”; yet, there are 28.2% students who are “undecided”, “disagree”, and “strongly disagree”. Teachers need to spend more effort to make the course more enjoyable and interesting by using daily life examples. It, moreover, helps teachers take students’ attention easily and stimulate them.

Table 4.10. My teacher follows the innovations in his/her subject field and shares it with his/her students

Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
f	%	f	%	f	%	f	%	f	%
3	1.8	21	12.4	53	31.2	58	34.1	35	20.6

Knowing what is going on in his /her job is each teacher’s duty. Furthermore, sharing this information with the students is effective teachers’ duty. Yet, students do

not have the enough belief that their teachers following the developments in their subject field when we examine the Table 4.10. Because, just about 55% of the students chose option “strongly agree”, and “agree”; on the other hand, almost 45% of them chose options “undecided”, “disagree”, and “strongly agree”.

Table 4.11. I trust in my teacher

Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
f	%	f	%	f	%	f	%	f	%
0	0	1	.6	10	5.9	66	38.8	93	54.7

To gain one’s trust is not so easy in our life. Fortunately, teachers of HSFLUG have already gained their students trusts according to Table 4.11., because almost 94 of the students chose options “strongly agree”, and “agree. On the contrary, none of the students chose option “strongly disagree” and only one student chose “disagree”.

Table 4.12. My teacher uses clear and understandable language during the lesson

Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
f	%	f	%	f	%	f	%	f	%
4	2.4	2	1.2	17	10	62	36.5	85	50

“Regardless of the level of the learners, a teacher’s language must be comprehensible and authentic” (Nikolic and Cobaj, 2000). According to Table 4.12, 86.5% of the students chose options “strongly agree” and “agree”; though, 10% of them chose options “undecided”. We can say that most of the students are satisfied that their teachers use clear and understandable language in the classroom. Only few of the students have problem with their teachers’ language used in the classroom.

Table 4.13. Our teacher loves us

Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
f	%	f	%	f	%	f	%	f	%
0	0	1	.6	17	10	70	41.8	82	48.2

When someone shows you that s/he loves you, you feel confident and happy. Also, it is the first step of establishing a good communication. When we examine the results on Table 4.13, we will see that %82.4 of the students chose options “strongly agree”, and “agree; conversely, 10% of them chose “undecided”. Only one student decided on “disagree” and none selected “strongly disagree”. We can argue that teacher managed to give confidence to their students and make them happy by loving them.

Table 4.14. My teacher explains the lesson with enthusiasm

Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
f	%	f	%	f	%	f	%	f	%
1	.6	2	1.2	14	8.2	57	33.5	96	56.5

Teachers’ enthusiasm demonstrates how eager a teacher to teach the subjects. Nikolic and Cabaj (2000) assert that making the most of what teachers have available and using it with enthusiasm is the first rule in any teaching environment. If we examine the table 4.14, we can realize that nearly 90% of the students thought that their teachers are high in enthusiasm. Very few of them, nearly 2%, felt the opposite.

Table 4.15. My teacher is considerate, cheerful, friendly, and gentle

Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
f	%	f	%	f	%	f	%	f	%
0	0	1	.6	10	5.9	52	30.6	107	62.9

According to the Table 4.15, more than half of the students, %54.1 chose option “agree” and “strongly agree” which shows that students do not have problem with their

teachers' friendship, cheerfulness, consideration and gentleness. Only one of the students selected options "disagree", and none of them decided on "strongly disagree".

Table 4.16. My teacher doesn't humiliate his/her students in the classroom

Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
f	%	f	%	f	%	f	%	f	%
3	1.8	3	1.8	8	4.7	60	35.3	96	56.5

Human beings get irritated when they are insulted. In the classroom, humiliation cannot be regarded as a way of punishment. If the teachers humiliate their students, it will cause worse problems and damage the communication between the student and teacher. Also, "there is no better way to damage students' dignity than to embarrass them in front of their friends, scold them in public, or have them fail in front of the class" (Curwin et al, 2008). Fortunately, teachers of HSFLUG does not disgrace their students since over 90% of the students selected "agree" and "strongly agree" options.

Table 4.17. My teacher is patient

Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
f	%	f	%	f	%	f	%	f	%
3	1.8	4	2.4	19	11.2	70	41.2	74	43.5

Being tolerant to your students' naughtiness, unsuccessfulness, or lack of attendance and so on is not so easy. Sometimes teachers may lose their patience in the classroom because of students' negative behaviors. However, language teachers are supposed to cope with these problems because teachers do not have the luxury to choose which students to teach and which to ignore (Curwin et al, 2008). According to the Table 4.17, little less than 85% of the students chose options "strongly agree" and "agree; but, nearly 15% of them chose options "undecided", "strongly disagree" and "disagree". Hence, we can make the comment that teachers are patient yet they need to pay a little more attention about patience.

Table 4.18. My teacher is closely interested in his/her students and classroom activities

Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
f	%	f	%	f	%	f	%	f	%
3	1.8	9	5.3	41	24.1	60	35.3	57	33.5

As human beings, most of the time, we want to take attention. In classroom, when teachers interested in their students' activities and behaviors, it makes students happy and lead them to straighten their communication with their teachers. It also gives the message that "you are important for me". Curwin and his friends (2008) expresses that it is easy for teachers to tell their students what they want. In contrast, the best teachers also ask students what their students need. As a result, if we examine the Table 4.18, we will easily realize that not all of the teachers are so interested in their students' and classrooms' activities. Because, a little more than 30% of the students chose options "strongly disagree", "disagree" and "undecided"; yet, 68.8 of them chose options "strongly agree" and "agree".

Table 4.19. Our teacher's relationship with us is respectful and friendly

Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
f	%	f	%	f	%	f	%	f	%
0	0	0	0	5	2.9	63	37.1	102	60

Effective teachers ought to keep distance between them and their students from the point of friendship and respect. When we examine the table 4.19., we can remark that more than 95% of the students chose options "strongly agree" and "agree". Only five of them decided on "undecided" and none of them selected not only "disagree" but also "strongly disagree. Thus, we can conclude that teachers do not have any problems in balancing their relationships with their students. They have friendly and respectful relationship with their students.

Table 4.20. Our teacher helps us with our individual and educational problems

Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
f	%	f	%	f	%	f	%	f	%
1	.6	6	3.5	33	19.4	76	44.7	54	31.8

Once students have problems, their performances tend to decrease. In order to maximize their success, teachers are supposed to assist them to solve these problems as soon as possible. According to the results shown on Table 4.20, 23.5% of the students chose options “strongly disagree”, “disagree” and “undecided”; but, 76.5% of them chose options “strongly agree” and “agree”. These results indicate that not most of the students are satisfied with their teachers’ interest to their problems. However, teachers spend slightly more effort on their students’ problems.

Table 4.21. Our teacher’s plan which s/he prepares for classroom activities is flexible

Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
f	%	f	%	f	%	f	%	f	%
4	2.4	13	7.6	41	24.1	66	38.8	46	27.1

Flexibility is one of the most important components of a plan to be effective. This is definitely true for classroom plans. More than half of the students are happy with the flexibility of the classroom activities plan because 65.9% of the students chose options “strongly agree” and “agree”; yet, 34.1% of them selected options “undecided”, “strongly disagree” and “disagree”.

Table 4.22. My teacher comes to the class well prepared

Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
f	%	f	%	f	%	f	%	f	%
0	0	1	.6	5	2.9	75	44.1	89	52.4

When we look at the result on Table 4.22, 96.5% of the students chose “agree” and “strongly agree” options. Yet, only 3.5% of them decided on “disagree” and

“undecided”. Any of the students did not select “strongly disagree”. Briefly, we can say that teachers come to classroom well prepared, which is very vital for the teaching and learning process.

Table 4.23. When our teacher makes a mistake, s/he shares it with us

Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
f	%	f	%	f	%	f	%	f	%
0	0	4	2.4	30	17.6	70	41.2	66	38.8

We all know the epigram “Nobody is perfect”. This sentence advises us that each people can make mistakes. Table 4.23 displays that teachers are successful to use this epigram in their classes since 80% of the students chose options “strongly agree” and “agree”; on the other hand, 20% of them selected options “disagree” and “undecided”. And also, none of the students decided on “strongly disagree”. Accepting the reality that each person may make mistakes enables us a successful communication with our addressees.

Table 4.24. When my teacher enters the class, s/he greets us by saying hello, good morning, good afternoon

Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
f	%	f	%	f	%	f	%	f	%
0	0	2	1.2	2	1.2	40	23.5	126	74.1

Greetings are the first step of starting to communicate with the classroom. Moreover, you can take students’ attention by greeting. Nearly all of the students, except 2.4% of them, are pleased that their teachers greet them according to Table 4.24.

Table 4.25. My teacher understands whether I am worried or not from my face impressions

Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
f	%	f	%	f	%	f	%	f	%
2	1.2	5	2.9	50	29.4	53	31.2	60	35.3

Gorman (2008) indicates that people communicate with facial expressions and head movements a lot more than we realize. Effective teachers should be good communicator, too. One of the features of being a good communicator is, understanding physical expressions, body posture and so on. After looking at the results on Table 4.25, we can say almost half of the students feel that they are understood properly from their face expressions whether they have a problem or not because 66.5% of the students decided on options “strongly agree” and “agree”; though, 33.5% of them decided “strongly disagree”, “disagree” and “undecided”. This result also reveals that a great number of students did not completely feel that their teachers figure out students’ facial impressions.

Table 4.26. I am not afraid of asking questions to my teacher

Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
f	%	f	%	f	%	f	%	f	%
3	1.8	4	2.4	17	10	62	36.5	84	49.4

Nearly, %90 of the students don’t have problem to ask questions to their teachers once we look at the results on Table 4.26 since they decided on options “strongly agree” and “agree”. This information helps us to prove that teachers generally open to their students’ question. We can reach the comment that in these classes communication cycle is twofold: from teacher to student and from student to teacher.

Table 4.27. I love my teacher

Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
f	%	f	%	f	%	f	%	f	%
0	0	0	0	6	3.5	52	30.6	112	65.9

According to results in Table 4.27, a big percentage of the students love their teachers. Almost %97 of the students chose options “strongly agree” and “agree” options; but, only 3.5% of them decided “undecided”. Surprisingly, none of the students selected both “disagree” and “strongly disagree”. That means teachers show effective behaviors to gain students love and interests.

Table 4.28. When I make a mistake, my teacher considers it as normal

Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
f	%	f	%	f	%	f	%	f	%
0	0	0	0	9	5.3	66	38.8	95	55.9

“Before entering school, young children learn rapidly, in large part because they don’t mind making mistakes” (Kohm and Nance, 2007). Hence, teachers should regard students’ mistakes as normal in order to maximize their learning. When we examine the Table 4.28, we can realize that teachers are successful to understand that their students can make mistakes just as all the human beings, because a big percentage of the students, 94.7%, chose options “strongly agree” and “agree”. Furthermore, any of the students decided on neither “disagree” nor “strongly disagree”. Barely 5.3% of them selected option “undecided”.

Table 4.29. My teacher gives importance to my thoughts and emotions

Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
f	%	f	%	f	%	f	%	f	%
0	0	1	.6	22	12.9	76	44.7	71	41.8

13.5% of the students selected options “undecided” and “disagree”; in contrast, 86.5% of them chose “agree” and “strongly agree” options. Moreover, no student decided on “strongly disagree”. The more you give importance to others, the more importance you get in a communication. Teachers give importance to their students’ thoughts and emotions when we consider the students who chose “strongly agree” and “agree” options according to Table 4.29. We can conclude that teachers make their students feel important for them at HSFLUG.

Table 4.30. My teacher motivates me to be successful

Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
f	%	f	%	f	%	f	%	f	%
0	0	3	1.8	20	11.8	76	44.7	71	41.8

People sometimes feel demoralized and they need to be encouraged to reach the success. In classes, effective teachers are the triggers for the students to direct them to success. Whenever the teachers feel that their students are disheartened, they ought to motivate them to become successful. “Motivated students do quality work, learn well, and behave responsibly” (Jonathan, 2004). We can say that teachers were able to use this communication strategy effectively when we examine the Table 4.30., because only three students selected “disagree”; on the contrary, 86.5% of them chose options “strongly agree” and “agree”. In addition, none decided on “strongly disagree”.

Table 4.31. My teacher enables active participation through asking questions to us

Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
f	%	f	%	f	%	f	%	f	%
0	0	5	2.9	7	4.1	68	40	90	52.9

Participation takes the students at the core point of the teaching and learning process. It makes the student active and involved in the lesson. If the students are unwilling to attend the lesson, teachers can ask question so as to cause students to involve in the learning process. However, teacher should know how and when to ask

appropriate questions. “Nonparticipating students will often be more willing to risk getting involved when asked open-ended, less factually based questions” (Mendler, 2001). Considering the results on Table 4.31, teachers are fairly good enough to make their students active during their lectures via asking questions. Because, almost 93% of the students chose option “strongly agree” and “agree”; on the other hand, 7% of them chose options “undecided” and “strongly disagree”.

Table 4.32. My teacher respects to me

Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
f	%	f	%	f	%	f	%	f	%
0	0	0	0	8	4.7	80	47.1	82	48.2

Students have to respect, somehow, to their teachers because of their status. And also, in order to make an effective communication, teachers must respect to their students, too. When we look at the Table 4.32, we can say that teachers have been using this strategy since more than 95% of the students chose options “strongly agree”, and “agree; additionally, none of the students selected options “strongly disagree” and “disagree”. There were just eight students whose decisions were “undecided”.

Table 4.33. My teacher does not bring his/her problems in to classroom

Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
f	%	f	%	f	%	f	%	f	%
1	.6	1	.6	10	5.9	70	41.2	88	51.8

An effective teacher has the capability of separating his/her private life from his/her occupation. More importantly, teachers never let their problem to be understood by their students since it decreases students’ performance and motivation in the classroom. When we look at the Table 4.33, we can conclude that teachers, mostly, do not bring their problems into classroom. Because 93% of the students chose options “strongly agree” and “agree” on the contrary, 7% of them selected options “undecided”, “strongly disagree” and “disagree”.

Table 4.34. Our teacher does not punish all the students because of one student's mistake

Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
f	%	f	%	f	%	f	%	f	%
7	4.1	8	4.7	13	7.6	64	37.6	78	45.9

Generalization is really dangerous inasmuch as it may affect the students' belief of their teachers' fairness negatively. It may also have negative effects on the communication between the students and their teachers. On the other hand, punishment is not regarded as a way of solution in classroom. Effective teachers are supposed to "try and "catch" inappropriate behavior before it starts" (Morgan, 2008). According to the findings on Table 4.34, fortunately, teachers did not generalize the punishment to all the students. Because nearly 9% of the students chose options "strongly disagree" and "disagree"; yet, 86.5% of them decided on "strongly agree" and "agree".

Table 4.35. My teacher is good at classroom management

Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree	
f	%	f	%	f	%	f	%	f	%
1	.6	2	1.2	10	5.9	84	49.4	73	42.9

In teaching/learning process, classroom management has an important role since it directly affects the learning. Jonathan (2004) states that "teachers manage the learning space, time, materials, and the mental, physical, and emotional states of individuals, partners, small groups, and large groups. Effective teachers must be effective managers." According to the table 4.35., more than 92% of the students chose "agree" and "strongly agree" options. In contrast, three of them selected "strongly disagree" and "disagree" options, which mean that almost all the students are happy with their teachers' classroom management.

Results for Research Question # 2 Is there a significant difference between students' proficiency levels and evaluation of their teachers' effectiveness by means of behavior?

We wanted to see whether there is a significant difference between English proficiency level of students and assessment of their teachers' behaviors by means of effectiveness. That was why we formed this research question. In order to reach that goal, we analyzed each of the items.

4.2.1. "My Teacher Gives the "Subject Knowledge" in an Appropriate Detail"

Table 4.36. Knowledge of subject matter

Q1	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
A Level	1	.6	1	.6	3	1.8	22	12.9	21	12.4	48	28.2
B Level	0	0	1	.6	2	1.2	39	22.9	17	10	59	34.7
C Level	0	0	0	0	4	2.4	33	19.4	26	15.3	63	37.1
Total	1	.6	2	1.2	9	5.3	94	55.3	64	37.6	170	100
$Xo^2=8.41$			$Xc^2=15.51$			df=8			p=0.05			

As shown on Table 4.36., degree of freedom (df) is eight. The critical value for 8 df is 15.51 at the .05 level of significance. And, chi-square value for table 4.36. is 8.41 which is lower than critical value (15.51). Hence, we can conclude that there is no significant difference between students' English levels and the way they evaluate their teachers for item 1.

4.2.2. "My Teacher is Good at Grammar Teaching"

Table 4.37. Grammar teaching

Q2	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
A Level	1	.6	1	.6	4	2.4	15	8.8	27	15.9	48	28.2
B Level	0	0	2	1.2	3	1.8	30	17.6	24	14.1	59	34.7
C Level	0	0	0	0	1	.6	28	16.5	34	20	63	37.1
Total	1	.6	3	1.8	8	4.7	73	42.9	85	50	170	100
$Xo^2=11.24$			$Xc^2=15.51$			df=8			p=0.05			

Calculated chi-square value is 11.24 that is lower than critical value (15.51) according to the Table 4. 37. Thus, we can say that there is no significant difference

between students' levels of English proficiency and the way they evaluate their teachers for item 2.

4.2.3. "My Teacher Speaks English Fluently"

Table 4.38. Speaking fluently

Q3	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
A Level	0	0	0	0	0	0	22	12.9	26	15.3	48	28.2
B Level	0	0	1	.6	4	2.4	26	15.3	28	16.5	59	34.7
C Level	0	0	0	0	6	3.5	22	12.9	35	20.6	63	37.1
Total	0	0	1	.6	10	5.9	70	41.2	89	52.4	170	100
$Xo^2=7.60$			$Xc^2=15.51$			df=8			p=0.05			

As it is shown on the above table, chi-square can be calculated as 7.60. Calculated result is lower than 15.51. Henceforth, it can be said that there is no significant difference between students' levels of English proficiency and the way they evaluate their teachers for item 3.

4.2.4. "Our Teacher Thanks us for our Positive and Nice Behaviors"

Table 4.39. Thanking

Q4	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
A Level	0	.0	0	0	3	1.8	24	14.1	21	12.4	48	28.2
B Level	0	0	1	.6	3	1.8	24	14.1	31	18.2	59	34.7
C Level	1	.6	1	.6	12	7.1	27	15.9	22	12.9	63	37.1
Total	1	.6	2	1.2	18	10.6	75	44.1	74	43.5	170	100
$Xo^2=12.01$			$Xc^2=15.51$			df=8			p=0.05			

When we look at table 4.39., we can realize that chi-square value is 12.01 that is lower than 15.51. Since calculated value is lower than critical value, there is no significant difference between students' levels of English proficiency and the way they evaluate their teachers for item 4.

4.2.5. “My Teacher is fair”

Table 4.40. Fairness

Q5	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
A Level	0	0	0	0	3	1.8	22	12.9	23	13.5	48	28.2
B Level	0	0	1	.6	2	1.2	20	11.8	36	21.2	59	24.7
C Level	1	.6	2	1.2	3	1.8	30	17.6	27	15.9	63	37.1
Total	1	.6	3	1.8	8	4.7	72	42.4	86	50.6	170	100
$X_o^2=7.34$			$X_c^2=15.51$			df=8			p=0.05			

Table 4.40 shows that chi-square value can be computed as 7.34. This value is also lower than 15.51 which is critical value. As a consequence of this, there is no significant difference between students' levels of English proficiency and the way they evaluate their teachers for item 5.

4.2.6. “Regarding Our Questions, Our Teacher Explains the Topics Again Which have not been Understood”

Table 4.41. Explaining the topic

Q6	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
A Level	1	.6	0	0	0	0	13	7.6	34	20	48	28.2
B Level	0	0	0	0	2	1.2	20	11.8	37	21.8	59	34.7
C Level	0	0	1	.6	4	2.4	27	15.9	31	18.2	63	37.1
Total	1	.6	1	.6	6	3.5	60	35.3	102	60	170	100
$X_o^2=11.56$			$X_c^2=15.51$			df=8			p=0.05			

We can calculate chi-square as 11.56 according to the values from above table. When we compare it with critical value, 15.51, it is lower. As a result, there is no significant difference between students' levels of English proficiency and the way they evaluate their teachers for item 6.

4.2.7. “My Teacher Brings Appropriate Authentic Materials into the Classroom”

Table 4.42. Using authentic materials

Q7	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
A Level	0	0	1	.6	0	0	29	17.1	18	10.6	48	28.2
B Level	0	0	0	0	3	1.8	24	14.1	32	18.8	59	34.7
C Level	2	1.2	4	2.4	3	1.8	27	15.9	27	15.9	63	37.1
Total	2	1.2	5	2.9	6	3.5	80	47.1	77	45.3	170	100
$X_o^2=14.45$			$X_c^2=15.51$			df=8			p=0.05			

Results in the above table add clarity that chi-square value for table is 14.45, which is lower than critical value (15.51). Therefore, we can conclude that there is no significant difference between students' English levels and the way they evaluate their teachers for item 7.

4.2.8. “Our Teacher Leads Us to Make Research”

Table 4.43. Leading students to make research

Q8	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
A Level	0	0	2	1.2	8	4.7	21	12.4	17	10	48	28.2
B Level	0	0	4	2.4	12	7.1	25	14.7	18	10.6	59	34.7
C Level	3	1.8	9	5.3	20	11.8	22	12.9	9	5.3	63	37.1
Total	3	1.8	15	8.8	40	23.5	68	40	44	25.9	170	100
$X_o^2=17.81$			$X_c^2=15.51$			df=8			p=0.05			

Explanation for table 4.43. is that chi-square value was calculated as 17.81 that is higher than critical value (15.51). Because of this, we can say that there is significant difference between students' levels of English proficiency and the way they evaluate their teachers for item 8.

4.2.9. “My Teacher Makes the Lesson Enjoyable and Interesting by Giving Examples from Daily Life”

Table 4.44. Enjoyable and interesting lesson

Q9	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
A Level	2	1.2	4	2.4	11	6.5	23	13.5	8	4.7	48	28.2
B Level	1	.6	5	2.9	10	5.9	23	13.5	20	11.8	59	34.7
C Level	2	1.2	3	1.8	10	5.9	18	10.6	30	17.6	63	37.1
Total	5	2.9	12	7.1	31	18.2	64	37.6	58	34.1	170	100
$X_o^2=12.54$			$X_c^2=15.51$			df=8			p=0.05			

In the light of the result above table reveals, chi-square can be calculated as 12.54. Calculated result is lower than 15.51. As a result of this, there is no significant difference between students' levels of English proficiency and the way they evaluate their teachers for item 9.

4.2.10. “My Teacher Follows the Innovations in His/Her Subject Field and Shares It with His/Her Students”

Table 4.45. Following the innovations

Q10	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
A Level	1	.6	7	4.1	15	8.8	16	9.4	9	5.3	48	28.2
B Level	0	0	6	3.5	16	9.4	24	14.1	13	7.6	59	34.7
C Level	2	1.2	8	4.7	22	12.9	18	10.6	13	7.6	63	37.1
Total	3	1.8	21	12.4	53	31.2	58	34.1	35	20.6	170	100
$X_o^2=4.26$			$X_c^2=15.51$			df=8			p=0.05			

As it has been shown on table 4.45., we can realize that chi-square value is 4.26 that is lower than 15.51. There is no significant difference between students' levels of English proficiency and the way they evaluate their teachers for item 10, since calculated value is lower than critical value.

4.2.11. “I Trust in My Teacher”

Table 4.46. Trusting the teacher

Q11	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
A Level	0	0	0	0	2	1.2	19	11.2	27	15.9	48	28.2
B Level	0	0	0	0	1	.6	24	14.1	34	20	59	34.7
C Level	0	0	1	.6	7	4.1	23	13.5	32	18.8	63	37.1
Total	0	0	1	.6	10	5.9	66	38.8	93	54.7	170	100
$X_o^2=7.06$			$X_c^2=15.51$			df=8			p=0.05			

Needless to say, table 4.40 shows that chi-square value can be computed as 7.06. This value is also lower than 15.51 which is critical value. Consequently, there is no significant difference between students' levels of English proficiency and the way they evaluate their teachers for item 11.

4.2.12. “My Teacher Uses Clear and Understandable Language during the Lesson”

Table 4.47. Using clear and comprehensible language

Q12	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
A Level	1	.6	0	0	1	.6	16	9.4	30	17.6	48	28.2
B Level	0	0	2	1.2	4	2.4	25	14.7	28	16.5	59	34.7
C Level	3	1.8	0	0	12	7.1	21	12.4	27	15.9	63	37.1
Total	4	2.4	2	1.2	17	10	62	36.5	85	50	170	100
$X_o^2=18.57$			$X_c^2=15.51$			df=8			p=0.05			

It goes without saying that chi-square as 18.57 according to the values from above table. When we compare it with critical value, 15.51, it is higher. Accordingly, there is significant difference between students' levels of English proficiency and the way they evaluate their teachers for item 12.

4.2.13. “Our Teacher Loves Us”

Table 4.48. Loving the students

Q13	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
A Level	0	0	0	0	3	1.8	21	12.4	24	14.1	48	28.2
B Level	0	0	0	0	2	1.2	26	15.3	31	18.2	59	34.7
C Level	0	0	1	.6	12	7.1	23	13.5	27	15.9	63	37.1
Total	0	0	1	.6	17	10	70	41.2	82	48.2	170	100
$X_o^2=11.27$			$X_c^2=15.51$			df=8			p=0.05			

It is out of question that chi-square value for table 4.48. is 11.27 that is lower than critical value (15.51). In the light of the result, we can say that there is no significant difference between students' English levels and the way they evaluate their teachers for item 13 because of lower value.

4.2.14. “My Teacher Explains the Lesson with Enthusiasm”

Table 4.49. Explaining the lesson with enthusiasm

Q14	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
A Level	0	0	0	0	1	.6	16	9.4	31	18.2	48	28.2
B Level	0	0	1	.6	7	4.1	19	11.2	32	18.8	59	34.7
C Level	1	.6	1	.6	6	3.5	22	12.9	33	19.4	63	37.1
Total	1	.6	2	1.2	14	8.2	57	33.5	96	56.5	170	100
$X_o^2=6.63$			$X_c^2=15.51$			df=8			p=0.05			

According to the table 4.49 it could be said that calculated chi-square value is 6.63. And our value is 15.51. As above result reveals, there is no significant difference between students' levels of English proficiency and the way they evaluate their teachers for item 14.

4.2.15. “My Teacher is Considerate, Cheerful, Friendly, and Gentle”

Table 4.50. Being considerate, cheerful, friendly, and gentle

Q15	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
A Level	0	0	0	0	1	.6	15	8.8	32	18.8	48	28.2
B Level	0	0	0	0	4	2.4	18	10.6	37	21.8	59	34.7
C Level	0	0	1	.6	5	2.9	19	11.2	38	22.4	63	37.1
Total	0	0	1	.6	10	5.9	52	30.6	107	62.9	170	100
$X_o^2=3.59$			$X_c^2=15.51$			df=8			p=0.05			

When we examine the above table, chi-square can be calculated as 3.59. Calculated result is lower than 15.51. As a result, there is no significant difference between students' levels of English proficiency and the way they evaluate their teachers for item 15.

4.2.16. “My Teacher doesn’t Humiliate His/Her Student in the Classroom”

Table 4.51. Not insulting students

Q16	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
A Level	0	0	0	0	1	.6	13	7.6	34	20	48	28.2
B Level	1	.6	1	.6	3	1.8	24	14.1	30	17.6	59	34.7
C Level	2	1.2	2	1.2	4	2.4	23	13.5	32	18.8	63	37.1
Total	3	1.8	3	1.8	8	4.7	60	35.3	96	56.5	170	100
$X_o^2=8.06$			$X_c^2=15.51$			df=8			p=0.05			

In the light of the result on table 4.51., we can realize that chi-square value is 8.06 that is lower than 15.51. Because calculated value is lower than critical value, there is no significant difference between students' levels of English proficiency and the way they evaluate their teachers for item 16.

4.2.17. “My Teacher is Patient”

Table 4.52. Patience

Q17	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
A Level	0	0	0	0	1	.6	19	11.2	28	16.5	48	28.2
B Level	0	0	1	.6	6	3.5	30	17.6	22	12.9	59	34.7
C Level	3	1.8	3	1.8	12	7.1	21	12.4	24	14.1	63	37.1
Total	3	1.8	4	2.4	19	11.2	70	41.2	74	43.5	170	100
$X_o^2=20.66$			$X_c^2=15.51$			df=8			p=0.05			

Table 4.52 shows that chi-square value can be computed as 20.66. Unlike most of the items evaluated so far, this value is higher than 15.51 which is critical value. As a consequence of this, there is significant difference between students' levels of English proficiency and the way they evaluate their teachers for item 17.

4.2.18. “My Teacher is Closely Interested in His/Her Students and Classroom Activities”

Table 4.53. Being interested in students and classroom activities

Q18	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
A Level	0	0	4	2.4	9	5.3	19	11.2	16	9.4	48	28.2
B Level	0	0	2	1.2	9	5.3	21	12.4	27	15.9	59	34.7
C Level	3	1.8	3	1.8	23	13.5	20	11.8	14	8.2	63	37.1
Total	3	1.8	9	5.3	41	24.1	60	35.3	57	33.5	170	100
$X_o^2=18.38$			$X_c^2=15.51$			df=8			p=0.05			

We can calculate chi-square as 18.38 according to the values from above table. When we compare it with critical value, 15.51, it is higher. Consequently, it adds clarity that there is significant difference between students' levels of English proficiency and the way they evaluate their teachers for item 18.

4.2.19. “Our Teacher’s Relationship with Us is Respectful and Friendly”

Table 4.54. Respectful and friendly relationship

Q19	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
A Level	0	0	0	0	1	.6	14	8.2	33	19.4	48	28.2
B Level	0	0	0	0	1	.6	22	12.9	36	21.2	59	34.7
C Level	0	0	0	0	3	1.8	27	15.9	33	19.4	63	37.1
Total	0	0	0	0	5	2.9	63	37.1	102	60	170	100
$X_o^2=3.75$			$X_c^2=15.51$			df=8			p=0.05			

Above table reveals that chi-square value for table 4.54. is 3.75 which is lower than critical value (15.51). Hence, it is true without question that there is no significant difference between students’ English levels and the way they evaluate their teachers for item 19.

4.2.20. “Our Teacher Helps Us with Our Individual and Educational Problems”

Table 4.55. Helping students to their individual and educational problems

Q20	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
A Level	0	0	2	1.2	6	3.5	19	11.2	21	12.4	48	28.2
B Level	0	0	0	0	9	5.3	33	19.4	17	10	59	34.7
C Level	1	.6	4	2.4	18	10.6	24	14.1	16	9.4	63	37.1
Total	1	.6	6	3.5	33	19.4	76	44.7	54	31.8	170	100
$X_o^2=15.38$			$X_c^2=15.51$			df=8			p=0.05			

According to the table 4.55., calculated chi-square value is 15.38 that is lower than critical value (15.51), yet it is very close. Accordingly, the author of this study can state that there is significant difference between students’ levels of English proficiency and the way they evaluate their teachers for item 20.

4.2.21. “Our Teacher’s Plan Which S/He Prepares for Classroom Activities is Flexible”

Table 4.56. Preparing flexible plans

Q21	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
A Level	4	2.4	4	2.4	11	6.5	13	7.6	16	9.4	48	28.2
B Level	0	0	4	2.4	11	6.5	26	15.3	18	10.6	59	34.7
C Level	0	0	5	2.9	19	11.2	27	15.9	12	7.1	63	37.1
Total	4	2.4	13	7.6	41	24.1	66	38.8	46	27.1	170	100
$X_o^2=16.81$			$X_c^2=15.51$			df=8			p=0.05			

When we examine the above table, chi-square can be calculated as 16.81. Calculated result is higher than 15.51. It is true without question that there is significant difference between students’ levels of English proficiency and the way they evaluate their teachers for item 21.

4.2.22. “My Teacher Comes to the Class Well Prepared”

Table 4.57. Preparation for the lesson

Q22	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
A Level	0	0	0	0	0	0	19	11.2	29	17.1	48	28.2
B Level	0	0	0	0	3	1.8	29	17.1	27	15.9	59	34.7
C Level	0	0	1	.6	2	1.2	27	15.9	33	19.4	63	37.1
Total	0	0	1	.6	5	2.9	75	44.1	89	52.4	170	100
$X_o^2=5.71$			$X_c^2=15.51$			df=8			p=0.05			

If we look at table 4.39., we can realize that chi-square value is 5.71 that is lower than 15.51. Henceforth, it could be said that there is no significant difference between students’ levels of English proficiency and the way they evaluate their teachers for item 22 because calculated value is lower than critical value.

4.2.23. “When Our Teacher Makes a Mistake, S/He Shares It with Us”

Table 4.58. Sharing mistakes

Q23	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
A Level	0	0	1	.6	8	4.7	13	7.6	26	15.3	48	28.2
B Level	0	0	0	0	8	4.7	30	17.6	21	12.4	59	34.7
C Level	0	0	3	1.8	14	8.2	27	15.9	19	11.2	63	37.1
Total	0	0	4	2.4	30	17.6	70	41.2	66	38.8	170	100
$X_o^2=12.27$			$X_c^2=15.51$			df=8			p=0.05			

As it has been outlined on table 4.58, chi-square value can be computed as 12.27. This value is also lower than 15.51 which is critical value. Accordingly, there is no significant difference between students' levels of English proficiency and the way they evaluate their teachers for item 23.

4.2.24. “When My Teacher Enters the Class, S/He Greet Us by Saying Hello, Good Morning, Good Afternoon”

Table 4.59. Greeting students

Q24	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
A Level	0	0	2	1.2	0	0	11	6.5	35	20.6	48	28.2
B Level	0	0	0	0	2	1.2	14	8.2	43	25.3	59	34.7
C Level	0	0	0	0	0	0	15	8.8	48	28.2	63	37.1
Total	0	0	2	1.2	2	1.2	40	23.5	126	74.1	170	100
$X_o^2=8.91$			$X_c^2=15.51$			df=8			p=0.05			

We can calculate chi-square as 8.91 according to the values from above table. When we compare it with critical value, 15.51, it is lower. As a result, one conclusion for this item is that there is no significant difference between students' levels of English proficiency and the way they evaluate their teachers for item 24.

4.2.25. “My Teacher Understands Whether I am Worried or not from My Face Impressions”

Table 4.60. Understanding facial expressions

Q25	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
A Level	0	0	3	1.8	11	6.5	11	6.5	23	13.5	48	28.2
B Level	1	.6	0	0	12	7.1	28	16.5	18	10.6	59	34.7
C Level	1	.6	2	1.2	27	15.9	14	8.2	19	11.2	63	37.1
Total	2	1.2	5	2.9	50	29.2	53	31.2	60	35.3	170	100
$X_o^2=21.24$			$X_c^2=15.51$			df=8			p=0.05			

Above table reveals that chi-square value for table 4.60. is 21.24 which is considerably higher than critical value, 15.51. Consequence of this, we can assert that there is significant difference between students' English levels and the way they evaluate their teachers for item 25.

4.2.26. “I am not Afraid of Asking Questions to My Teacher”

Table 4.61. Welcoming the questions

Q26	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
A Level	1	.6	1	.6	2	1.2	14	8.2	30	17.6	48	28.2
B Level	1	.6	1	.6	8	4.7	21	12.4	28	16.5	59	34.7
C Level	1	.6	2	1.2	7	4.1	27	15.9	26	15.3	63	37.1
Total	3	1.8	4	2.4	17	10	62	36.5	84	49.4	170	100
$X_o^2=6.77$			$X_c^2=15.51$			df=8			p=0.05			

The focus will be firstly on calculated chi-square value which is 6.77. As it can be understood, it is lower than critical value (15.51). Thus, one can say that there is no significant difference between students' levels of English proficiency and the way they evaluate their teachers for item 26.

4.2.27. “I Love My Teacher”

Table 4.62. Loving the teacher

Q27	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
A Level	0	0	0	0	1	.6	13	7.6	34	20	48	28.2
B Level	0	0	0	0	1	.6	18	10.6	40	23.5	59	34.7
C Level	0	0	0	0	4	2.4	21	12.4	38	22.4	63	37.1
Total	0	0	0	0	6	3.5	52	30.6	112	65.9	170	100
$X_o^2=3.12$			$X_c^2=15.51$			df=8			p=0.05			

When we examine the table prepared to present the critical findings for item 27, it shed lights that chi-square can be calculated as 3.12. Calculated result is lower than 15.51. Henceforth, it goes without saying that there is no significant difference between students' levels of English proficiency and the way they evaluate their teachers for item 27.

4.2.28. “When I Make a Mistake, My Teacher Considers It as Normal”

Table 4.63. Considering students' mistakes as normal

Q28	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
A Level	0	0	0	0	1	.6	12	7.1	35	20.6	48	28.2
B Level	0	0	0	0	3	1.8	25	14.7	31	18.2	59	34.7
C Level	0	0	0	0	5	2.9	29	17.1	29	17.1	63	37.1
Total	0	0	0	0	9	5.3	66	38.8	95	55.9	170	100
$X_o^2=8.87$			$X_c^2=15.51$			df=8			p=0.05			

If we look at table 4.63., it can be realized that chi-square value is 8.87 that is lower than 15.51. Since calculated value is lower than critical value, there is no significant difference between students' levels of English proficiency and the way they evaluate their teachers for item 28.

4.2.29. “My Teacher Gives Importance to My Thoughts and Emotions”

Table 4.64. Giving importance to students’ thoughts and emotions

Q29	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
A Level	0	0	0	0	2	1.2	16	9.4	30	17.6	48	28.2
B Level	0	0	0	0	1	.6	35	20.6	23	13.5	59	34.7
C Level	0	0	1	.6	19	11.2	25	14.7	18	10.6	63	37.1
Total	0	0	1	.6	22	12.9	76	44.7	71	41.8	170	100
$X_o^2=36.99$			$X_c^2=15.51$			df=8			p=0.05			

Of the items included in the questionnaire, only this one has the highest value. Table 4.64 shows that chi-square value can be computed as 36.99. This value is higher than 15.51 which is critical value. As a consequence of this, there is significant difference between students’ levels of English proficiency and the way they evaluate their teachers for item 29.

4.2.30. “My Teacher Motivates me to Be Successful”

Table 4.65. Motivating

Q30	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
A Level	0	0	2	1.2	5	2.9	19	11.2	22	12.9	48	28.2
B Level	0	0	1	.6	7	4.1	29	17.1	22	12.9	59	34.7
C Level	0	0	0	0	8	4.7	28	16.5	27	15.9	63	37.1
Total	0	0	3	1.8	20	11.8	76	44.7	71	41.8	170	100
$X_o^2=3.83$			$X_c^2=15.51$			df=8			p=0.05			

We can calculate chi-square as 3.83 according to the values from above table. When we compare it with critical value, 15.51, it is lower. As a result of this, there is no significant difference between students’ levels of English proficiency and the way they evaluate their teachers for item 30.

4.2.31. “My Teacher Enables Active Participation through Asking Questions to us”

Table 4.66. Enabling active participation

Q31	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
A Level	0	0	2	1.2	1	.6	20	11.8	25	14.7	48	28.2
B Level	0	0	3	1.8	4	2.4	25	14.7	27	15.9	59	34.7
C Level	0	0	0	0	2	1.2	23	13.5	38	22.4	63	37.1
Total	0	0	5	2.9	7	4.1	68	40	90	52.9	170	100
$X_o^2=6.19$			$X_c^2=15.51$			df=8			p=0.05			

Above table reveals that chi-square value for table 4.66. is 6.19 which is lower than critical value (15.51). Hence, we can conclude that there is no significant difference between students' English levels and the way they evaluate their teachers for item 31.

4.2.32. “My Teacher Respects to me”

Table 4.67. Respecting

Q32	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
A Level	0	0	0	0	1	.6	19	11.2	28	16.5	48	28.2
B Level	0	0	0	0	2	1.2	30	17.6	27	15.9	59	34.7
C Level	0	0	0	0	5	2.9	31	18.2	27	15.9	63	37.1
Total	0	0	0	0	8	4.7	80	47.1	82	48.2	170	100
$X_o^2=4.59$			$X_c^2=15.51$			df=8			p=0.05			

According to the table 4.67., calculated chi-square value is 4.59 that is lower than critical value (15.51). Thus, we can say that there is no significant difference between students' levels of English proficiency and the way they evaluate their teachers for item 32.

4.2.33. “My Teacher does not Bring His/Her Problems into Classroom”

Table 4.68. Not binging personal problems into the classroom

Q33	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
A Level	0	0	0	0	3	1.8	20	11.8	25	14.7	48	28.2
B Level	0	0	0	0	5	2.9	24	14.1	30	17.6	59	34.7
C Level	1	.6	1	.6	2	1.2	26	15.3	33	19.4	63	37.1
Total	1	.6	1	.6	10	5.9	70	41.2	88	51.8	170	100
$X_o^2=4.88$			$X_c^2=15.51$			df=8			p=0.05			

When we examine the above table, chi-square can be calculated as 4.88. Calculated result is lower than 15.51. Therefore, there is no significant difference between students' levels of English proficiency and the way they evaluate their teachers for item 33.

4.2.34. “Our Teacher does not Punish All the Students Because of One Student’s Mistake”

Table 4.69. Punishment

Q34	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
A Level	2	1.2	0	0	2	1.2	17	10	27	15.9	48	28.2
B Level	0	0	0	0	3	1.8	24	14.1	32	18.8	59	34.7
C Level	5	2.9	8	4.7	8	4.7	23	13.5	19	11.2	63	37.1
Total	7	4.1	8	4.7	13	7.6	64	37.6	78	45.9	170	100
$X_o^2=27.26$			$X_c^2=15.51$			df=8			p=0.05			

If we look at table 4.69., we can realize that chi-square value is 27.26 that is higher than 15.51. Since calculated value is higher than critical value, there is significant difference between students' levels of English proficiency and the way they evaluate their teachers for item 34.

4.2.35. “My Teacher is Good at Classroom Management”

Table 4.70. Classroom management

Q35	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
A Level	0	0	0	0	3	1.8	21	12.4	24	14.1	48	28.2
B Level	0	0	1	.6	3	1.8	29	17.1	26	15.3	59	34.7
C Level	1	.6	1	.6	4	2.4	34	20	23	13.5	63	37.1
Total	1	.6	2	1.2	10	5.9	84	49.4	73	42.9	170	100
$X_o^2=4.34$			$X_c^2=15.51$			df=8			p=0.05			

Needless to say, table 4.70 shows that chi-square value can be computed as 4.34. This value is also lower than 15.51 which is critical value. As a consequence of this, there is no significant difference between students' levels of English proficiency and the way they evaluate their teachers for item 35.

According to the chi-square results mentioned above, there is no significant difference between students' English proficiency levels and the way they evaluate their teachers in twenty-six items out of thirty-five. On the contrary, of the items included in the questionnaire, only results of eight items revealed that there is significant difference between their proficiency levels and evaluating their teachers.

Results for Research Question # 3 Is there any relationship between the students' success and the way they assess their teachers?

This research question was formed so as to find out if there was any relationship between the students' scores on questionnaire that related with ETB and their success. To achieve this target, we graded each item in questionnaire. Since our questionnaire is Liker-type, our grade ranged 1 to 5. When the student chose option “Strongly Disagree”, that means she/he gave his/her teacher 1 point. When he/she chose option “Strongly Agree”, he/she gave 5 points. “Disagree” 2, “Undecided” 3, and “Agree” is 4 points. Therefore, teachers' scores could range between 35 which is minimum score to 175 that is maximum score.

Table 4.71. Correlation results

	N	Mean scores of questionnaire	Mean of students' marks	r	p
Students	170	150.22	69.02	-.06	.43

As it is shown on table 4.71, mean scores of the students on questionnaire is 150.22 and mean scores of the students' marks is 69.02. In addition, the significant value is .431. Also our r value is -.063. Consequently, it can be concluded that there is no relationship between the success of the students and students' evaluations of their teachers.

Results for Research Question # 4 Does effective teachers' behavior affect students' success?

In order to investigate whether effective teacher' behavior has any effect on students' success, we formed this research question. For this research question, the researcher applied independent sample t-test. Two groups of students were formed. The first group was combined from forty students who had highest marks at the end of the educational year. The second group was formed from forty students who had the lowest marks.

Table 4.72. Independent sample t-test results

Students	Number	Mean of scores questionnaire	sd	df	t	p
Highest	40	147.05	17.33	78	-.49	.62
Lowest	40	148.85	15.41			

According to Table 4.72., it can be clearly seen that mean score of the questionnaire that highest forty students evaluated their teachers is 147.05 and mean score of the questionnaire that lowest forty students assessed is 148.85. As it can be understood, they are very close to each other. Furthermore, the significant value is .62 ($p < .62$). Thus, it can be said that teacher effectiveness does not have any effect on students' success. It can be inferred that two groups of the students have the same attitudes towards evaluating their teacher effectiveness.

5. CONCLUSION

5.1. PRESENTATION

The main purpose of this research was the exploration of learners' thought about their teachers' effectiveness. We wanted to find out what kind of Effective Teachers' Behaviors teachers have at HSFLUG. Effectiveness of teacher or effective teachers has been defined many times, yet there is not a certain definition for it. As Afyon (2005) stated earlier, it is almost impossible to find a general term for effective teachers, good teachers, or ideal teachers. On the other hand, effectiveness of the teacher in the learning process may decrease or increase students' success. Hence, what learners think about their teachers' effectiveness has a lot of importance.

Although the aim of this study was to search what students think about their teachers by means of Effective Teachers' Behavior, the analysis was done according to the research questions. As a first step, the data collected through the questionnaire developed by the researcher was analyzed to show the frequency of each item. Secondly, chi-square analysis of items was accomplished to see whether there is a significant difference between the three English proficiency level groups and the way they evaluate their teachers. Finally, the correlation between students' success and their teachers' effectiveness was analyzed.

According to the results and analyses discovered in the previous chapter, this chapter closely discusses the findings in *Discussion* section. Then, the drawbacks and limitations of the study will be presented in *Recommendations for Further Research* along with concrete suggestions for further research.

5.2. SUMMARY OF THE RESEARCH

The target population of the research was the students of the Higher School of Foreign Languages of the University of Gaziantep in 2008-2009 education year. The total number of the prep students was 1090 including the evening class students. At the beginning of each year students are conducted a placement test. According to the results of the test, students are separate into three groups. The first group is called A level students (intermediate). The second group is named B level (pre-intermediate). And the last group is called C level (elementary). All the groups were purposed to reach to upper-intermediate level at the end of the education year.

To carry out present study, three C level and three B level were chosen. Also, two A level classes were determined because there were only two. While choosing the classes, the researcher used cluster random sampling. The number of the population in this research was 170 students (56 females and 114 males).

After we had chosen our population, a developed questionnaire which has thirty five items were administered to the students. Then, the data obtained via questionnaire was typed in computer by using SPSS 15.0. It is a programme used for statistical calculations. First of all, the frequency of each item was calculated in order to see to what extent teachers are effective by means of behavior. Then, chi-square results were computed to understand if there is a significant difference between students' proficiency levels and the way they evaluated their teachers. As a third step, we correlate the teacher effectiveness and students' success. And finally, the effect of teacher effectiveness on students' success was analyzed.

5.3. CONCLUSIONS

The findings for the first research question have revealed to what extent teachers of HSFLUG have Effective Teachers' Behavior. Arend and his friends (2001) stated that teachers never interacted differentially with their students. According to the findings, students were happy with their teachers' fairness. We expressed that trust is the basic component of communication between people. If students undergo distrustful, they do not want to study (Özsoy, 2004). Findings in this study revealed that teachers were trustworthy.

Another important feature is enthusiasm. Effective and good teachers can show their enthusiasm and vigorousness to their students (Arend et al., 2001) just teachers of HSFLUG did. Because of the positive opinions of the students about their teachers' patience, we can say that teachers could cope with difficulties and they prevented getting angry all of a sudden like Erden (2007) declared in his book. Additionally, findings disclosed that teachers were respectful, friendly, and gentle from the students' point of view.

Additionally, while communicating, fluency and clearness are important. Also, Demirel (2008) alleged that it is essential to use understandable language in order to build effective communication. To start an effective interaction, teachers greeted their students when they entered the classroom. Nikolic and Cobaj (2000) said in their books that a teachers' language has to be comprehensible, so findings of the research pointed out that teachers spoke English fluently and well and they use clear, understandable, and fluent language.

Also, teachers at HSFLUG were interested in classroom and students activities, and they helped students for their individual and educational problems. Moreover, findings showed that when teachers made a mistake, they shared it with the students. Dicleli and Akkaya (2000) asserted that body language shows the real feelings of the people opposite. Findings remarked that teachers can understand students' feeling from their facial expressions because -like Gorman (2008) explained in his book- students communicate with expressions and head movements much more than we realize. Furthermore, students were not afraid of asking questions and they loved their teachers. Since children do not mind making mistakes, they learn very quickly (Kohm and Nance, 2007). Hence, teachers at HSFLUG considers students' mistake as normal so as to maximize learning. And they gave importance to students' thought and emotions.

Cruickshank and his friends (2003) declared that when a teacher has deep knowledge, he/she becomes more competent to explain subject matters in ways students can understand. Findings revealed that teacher gave the subject knowledge in an appropriate detail, and they were good at grammar teaching. Over and above, teachers explained the topics which had not been understood by regarding students' questions. Nobody can understate the importance of the authentic materials as sources for language teaching (Nikolic and Cobaj, 2000). When we examined the findings, we realized that

teachers brought appropriate authentic materials into the classroom. Also, they made the lesson enjoyable and interesting by giving examples from daily life, and leaded students to carry out research. Erden (2007) argued that a teachers need to follow improvements and innovations in his/her subject field. Findings showed that teachers at HSFLUG followed the innovations and shared them with their students. Curwin and his friends (2008) claimed that embarrassing students in front of their friends or shout them in the public damages students' dignity. Therefore, teachers did not humiliate their students in the classroom. Moreover, teachers came to the class well prepared and their plan for the classroom was flexible. Jonathan (2004) said motivated students behave well, learn quickly, and do quality work. As a result, teacher motivated their students to be successful and enabled active participation through asking questions. Effective teachers try to detect inappropriate behavior before they started (Morgan, 2008). Because teachers at HSFLUG were good at preventing unwanted behavior, they did not punish the all students because of one's mistake. Good and effective teachers are supposed to be effective managers (Jonathan, 2004). Findings brought to light how effective teachers were in classroom management.

The significant difference between students' English proficiency levels (Level A, B, and C) and assessing their teachers by means of effectiveness was analyzed through chi-square analyses of the data obtained via questionnaire for each item. In their study, Murphy and his friends (2004) highlighted that when they analyzed the data for individuals groups, they realized that there was remarkable similarities among students' beliefs about characteristics of good teachers. Obviously, there was no significant difference between students' level of English and the way they evaluated their teachers. Of the items included in the questionnaire, only eight of them have higher value than the critical value. ($X_c^2 = 15.51$, but X_o^2 for item eight= 17.81, for item twelve= 18.57, for item seventeen= 20.66, for item eighteen= 18.38, for item twenty-one= 16.81, for item twenty-five= 21.24, for item twenty-nine= 36.99). Thus, we can say that there was a significant difference between students' English proficiency level and the way they assessed their teachers. On the other hand, X_o^2 for item twenty is 15.38. Since it was very close to the critical value, we claim that there is also significant difference for item twenty. We hypothesized that there was no significant difference between students level

and the way they evaluated their teachers. Hence, it can be concluded that our hypothesis is approved to some extent.

The third research question was designed to find out whether there was a relationship between students' success and teachers' effectiveness. In order to accomplish this goal, we examined the correlation between students' grades that they got at the end of the educational year and the questionnaire scores that students give their teachers' through questionnaire. Mean score of the teachers was 150.22, and mean scores of the students' marks was 69.02. Additionally, the significant value was .411, and r value was -.063. As a result of this, we reached the conclusion that there was no relationship between the success of the students and students' evaluations of their teachers; thus our hypothesis that there is a relationship between the success and ETB was rejected.

Our last research question was formed in order to find out whether teachers' effectiveness has any effect on students' success. To reach this aim, students were put into two groups. The first group was formed from forty students who had highest grades at the end of the educational year. The second group was formed from forty students that had lowest grades. We analyzed the relationship between highest-grade students' questionnaire scores which they evaluated their teachers and lowest-grade students' questionnaire scores. Mean scores of the first group on questionnaire is 147.05 and mean scores of the second group is 148.85. Mean scores of both groups are very close to each other. Additionally, the significant value is .62 which is higher than .05. Henceforth, it can be concluded that effective teachers' behavior does not have any effect on students' success. Also, it can be deduced that two groups of the students assessed their teachers' effectiveness in a similar way.

5.4. RECOMMENDATIONS FOR FURTHER RESEARCH

The above mentioned review and results make it clear that Effective Teacher Behavior is highly important to explain many aspects of target language for student. Researchers in educational fields have discovered involvement of teachers' effectiveness in educational settings. In this part of the chapter suggestions for future research are provided.

Firstly, this study was administered to 170 university students in Gaziantep. In further studies, the number of the participants can be increased, and it can be applied to primary and secondary school. Moreover, effectiveness of teachers can be compared between state schools and private schools.

In this research, departments of participants were not taken into consideration. However, relationship between students' departments and the way they evaluate their teachers may be investigated in the future studies.

Further research can be done to improve the developed questionnaire that was used in this research. It can be advanced to assess whether a teacher is effective or not. Also, it can be reformed to measure some other peculiarities of teachers, e.g., reinforcement, using methods and techniques.

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APPENDICES

APP.A.QUESTIONNAIRES (IN TUKISH AND ENGLISH)

Appendix A.1. Questionnaire in Turkish

Değerli Öğrenci,

Bu anket "Etkili öğretmen davranışları" konulu bir tez çalışması için hazırlanmıştır. Bu ankette elde edilecek sonuçlar yukarıda söz edilen amaç dışında kullanılmayacaktır. Aşağıda belirtilen önermelerden (cümlelerden) size en uygun olan seçeneği lütfen işaretleyiniz.

Örneğin; Öğretmenimi seviyorum.

Hiç katılmıyorum () Katılmıyorum () Kararsızım () Katılıyorum (x) Tamamen katılıyorum ()

Teşekkür ederim.

Saygılarımla.

Eyyup AKIL

İngiliz Dili Eğitimi Anabilim Dalı

Yüksek Lisans Öğrencisi

1. Öğretmenim konu bilgisini uygun detayda verir.

Hiç katılmıyorum () Katılmıyorum () Kararsızım () Katılıyorum () Tamamen katılıyorum ()

2. Öğretmenim İngilizce dilbilgisini iyi öğretir.

Hiç katılmıyorum () Katılmıyorum () Kararsızım () Katılıyorum () Tamamen katılıyorum ()

3. Öğretmenim İngilizceyi akıcı ve güzel konuşur.

Hiç katılmıyorum () Katılmıyorum () Kararsızım () Katılıyorum () Tamamen katılıyorum ()

4. Öğretmenimiz olumlu ve güzel davranışlarımız için bize teşekkür eder.

Hiç katılmıyorum () Katılmıyorum () Kararsızım () Katılıyorum () Tamamen katılıyorum ()

5. Öğretmenim adildir.

Hiç katılmıyorum () Katılmıyorum () Kararsızım () Katılıyorum () Tamamen katılıyorum ()

6. Öğretmenimiz sorularımızı dikkate alarak, anlaşılmayan konuları tekrar anlatır.

Hiç katılmıyorum () Katılmıyorum () Kararsızım () Katılıyorum () Tamamen katılıyorum ()

7. Öğretmenim konulara uygun özgün materyalleri sınıfa getirir.

Hiç katılmıyorum () Katılmıyorum () Kararsızım () Katılıyorum () Tamamen katılıyorum ()

8. Öğretmenimiz bizi araştırma yapmaya yönlendirir.

Hiç katılmıyorum () Katılmıyorum () Kararsızım () Katılıyorum () Tamamen katılıyorum ()

9. Öğretmenim İngilizce dersini günlük hayattan örneklerle ilginç ve eğlenceli hale getirir.

Hiç katılmıyorum () Katılmıyorum () Kararsızım () Katılıyorum () Tamamen katılıyorum ()

10. Öğretmenim mesleki yenilikleri takip eder bunları öğrencilerle paylaşır.

Hiç katılmıyorum () Katılmıyorum () Kararsızım () Katılıyorum () Tamamen katılıyorum ()

11. Öğretmenime güvenirim.

Hiç katılmıyorum () Katılmıyorum () Kararsızım () Katılıyorum () Tamamen katılıyorum ()

12. Öğretmenim ders anlatımında açık anlaşılır, akıcı ve yalın bir dil kullanır.

Hiç katılmıyorum () Katılmıyorum () Kararsızım () Katılıyorum () Tamamen katılıyorum ()

13. Öğretmenimiz bizi sever.

Hiç katılmıyorum () Katılmıyorum () Kararsızım () Katılıyorum () Tamamen katılıyorum ()

14. Öğretmenim dersi istekli bir şekilde anlatır.

Hiç katılmıyorum () Katılmıyorum () Kararsızım () Katılıyorum () Tamamen katılıyorum ()

15. Öğretmenim yumuşak huylu, anlayışlı, sıcakkanlı ve neşelidir.

Hiç katılmıyorum () Katılmıyorum () Kararsızım () Katılıyorum () Tamamen katılıyorum ()

16. Öğretmenim ceza olarak öğrenciyi arkadaşlarının önünde küçük düşürmez.

Hiç katılmıyorum () Katılmıyorum () Kararsızım () Katılıyorum () Tamamen katılıyorum ()

17. Öğretmenim sabırlıdır.

Hiç katılmıyorum () Katılmıyorum () Kararsızım () Katılıyorum () Tamamen katılıyorum ()

18. Öğretmenim öğrenci ve sınıf faaliyetleri ile yakından ilgilenir.

Hiç katılmıyorum () Katılmıyorum () Kararsızım () Katılıyorum () Tamamen katılıyorum ()

19. Öğretmenimizin bizimle ilişkileri saygılı ve arkadaşçadır.

Hiç katılmıyorum () Katılmıyorum () Kararsızım () Katılıyorum () Tamamen katılıyorum ()

20. Öğretmenimiz hem bireysel hem de eğitsel problemlerimizde bize yardım eder.

Hiç katılmıyorum () Katılmıyorum () Kararsızım () Katılıyorum () Tamamen katılıyorum ()

21. Öğretmenimizin sınıf faaliyetleri için hazırladığı plan esnektir.

Hiç katılmıyorum () Katılmıyorum () Kararsızım () Katılıyorum () Tamamen katılıyorum ()

22. Öğretmenim derse hazırlıklı gelir.

Hiç katılmıyorum () Katılmıyorum () Kararsızım () Katılıyorum () Tamamen katılıyorum ()

23. Öğretmenimiz hata yaptığı zaman, bunu bizimle paylaşır.

Hiç katılmıyorum () Katılmıyorum () Kararsızım () Katılıyorum () Tamamen katılıyorum ()

24. Öğretmenim dersimize girdiğinde “günaydın, merhaba, tünaydın” diyerek bizleri selamlar.

Hiç katılmıyorum () Katılmıyorum () Kararsızım () Katılıyorum () Tamamen katılıyorum ()

25. Öğretmenim yüz ifademden sıkıntılı olup olmadığını anlar.

Hiç katılmıyorum () Katılmıyorum () Kararsızım () Katılıyorum () Tamamen katılıyorum ()

26. Öğretmenime soru sormaktan korkmam.

Hiç katılmıyorum () Katılmıyorum () Kararsızım () Katılıyorum () Tamamen katılıyorum ()

27. Öğretmenimi seviyorum.

Hiç katılmıyorum () Katılmıyorum () Kararsızım () Katılıyorum () Tamamen katılıyorum ()

28. Hata yaptığımda öğretmenim bunu normal karşılar.

Hiç katılmıyorum () Katılmıyorum () Kararsızım () Katılıyorum () Tamamen katılıyorum ()

29. Öğretmenim benim düşünce ve duygularıma önem verir.

Hiç katılmıyorum () Katılmıyorum () Kararsızım () Katılıyorum () Tamamen katılıyorum ()

30. Öğretmenim başarılı olabileceğim konusunda beni isteklendirir.

Hiç katılmıyorum () Katılmıyorum () Kararsızım () Katılıyorum () Tamamen katılıyorum ()

31. Öğretmenim bize sorular sorarak, derse aktif katılım sağlar.

Hiç katılmıyorum () Katılmıyorum () Kararsızım () Katılıyorum () Tamamen katılıyorum ()

32. Öğretmenim bana saygı duyar.

Hiç katılmıyorum () Katılmıyorum () Kararsızım () Katılıyorum () Tamamen katılıyorum ()

33. Öğretmenim kendi sorunlarını sınıfa taşımaz.

Hiç katılmıyorum () Katılmıyorum () Kararsızım () Katılıyorum () Tamamen katılıyorum ()

34. Öğretmenimiz bir öğrencinin yaptığı hatadan dolayı bütün sınıfı cezalandırmaz.

Hiç katılmıyorum () Katılmıyorum () Kararsızım () Katılıyorum () Tamamen katılıyorum ()

35. Öğretmenimin sınıf hâkimiyeti iyidir.

Hiç katılmıyorum () Katılmıyorum () Kararsızım () Katılıyorum () Tamamen katılıyorum ()

Appendix A.2. Questionnaire in English

Dear Student,

This questionnaire was prepared for a research aiming the effective teacher behaviors. The results to be obtained by this questionnaire will not be used for any other purposes except from the research mentioned above. Please, choose the best alternative that suits you

Example; I love my teacher.

Totally Disagree () Disagree () Not Sure () Agree (x) Totally Agree ()

Thank you.

Faithfully
Eyyup AKIL
English Language Teaching Department
Master of Arts Students

1. My teacher gives the subject knowledge in an appropriate detail.

Strongly Disagree () Disagree () Undecided () Agree () Strongly Agree ()

2. My teacher is good at grammar teaching.

Strongly Disagree () Disagree () Undecided () Agree () Strongly Agree ()

3. My teacher speaks English fluently.

Strongly Disagree () Disagree () Undecided () Agree () Strongly Agree ()

4. Our teacher thanks us for our positive and nice behaviors.

Strongly Disagree () Disagree () Undecided () Agree () Strongly Agree ()

5. My teacher is fair.

Strongly Disagree () Disagree () Undecided () Agree () Strongly Agree ()

6. Regarding our questions, our teacher explains the topics again which have not been understood.

Strongly Disagree () Disagree () Undecided () Agree () Strongly Agree ()

7. My teacher brings appropriate authentic materials to the classroom.

Strongly Disagree () Disagree () Undecided () Agree () Strongly Agree ()

8. Our teacher leads us to make research.

Strongly Disagree () Disagree () Undecided () Agree () Strongly Agree ()

9. My teacher makes the lesson enjoyable and interesting by giving examples from daily life.

Strongly Disagree () Disagree () Undecided () Agree () Strongly Agree ()

10. My teacher follows the innovations in his/her subject field and shares it with his/her students.

Strongly Disagree () Disagree () Undecided () Agree () Strongly Agree ()

11. I trust in my teacher.

Strongly Disagree () Disagree () Undecided () Agree () Strongly Agree ()

12. My teacher uses clear and understandable language during the lesson.

Strongly Disagree () Disagree () Undecided () Agree () Strongly Agree ()

13. Our teacher loves us.

Strongly Disagree () Disagree () Undecided () Agree () Strongly Agree ()

14. My teacher explains the lesson with enthusiasm.

Strongly Disagree () Disagree () Undecided () Agree () Strongly Agree ()

15. My teacher is considerate, cheerful, friendly, and gentle.

Strongly Disagree () Disagree () Undecided () Agree () Strongly Agree ()

16. My teacher doesn't humiliate his/her student in the classroom.

Strongly Disagree () Disagree () Undecided () Agree () Strongly Agree ()

17. My teacher is patient.

Strongly Disagree () Disagree () Undecided () Agree () Strongly Agree ()

18. My teacher is closely interested in his/her students and classroom activities.

Strongly Disagree () Disagree () Undecided () Agree () Strongly Agree ()

19. Our teacher's relationship with us is respectful and friendly.

Strongly Disagree () Disagree () Undecided () Agree () Strongly Agree ()

20. Our teacher helps us with our individual and educational problems.

Strongly Disagree () Disagree () Undecided () Agree () Strongly Agree ()

21. Our teacher's plan which s/he prepares for classroom activities is flexible.

Strongly Disagree () Disagree () Undecided () Agree () Strongly Agree ()

22. My teacher comes to the class well prepared.

Strongly Disagree () Disagree () Undecided () Agree () Strongly Agree ()

23. When our teacher makes a mistake, s/he shares it with us.

Strongly Disagree () Disagree () Undecided () Agree () Strongly Agree ()

24. When my teacher enters the class, s/he greets us by saying "hello, good morning, good afternoon".

Strongly Disagree () Disagree () Undecided () Agree () Strongly Agree ()

25. My teacher understands whether I am worried or not from my face impressions.

Strongly Disagree () Disagree () Undecided () Agree () Strongly Agree ()

26. I am not afraid of asking questions to my teacher.

Strongly Disagree () Disagree () Undecided () Agree () Strongly Agree ()

27. I love my teacher .

Strongly Disagree () Disagree () Undecided () Agree () Strongly Agree ()

28. When I make a mistake, my teacher considers it as normal.

Strongly Disagree () Disagree () Undecided () Agree () Strongly Agree ()

29. My teacher gives importance to my thoughts and emotions.

Strongly Disagree () Disagree () Undecided () Agree () Strongly Agree ()

30. My teacher motivates me to be successful.

Strongly Disagree () Disagree () Undecided () Agree () Strongly Agree ()

31. My teacher enables active participation through asking questions to us.

Strongly Disagree () Disagree () Undecided () Agree () Strongly Agree ()

32. My teacher respects to me.

Strongly Disagree () Disagree () Undecided () Agree () Strongly Agree ()

33. My teacher does not bring his/her problems in to classroom.

Strongly Disagree () Disagree () Undecided () Agree () Strongly Agree ()

34. Our teacher does not punish all the students because of one student's mistake.

Strongly Disagree () Disagree () Undecided () Agree () Strongly Agree ()

35. My teacher is good at classroom management.

Strongly Disagree () Disagree () Undecided () Agree () Strongly Agree ()

APP. B. CHI-SQUARE, CORREALTION, AND T-TEST RESULTS

Appendix B.1. Chi-Square Results for Items

Items	X_o^2	X_c^2	df	p	Sig.
Q1	8.41	15.51	8	.05	.39
Q2	11.24	15.51	8	.05	.18
Q3	7.60	15.51	8	.05	.26
Q4	12.01	15.51	8	.05	.15
Q5	7.34	15.51	8	.05	.50
Q6	11.56	15.51	8	.05	.17
Q7	14.45	15.51	8	.05	.07
Q8	17.81	15.51	8	.05	.02
Q9	12.54	15.51	8	.05	.12
Q10	4.26	15.51	8	.05	.83
Q11	7.06	15.51	8	.05	.31
Q12	18.57	15.51	8	.05	.01
Q13	11.27	15.51	8	.05	.08
Q14	6.63	15.51	8	.05	.57
Q15	3.59	15.51	8	.05	.73
Q16	8.06	15.51	8	.05	.42
Q17	20.66	15.51	8	.05	.00
Q18	18.38	15.51	8	.05	.01
Q19	3.75	15.51	8	.05	.44
Q20	15.38	15.51	8	.05	.05
Q21	16.81	15.51	8	.05	.03
Q22	5.71	15.51	8	.05	.45
Q23	12.27	15.51	8	.05	.06
Q24	8.91	15.51	8	.05	.17
Q25	21.24	15.51	8	.05	.00
Q26	6.77	15.51	8	.05	.56
Q27	3.12	15.51	8	.05	.53
Q28	8.87	15.51	8	.05	.06
Q29	36.99	15.51	8	.05	.00
Q30	3.83	15.51	8	.05	.69
Q31	6.19	15.51	8	.05	.40
Q32	4.59	15.51	8	.05	.33

Q33	4.88	15.51	8	.05	.76
Q34	27.26	15.51	8	.05	.00
Q35	4.34	15.51	8	.05	.82

Appendix B.2. Correlation Result

Descriptive Statistics

	Mean	Std. Deviation	N
Students' Marks	69.0265	11.54157	170
Questionnaire Scores	150.2294	15.22340	170

Correlations

		Students' Marks	Questionnaire Scores
Students' Marks	Pearson Correlation	1	-.061
	Sig. (2-tailed)		.431
	N	170	170
Questionnaire Scores	Pearson Correlation	-.061	1
	Sig. (2-tailed)	.431	
	N	170	170

Appendix B.3. One Sample t-Test Result

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Questionnaire Scores	Highest	40	147.50	17.33375	2.74071
	Lowest	40	148.85	15.41819	2.43783

Independent Samples t-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper	Lower
Questionnaire Scores	Equal variances assumed	.634	.428	-.491	78	.625	-1.80000	3.66804	-9.10250	5.50250
	Equal variances not assumed			-.491	76.954	.625	-1.80000	3.66804	-9.10406	5.50406

APP. C. PERMISSION TO CONDUCT QUESTIONNAIRE

GAZİANTEP ÜNİVERSİTESİ
YABANCI DİLLER MESLEK YÜKSEK OKULU MÜDÜRLÜĞÜ'NE

Yüksek lisans çalışmamda kullanmak üzere; G 7, 9, 10, 15, 20, 21, 26, 27 nolu hazırlık sınıfı gündüz şubelerinde Ek 'teki anketi uygulamak istiyorum. Gereğinin yapılmasını;
Bilgilerinize arz ederim.

ADRES:

Yeditepe Mh. 257 Nolu Sk.
No: 5 Tuana Sit. B blok
Giriş Kat
Şahinbey- Gaziantep


26.11.2008
Eyyup AKIL

EK: Anket

Uygundur.



CURRICULUM VITAE

Eyyup AKIL was born in Oğuzeli, Gaziantep in 1984. He graduated from the Foreign Languages Education Department English Language Teaching Program at Gazi University in 2006. He started working as an English teacher at a state primary school within the same year. In 2009, he started working as an instructor at the Higher School of Foreign Languages of the University of Gaziantep. He speaks English fluently.

ÖZGEÇMİŞ

Eyyup AKIL 1984 yılında Gaziantep'in Oğuzeli ilçesinde doğdu. 2006 yılında Gazi Üniversitesi Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü İngilizce Öğretmenliği Bölümünden mezun olmuştur. Aynı yıl Milli Eğitim Bakanlığına bağlı ilköğretimde İngilizce öğretmeni olarak göreve başlamıştır. 2009 yılında Gaziantep Üniversitesi Yabancı Diller Yüksekokulu'nda okutman olarak göreve başlamıştır. İyi derecede İngilizce konuşmaktadır.