

TURKISH UNIVERSITY EFL STUDENTS' AND INSTRUCTORS' VIEWS ON
THE CONCEPT OF THE GOOD (ENGLISH) FOREIGN LANGUAGE TEACHER

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To my dearest husband...

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ABSTRACT

TURKISH UNIVERSITY EFL STUDENTS' AND INSTRUCTORS' VIEWS ON THE
CONCEPT OF THE GOOD (ENGLISH) FOREIGN LANGUAGE TEACHER

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M.A., Department of Teaching English as a Foreign Language

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July 2009

The objective of this study is to investigate Turkish University EFL students' and instructors' views on the characteristics of a good (English) foreign language teacher. Additionally, the study attempts to explore whether cultural and contextual differences lead to different views of what constitutes a good (English) foreign language teacher with reference to the related literature.

The participants of the study were 300 students of upper intermediate, intermediate and pre-intermediate classes and 56 instructors from Erciyes University School of Foreign Languages (EU SFL), in the spring term of 2008-2009 academic year. In order to gather the necessary data from the participants, a Likert type questionnaire developed by the researcher was used as an instrument.

Quantitative data analysis techniques were used to analyze the data. Descriptive and inferential statistics both for the scales and the items in each scale of the given questionnaire were used in order to explore both students' and instructors' views on the qualities of a good (English) foreign language teacher.

It is found that all aspects of good teaching were considered important by both groups, including personal qualities, socio-affective skills, academic qualities

and teaching qualities. The only significant difference between the students' and the instructors' views was seen in good language teacher's *socio-affective skills*.

Compared to the instructors, the students endorsed this aspect more.

The findings of the study may be beneficial for (English) foreign language teachers, language teacher education programs and trainers to improve effective foreign language teaching.

Key Words: (English) foreign language teaching, good teacher, perception.

ÖZET

YABANCI DİL OLARAK İNGİLİZCE ÖĞRENEN-ÖĞRETEN TÜRK ÜNİVERSİTE ÖĞRENCİLERİ VE ÖĞRETMENLERİNİN İYİ YABANCI DİL (İNGİLİZCE) ÖĞRETMENİ KAVRAMI ÜZERİNE GÖRÜŞLERİ

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Yüksek Lisans, Yabancı Dil Olarak İngilizce Öğretimi Bölümü,

Tez Yöneticisi: Yrd. Doç. Dr. Philip Durrant

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Bu çalışmanın amacı yabancı dil olarak İngilizce öğrenen-öğreten Türk üniversite öğrencileri ve öğretmenlerinin iyi yabancı dil (İngilizce) öğretmeninin özellikleri hakkındaki görüşlerini incelemektir. Ek olarak çalışma kültürel ve bağlamsal farklılıkların iyi bir yabancı dil (İngilizce) öğretmeni oluşumu üzerine olan görüşlerdeki değişikliklere etkisi olup olmadığını da alanyazına göndermeler yaparak bulmayı amaçlamamaktadır.

Çalışmanın katılımcıları Erciyes Üniversitesi Yabancı Diller

Yüksekokulu'nda (EÜ YDYO) 2008-2009 akademik döneminin bahar yarı yılında eğitim görmekte olan 300 üst, orta ve alt orta düzey sınıf öğrencisi ile öğrencilere eğitim vermekte olan 56 okutmandır. Katılımcılardan gerekli verinin toplanması için araştırmacı tarafından Likert tipi bir anket geliştirilerek kullanılmıştır.

Veriyi incelemek için nitel veri inceleme teknikleri kullanılmıştır.

Öğrencilerin ve öğretmenlerin iyi yabancı dil (İngilizce) öğretmeninin özellikleri

hakkındaki görüşlerini incelemek için verilen anketteki her ölçek ve bu ölçeklere ait maddeler için betimleyici ve yoruma dayalı istatistik kullanılmıştır.

Kişisel özellikleri, sosyo-duyuşsal becerileri, akademik özellikleri ve öğretmenlik özellikleri dahil olmak üzere, iyi bir öğretmen olmanın tüm boyutları her iki grup tarafından da önemli bulunmuştur. Öğrenci ve öğretmenlerin görüşleri arasındaki tek kayda değer fark iyi dil öğretmenin sosyo-duyuşsal becerilerinde görülmüştür. Öğretmenler ile karşılaştırıldığında öğrencilerin bu boyutu daha çok onayladıkları görülmüştür.

Çalışmanın bulguları yabancı dil (İngilizce) öğretmenleri, dil öğretmeni eğitim programları ve öğretmen yetiştiricilerinin etkili yabancı dil öğretimini iyileştirmeleri için yararlı olabilir.

Anahtar Kelimeler: Yabancı dil (İngilizce), iyi öğretmen, algılama

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CHAPTER 1: INTRODUCTION

Introduction

A good teacher is certainly a key factor for effective teaching. However, it is not easy to be a good teacher. From the perspectives of students, good teachers are usually those who have mastered their subject, know how their students learn and how to teach (Brown & Atkins, 1999; Highet, 1963; Smith, 1969 cited in Perrot, 1982). How about the characteristics of a good (English) foreign language teacher? Although good (English) foreign language teachers should have the qualities of a good teacher in general, they distinctively differ from the teachers of other subjects in terms of the nature of the subject, methodology and the relationship between students and language teachers, as well.

In English language teaching, the Communicative Language Teaching (CLT) approach has been highly popular in Turkey since it was officially introduced to Turkish students and teachers with the 1997 Education Reform. With the CLT approach, there has been a shift in foreign language classrooms from teacher centered to learner centered education. As a result, (English) foreign language teachers' role became more complex and varied. They became responsible for having more practical relevance to real life with the use of authentic materials, using more diverse methods and creating contexts for fostering students' communicative competence. It can be argued that students' and teachers' expectations of a (English) good foreign language teacher have been inevitably affected by the CLT approach.

Since the portrait of a good foreign language (English) teacher is a reflection of students' and teachers' beliefs, defining the characteristics of a good (English) foreign language teacher falls to both students and teachers. This study,

therefore, presents a comparative look at the Turkish university EFL students' and instructors' views on the characteristics of a good (English) foreign language teacher. The findings of the study will not only fill a gap in the Turkish EFL context, but will also contribute to the related literature by investigating whether cultural and contextual differences lead to different views of what makes a good foreign language teacher.

Background of the Study

The literature has witnessed countless research studies that have been conducted on good teachers. In order to reveal what makes a good teacher, self-observatory descriptions (Brown & Atkins, 1999; Highet, 1963; Ornstein & Lasley, 2000; Stephens & Crawley, 1994), students' achievements tests (Rosenshine & Furst, 1973 cited in Perrot, 1982), students' views (Miron & Segal, 1978), teachers' views (Ryan, 1960 cited in Perrot, 1982), and both students' and teachers' views (Beishuizen, Hof, van Putten, Bouwmeester, & Asscher, 2001) have been taken into consideration. There are certain commonly shared aspects of being an effective teacher found across these studies. These aspects are (1) *individual qualities*, including being (a) warm, (b) understanding, (c) imaginative, (d) organized, (e) businesslike; (2) *academic qualities*, including (a) knowing the subject matter to be taught, (3) *socio-affective skills*, including (a) being enthusiastic for teaching, (b) liking students, (c) accepting students' feelings, (d) acknowledging students' ideas, (e) giving praise and encouragement; and (4) *teaching qualities*, including (a) presenting the material interestingly, (b) using various teaching styles, (c) providing various classroom activities with students, and (d) preparing the lesson well.

However, every teaching and learning situation is unique, and subject areas differ from each another. Thus, the characteristics of an effective teacher change from subject to subject (Stenberg and Horvath, 1995 cited in Borg, 2006). It can be argued that although good (English) foreign language teachers have the characteristics of good teachers in general, they distinctively differ from the teachers of other subjects. In order to reveal the distinctive characteristics of foreign language teachers, Borg (2006) conducted a qualitative study with a number of (English) foreign language teachers from different countries, and a group of subject specialists from outside language who studied different subject areas, including mathematics, history, science and chemistry. Borg's findings indicate that (English) foreign language teachers are distinctive in terms of the nature of subject, content of teaching, teaching methodology, the teacher-student relationship and being native and-non-native speakers of the target language.

The research on how to be a good language teacher has not been as extensive as the research on the concept of the good teacher. Similar to the studies that investigated good teachers' characteristics, the studies in the foreign language field have taken into consideration self-observatory descriptions (Brown, 1978; Davies & Pearse, 2000), students' views (Hadley, 1996), teachers' views (Richards, Tung, & Ng, 1992), or both students' and teachers' views (Brosh, 1996; Brown, 2009; Park & Lee, 2006) in order to reveal what constitutes a good (English) foreign language teacher. The studies mentioned above have put forward four essential aspects of being a good foreign language teacher, i.e.: *personal qualities*, *academic qualities*, *socio-affective qualities* and *teaching qualities*. Although these aspects also

belong to a good teacher in general, the distinctiveness of foreign language teaching makes the qualities for each aspect unique.

By looking at the characteristics of a good foreign language teacher mentioned in the literature, it can be said that academic and teaching qualities are the most prominent and universal ones revealed by various studies, including (1) having practical command of the target language, (2) knowing the subject matter well, (3) preparing interesting materials and classroom activities (Brosh, 1996; Cordia, 2003; Park & Lee, 2006; Richards, et al., 1992), (4) using meaningful communicative activities in the classroom, (5) using the target language most of time in every class, (6) focusing students' needs, (7) having empathy to support and encourage students (Brown, 1978; Davies & Pearse, 2000).

On the other hand, some personal qualities and socio-affective skills can be culturally and contextually bounded, and they are only seen in some studies, including (1) being patient (Cordia, 2003), (2) treating students fairly, and (3) transmitting knowledge in an understandable way (Brosh, 1996), (4) being punctual (Hadley, 1996), and being available after class (Brosh, 1996; Cordia, 2003). Furthermore, students' and teachers' priorities change from study to study when evaluating a good foreign language teacher. Both groups agreed on some qualities including (1) mastering all four skills (Brosh, 1996), and (2) being patient (Cordia, 2003), whereas they disagreed on some qualities, including (1) being available after class (Brosh, 1996), (2) creating a relaxing atmosphere (Cordia, 2003), (3) speaking the target language well (Park & Lee, 2006), (4) being knowledgeable about the target culture, (5) correcting errors implicitly, and (6) using communicative activities (Brown, 2009).

In the Turkish context, there has been little research on the concept of the good foreign language teacher. Gönenç-Afyon (2005) surveyed a group of students from different educational settings. Some of the findings were consistent with other studies, including (1) being knowledgeable and competent in the field (Brosh, 1996; Cordia, 2003; Hadley, 1996; Park & Lee, 2006), (2) being experienced and (3) being innovative (Hadley, 1996), and (4) having correct pronunciation (Cordia, 2003). However, some of the qualities of a good (English) foreign language teacher revealed by Afyon-Gönenç's study have not, to the best my awareness, been discussed in the related literature, including (1) being competent in the native language (Turkish), and (2) having various interests other than the related field.

Although Altan's study (1997) investigated the culture of English language teachers in Turkey some of his findings are also related to the characteristics of good English teachers. According to the participant teachers in Altan's study, the most prominent qualities of good English teachers are: (1) motivating students, and (2) being creative. Whereas the first quality is quite in line with the related literature (Brosh, 1996; Cordia, 2003; Park & Lee, 2006), it can be argued that the latter makes the Turkish context different than others.

Briefly, the studies in the Turkish context have surveyed either students' or teachers' perceptions of the qualities of a good (English) foreign language teacher. However, responsibility to define a good foreign language teacher falls to both students and teachers. Whereas the divergence of students' and teachers' beliefs and expectations may hinder effective language courses by affecting students' performance and satisfaction negatively and causing discontinuation of the study

(Kern, 1995), the match between students' and teachers' views on the qualities of a good (English) foreign language teacher is a key factor of effective (English) foreign language teaching, which is the actual goal. Therefore, it is necessary to conduct a comparative study with students and teachers in the Turkish context in order to reveal their views about what constitutes a good (English) foreign language teacher.

Statement of the Problem

There is a long tradition of research into the characteristics of good teachers (Miron & Segal, 1978; Ornstein, 1976; Perrot, 1982; Stephens & Crawley, 1994). Parallel to this, recent years have witnessed an abundance of research studies concerned with identifying and defining the characteristics of good foreign language teachers. In the existing literature on foreign language teaching, good foreign language teachers have been mostly defined by self-explanatory descriptions (Davies & Pearse, 2000), exploring the perceptions of students (Gönenç-Afyon, 2005; Hadley, 1996), or teachers (Altan, 1997; Bodycott, 1997; Borg, 2006; Richards, et al., 1992), or both students and teachers (Brosh, 1996; Brown, 2009; Cordia, 2003; Park & Lee, 2006). In the Turkish context, however, there have not been any comparative studies that investigated both students' and teachers' views on a good foreign language teacher. There is a need, therefore, for further research in the field in order to reveal both students' and teachers' views on what constitutes a good language teacher.

Erciyes University School of Foreign Languages is a large institution where 70 instructors work and about 1500 students study. Although students are asked to fill out an instructor assessment questionnaire at the end of the every academic year, and feedback about the result of the questionnaire is given to instructors, it is directly

related to their own teachers' performance rather than students' expectations of a good (English) foreign language teacher in general. In order to improve teaching quality in the institution, it can be argued that it is vital to investigate to what extent students' and instructors' views on the effective foreign language (English) teacher match, since mismatches between students and instructors may negatively affect both groups' satisfaction with the language class. There is a need, therefore, for further research in the field in order to reveal both students' and instructors' views on what constitutes a good (English) foreign language teacher. With this in mind, the aim of this study is to explore both students' and instructors' views on a good language teacher, and provide empirical data to reveal to what extent students' and instructors' views are similar or different.

Research Questions

The study is going to address the following research questions:

1. What are Turkish EFL students' views about what makes a good language teacher?
2. What are Turkish EFL instructors' views about what makes a good language teacher?
3. How do students' and instructors' views on the good language teacher relate to each other?

Significance of the Study

Due to the lack of research on Turkish university EFL students' and instructors' views on what makes a good language teacher, the results of this study will contribute to the literature by offering a picture of the Turkish EFL context. In addition, by comparing the results of this study to other conducted studies in the

literature, this study may reveal whether cultural and contextual differences lead to different views of what makes a good language teacher. Therefore, this study is an attempt to add a further dimension to past studies on the good (English) foreign language teacher.

At the local level, the findings of the study will be useful not only for EU SFL, but also other Turkish schools, as it is vital to learn both students' and instructors' views on what constitutes a good language teacher for effective teaching. This study will reveal which teacher characteristics are considered effective by both students and instructors. Hence, the findings of the study will, it is hoped, be useful for teachers in order to foster effective teaching in the class.

Conclusion

In this chapter, the background of the study, statement of the problem, research questions, and the significance of the problem have been presented. In the next chapter, the literature on the good (English) foreign language teacher will be reviewed and synthesized the research on the qualities of good (English) foreign language teachers. In the third chapter, the research methodology will be presented. In the fourth chapter data analysis procedures and findings will be presented. Finally, in the fifth chapter, the findings will be discussed, and pedagogical implications, limitations of the study and suggestions for further research will be presented.

CHAPTER 2: LITERATURE REVIEW

Introduction

This study examines Turkish university EFL students' and instructors' views on the concept of the good (English) foreign language teacher. This chapter presents background information on the qualities of the good language teacher and associated research studies. This is followed by exploring the importance of students' and teachers' beliefs which play a central role in shaping the portrait of a good (English) foreign language teacher in their minds. Last, teaching of English in Turkey is described in order to indicate the need for this study.

The Good Teacher

Descriptions of the Good Teacher

Many researchers have attempted to describe the qualities of a good teacher ever since Plato described how Socrates taught by asking questions of his audience (Beishuizen, et al., 2001). Therefore, research into the concept of the good teacher has a long tradition.

In the literature, conceptions of what makes a good teacher have changed from time to time as a result of the innovations in education policies. In 1963, for example, Highet claimed that good teachers are those who must know the subject, like their jobs and their students, and are interesting people who make the work interesting for the students (Highet, 1963). In 1969, Smith (cited in Perrot, 1982), stated that good teachers are those who have theoretical knowledge about learning and human behavior, display attitudes that foster learning and genuine human relationships, have knowledge in the subject-matter to be taught, and control the technical skills of teaching that facilitate students' learning.

By 1994, Stephens and Crawley were describing good teachers as those whose teaching and interactive style contribute to improvement in students' educational, psychological and social outcomes (Stephens & Crawley, 1994). In 1999, Brown and Atkins, described good teachers are those who know their subject, know how their students learn, and how to teach (Brown & Atkins, 1999). In 2000, Ornstein and Lasley described good teachers as those who do teaching practices well and know conceptually why they do them well. As well, the authors claim that good teachers are those who have an explanation for what grounds their practices, and know what goals they plan to achieve and how they will move students toward realizing those goals (Ornstein & Lasley, 2000).

While some aspects of the conception of a good teacher – for example, mastery of the subject area – have remained constant across the years, new dimensions of good teaching – such as facilitating students' learning, delineating goals, selecting or developing a curriculum – have also emerged across as the years have progressed.

Studies on the Good Teacher in the Literature

Countless research studies have been conducted looking at good teachers' characteristics. Ryan (1960, cited in Perrot, 1982) conducted the single most comprehensive study on effective teachers' characteristics, through observation and teachers' self-rating. Ryan observed that effective teachers differ from ineffective teachers in terms of relationships with students, organizational skills and creativity. Whereas effective teachers are those who are warm and understanding, organized and businesslike, and stimulating and imaginative, ineffective teachers are those who are cold and aloof, unplanned and slipshod, and dull and routine.

Another study on effective teachers was conducted by Flanders (1970, cited in Perrot, 1982). He categorized teaching styles into two types, direct and indirect, by observation. According to Flanders, direct teaching is based on teacher reliance on lecture, criticism, justification of authority and the giving of directions. On the other hand, indirect teaching is characterized by teacher reliance on asking questions, accepting students' feelings, acknowledging students' ideas and giving praise and encouragement. Based on his observations, Flanders claims that students of indirect teachers are more successful and have better attitudes toward learning than students of direct teachers.

Rosenshine and Furst (1973, cited in Perrot, 1982) took student achievement tests and observation into consideration to define good teachers' characteristics. They identified five teacher characteristics which are associated with students' achievement. The first two characteristics are being enthusiastic and being businesslike, which were also revealed by Ryan's study. The other three characteristics are clarity, variety in teaching and providing opportunities to students for classroom activities.

Although in early studies researchers relied on the results of standardized tests, rating scales or observation to measure teacher effectiveness, later studies involved students' views on good teachers as well. Miron and Segal (1978) conducted a study on the characteristics of a good university teacher as perceived by university students in Israel. According to the findings, the three good teachers' characteristics most favored by students were (1) interesting presentation of material, (2) preparation and organization of lessons and (3) lucid expression of ideas.

Some comparative studies which involve both students' and teachers' perceptions of good teachers also have been conducted in the literature. For example, Beishuizen et al. (2001) conducted such a study, in which students of four age groups (7, 10, 13, and 16 years of age) and teachers from primary and secondary schools were asked to write an essay on the good teacher. The findings of the study show that primary school students thought that good teachers were primarily competent instructors, who focused on transfer of knowledge and skills. On the other hand, secondary school students considered that good teachers had good relationships with students. As for teachers, in general, having a good relationship with students preceded teaching practices. Overall, whereas both primary and secondary teachers disagreed with primary school students about what constitutes a good teacher, the teachers agreed with secondary school students in terms of the importance of relational aspects of good teachers.

In the Turkish context, Aksoy (1999) investigated students' opinions about a good teacher with 170 upper elementary students. The findings revealed that all students gave priority to (1) having a good teacher-student relationship, (2) personality, and (3) instruction of a good teacher. Within these categories, the findings related to teacher-student relationship described a good teacher as one who (1) does not beat, (2) does not yell, (3) does not humiliate, (4) acts like a parent to students, and (5) loves students. The personality of a good teacher was identified with the following characteristics: (1) kindness, (2) friendliness, (3) honesty, (4) tolerance, and (5) helpfulness. The most common definitions of a good teacher related to instruction were listed as those: (1) teaching well, (2) teaching at students'

level, (3) explaining subject matter clearly, (4) explaining lesson until students understand, and (5) repeats subject matter systematically.

In sum, it can be said the descriptions of good teachers' characteristics and the findings of the empirical studies conducted on what makes a good teacher generally match, agreeing on the characteristics of knowing the subject area, respecting the students, presenting the subject interestingly, and taking into consideration students' ideas. On the other hand, the findings on the characteristics of good teachers sometimes change from study to study. Whereas a list of teacher characteristics might be suitable for a particular study, these characteristics cannot always be compared with another study. Therefore, it is not always possible to generalize what makes a good teacher (Ornstein, 1976). In the next section, the literature on the good language teacher will be presented.

The Good Foreign Language Teacher

The Distinctiveness of the Foreign Language Teacher

Although good language teachers have the characteristics of good teachers in general, their characteristics also differ from the teachers of other subjects. According to Finocchiaro and Bonomo (1973), while teachers of other subjects teach habits, attitudes, knowledge or skills in a medium already familiar to their students, the foreign language teacher must bring about changes or modifications in behavior, habits, attitudes, knowledge, or skills in an unfamiliar medium requiring additional or different psychological activity. Therefore, a language teacher has to be a combination of linguist, sociologist, anthropologist, and a pedagogue (p. 23).

In the literature, the distinctiveness of foreign language teachers has been investigated recently. For example, Borg (2006) conducted a study on how the

characteristics of English language teachers are unique. The data were collected in a range of contexts with four groups of participants; 20 teachers on a postgraduate course in TESOL; 29 language teacher delegates at a workshop in the UK; 151 Hungarian pre-service teachers of English; and 24 Slovene undergraduates in English. Various qualitative research methods were used, including discussions on “what makes language teachers different” in several seminars and workshops. Considering these data sets, an extended list of unique language teacher characteristics was composed, and it was sent to a fifth group of subject specialists from outside language teaching whose subjects areas were mathematics, history, science and chemistry, in order to provide an interdisciplinary perspective on the topic being examined. The findings of the study show that language teachers, specifically teachers of English as a foreign language, are seen to be distinctive firstly in terms of the nature of the subject. Language is more dynamic than other subjects and has more practical relevance to real life. Second, the content of teaching makes EFL teachers distinctive, as teaching a language extends beyond teaching grammar, vocabulary and the four skills and includes a wide range of other issues, including culture, communication skills and learning skills. Next, EFL teachers differ from teachers of other subjects in terms of teaching methodology, which is more diverse in language teaching and aims at creating contexts for communication and maximizing student involvement. In addition, EFL teachers differ from teachers of other subjects in that, in language teaching, there is more communication between the teacher and the student. Last, unlike teachers of other subjects, EFL teachers can be native or non-native. In language teaching, teachers and learners operate through a

language other than their mother tongue, and teachers are compared to native speakers of the language.

Studies on the Good Foreign Language Teacher in the Literature

The research on what constitutes a good foreign language teacher has not been as extensive as the research on the concept of the good teacher. The descriptions of a good foreign language teacher in the literature are usually based on professional behaviors, personality, or abilities. According to Brown (1978), a good foreign language teacher is one who (1) is able to deal with field-independent learners who enjoy discovery learning and individualized self-paced learning, (2) responds to the students with empathy, (3) ensures the presence of meaningful communicative contexts in the classroom, (4) provides optimal feedback, (5) is able to be sensitive to socio-cultural alienation and (6) encourages self-esteem in the student.

According to Davies and Pearse (2000), good (English) foreign language teachers tend to have certain things in common. They usually (1) have a practical command of English, not just a knowledge of grammar rules, (2) use English most of the time in every class, including beginners' classes, (3) think mostly in terms of learner practice, not teacher explanations, (4) find time for really communicative activities, not just practice of language forms, and (5) focus their teaching on learners' needs, not just on finishing the syllabus or textbook.

In addition to these self-observatory descriptions, many empirical studies have been conducted on the qualities of a good foreign language teacher. Richards, Tung and Ng (1992) conducted such a study by collecting data through questionnaires which were filled out by participant teachers. The findings of the study reveal that to teachers, the characteristics of a good foreign language teacher

are: (1) being able to motivate students, (2) being able to diagnose students' weaknesses, (3) knowing the subject matter well, (4) assisting students' development, and (5) being well-organized.

Brosh (1996) carried out a study in Israel on the perceived characteristics of the effective foreign language teacher from teachers' and students' perspectives. The participants of the study were 200 foreign language teachers of English, French, Arabic and Hebrew, and 406 high school students from the ninth grade. The data were collected by both questionnaires and interviews. The findings of the study revealed that there was a great similarity between teachers and students as to perceived characteristics of an effective foreign language teacher. To teachers and students, an effective foreign language teacher must (1) master all four skills, (2) transmit knowledge in a way that is easy to understand/remember, and (3) motivate students to do their best. On the other hand, teachers' perceptions of the effective foreign language teacher differ from students' perceptions in terms of stressing the teacher's ability to provide students with experiences of success. Students endorsed this quality, whereas teachers did not think this was important. In addition, unlike teachers, students emphasized the importance of treating students fairly and teachers' availability after class time.

Cordia (2003) also carried out a comparative study in Hong Kong on what makes a good (English) foreign language teacher. Participants of the study were 148 secondary school students and 14 teachers. The data were collected through free essays on what makes a good language teacher, written by both students and teachers. The findings show that, in general, teachers and students had similar views of the main attributes of good English teachers. Both students and teachers emphasized being

patient, loving teaching, being knowledgeable about subject area, having a correct pronunciation and using audio visual materials. Furthermore, there are some discrepancies between the two groups. Whereas students highlighted the importance of being available after class, preparing interesting classroom activities, creating a relaxing atmosphere; teachers valued preparing suitable materials in accordance with students' proficiency levels and motivating students.

Park and Lee (2006) also investigated the characteristics of effective English teachers perceived by 169 teachers and 339 students in Korea, with a self-report questionnaire. Overall, the teachers' and the students' views about the qualities of a good language teacher matched, although their responses for some qualities mismatched. Both students and teachers thought that a good English teacher: (1) reads English well, (2) provides activities that arouse students' interest in learning English, (3) helps students' self-confidence in learning English. In addition, both groups considered some qualities as irrelevant for good English teacher, including (1) knowing English culture well, (2) teaching English in English, (3) assessing what students have learned rationally and (4) having a good sense of humor. On the other hand, the teachers considered speaking English well, preparing lesson well and arousing students' motivation as the qualities of good language teacher, whereas the students did not. Moreover, the students were in favor of teaching English tailored to students' English proficiency levels, while the teachers did not agree with this quality. Regarding Park and Lee's study, it is possible to say that some of the results are surprising (e.g both students and teachers considered teaching English in English unnecessary, and students did not think it is important that teachers prepared the lesson well.) Therefore, it can be argued that this study may have some

methodological flaws that may cause these questionable results. For example, snowball sampling strategy was used in the selection of the participants. In other words, firstly, initial participants were selected, and then they were asked to identify others who met the study criteria. It is questionable whether other participants met the study criteria, and they took serious the study. Furthermore, since the researchers did not directly contact with other participants, there might have been some problems during the administration of the questionnaires, such as giving directions as meant to be or stating that the answers would be totally confidential. Therefore this may have affected the honesty and sincerity of participants in answering the questions.

A more recent study on effective language teaching was carried out by Brown (2009) with the participant 83 teachers across nine languages and 49 foreign language teachers in the United States of America. The research tool that was employed in the study was a questionnaire in Likert type. The overall findings of the study revealed that the students seemed to favor a grammar-based approach, whereas their teachers preferred a more communicative classroom. According to the teachers, effective foreign language teachers should use activities that enable students to practice grammar points rather than using the target language for communicative goals in small groups or pairs. However, the students supported a foreign language teacher who teaches and practices grammar rather than using communicative activities. Another striking discrepancy between both groups' perceptions was about the target culture and error correction. Whereas the teachers thought that effective foreign language teachers should be knowledgeable about the target culture and devote time to culture, the students found this quality irrelevant for effective teaching. Moreover, students expected a good foreign language teacher to correct

their errors explicitly. On the other hand, teachers were more hesitant about explicit error correction.

In sum, the qualities of a good language teacher have been listed by either self-observatory descriptions, or by asking students and teachers. Although some of these qualities are universal and supported by the findings of several studies, some of them are domain-specific, and they can change in accordance with different participant groups like students and teachers. Therefore, it is important to investigate where students' and teachers' views on what makes a good language teacher come from. In the following section, effective factors that shape students' and teachers' views on the concept of the good language teacher will be presented.

Influential Factors on Students' and Teachers' Views on the Good Foreign Language Teacher

There is a great deal of evidence in the literature indicating that students' and teachers' views on what makes a good foreign language teacher have been fed by a number of factors. There have been several studies which revealed that students' culture of learning has a great impact on their views of a good foreign language teacher. Similarly, it is supported by the literature that teachers' previous learning experiences, the language teaching education programs teachers already attended and the culture of teaching are effective on teachers' views on what constitutes a good foreign language teacher.

There have been several studies on students' beliefs about foreign language learning (Cotteral, 1995; Horwitz, 1988, 1999). Cortazzi (1990) states that students' views on what constitutes a good foreign language teacher are usually based on their culture of learning. Regarding the culture of learning, McClure (2003) explains that

there are two important teacher models: the hierarchical teacher and the guide teacher. The hierarchical teacher is described as a person who directly transmits what s/he knows to learners. On the other hand, the guide teacher is described as a person who creatively builds up knowledge through students' active participation and improving students' independent thinking. Cortazzi (1990) asserts that the first perception for teachers' roles has usually been related to Asian culture, which stresses continuity, stability and group identity. The second perception is closely associated with Western culture, which focuses on individual development. Liu (1998, cited in Littlewood, 2000) discusses the existence of various contexts and traditions generally referring to Asia and the Chinese culture. The author defines the Chinese culture as an example of "a culture with a long tradition of unconditional obedience to authority" (p.31), in which the teacher is not seen as a facilitator, but a source of knowledge to be transmitted.

Hadley (1996) also investigated the relationship between culture of learning and the good foreign language teacher from the students' perspectives in Japan. The subjects of the study were 165 Japanese college students. The data were collected through discussion forums on the qualities of a good language teacher. According to the students' depictions, the qualities of a good foreign language teacher complemented the Japanese *sempai* approach to leadership, which means literally "companion ahead". To the students, a good foreign language teacher should be (1) kind-hearted (2) open-minded (3) sympathetic, (4) punctual, (5) understanding (6) knowledgeable, (7) experienced, (8) humble, (9) and a story-teller.

It can be argued that the study presented below shows that the image of the good foreign language teacher in students' mind is closely related to their beliefs that

have been fed by the culture of learning they come from. Whereas the good teacher is supposed to be the unique authority in the class and the transmitter of the knowledge in the Asian context, the Western context portrays the good teacher as a guide who fosters students' independent thinking and individual development.

Like students, teachers also have diverse views on what makes a good foreign language teacher, and they are influenced by their previous learning experiences, the language teaching education programs teachers already attended and the culture of teaching. Lortie (1975, cited in Vélez-Rendon, 2002) asserts that before attending education programs, a teacher, as a student, has already spent roughly 13,000 hours in observing teachers, and this observation leads to a number of beliefs about teaching. As indicated in Morrow's (1990) survey, teachers' own teachers have a significant impact on their teaching practices. The participants of this study were 255 teachers taking part in an M.A. degree program in education in the United States. The data were collected by asking the teachers to fill out a questionnaire in order to reveal whether their previous teachers had any positive or negative impact on their teaching practices. The findings of the study indicate that to most respondents (84%), the teacher most likely to make a positive, lasting impact on the lives of students was one who was caring, encouraging and willing to give special attention to the individual student. On the other hand, some respondents (59%) also reported that they had negative experiences of significant impact with their previous teachers who humiliated them by causing embarrassment. These teachers also tended to be unfair, insensitive, and cold.

Bodycott (1997) surveyed 12 Asian pre-service language teachers in Singapore. The data were collected through written biographies that examined the

personal views of language teaching and learning, and interviews. The data indicate that depending on their past experiences as students, pre-service foreign language teachers enter formal teacher education with well developed views on the ideal language teacher. In general, the participants thought that an ideal language teacher should (1) understand individual students and display a preparedness to allow students to learn at their own rate, (2) take time and make an effort to get to know students and deal with student problems, (3) display an empathy toward student problems, actions and situations, (4) be prepared to offer advice when required, and (5) be a good listener.

Johnson (1994) carried out a study on the impact of foreign language teacher education programs on pre-service teachers' views of effective teaching. The data were collected by interviews. According to the findings, their previous learning experiences were more influential than teacher education programs on their views of a good teacher, since teacher education programs generally focused on theoretical knowledge rather than practical knowledge.

Considering the findings of the empirical studies that are related to teachers' beliefs, it can be said teachers' belief system affects their views on what constitutes good teaching. Such beliefs and values serve as a background to many teachers' decision making and teaching behavior, and therefore they constitute the culture of teaching (Brousseau, Book, & Byers, 1988). The way of perceiving their own cultural reality also affects the teachers' view of what makes a good teacher. That is to say, teacher roles that are fed by the culture they belong to show them how to be a good teacher (Diaz-Greenberg & Nevin, 2003).

In the Turkish context, the image of a good (English) foreign language teacher has also been fed by the recent history of English language teaching and the aims of English teaching in Turkey. Thus, in the next section, good language teachers in Turkey will be presented pointing out these factors.

The Good Foreign Language Teacher in Turkey

As English is the most-widely used language all over the world for communication, science, business and technology, it is particularly important to speak and understand English to keep up with cultural, economic and technological changes and to improve relationships with other nations (Kirkgöz, 2007).

Like in many developing countries of the world, English is considered to be crucial for modernization and westernization in Turkey. Therefore, teaching English is the means for achieving these goals (Doğançay-Aktuna, 1998). Considering these goals, it is possible to say that English language teaching in Turkey also has been exposed to the recent changes in foreign language teaching methodology and new teacher roles have appeared.

In the historical overview of the Republic of Turkey, the 1997 Education Reform has played a crucial role in ELT (Kirkgöz, 2007). The Turkish Ministry of National Education (MNE) and the Turkish Higher Education Council cooperated to establish a plan entitled “The Ministry of Education Development Project” in order to promote ELT in Turkey by refreshing the ELT curriculum. With this reform, the duration of primary education was extended from five years to eight years. In addition, English was introduced to the fourth and the fifth grades as a compulsory lesson. Hence, the introduction of English to students shifted from secondary school to primary school (Kirkgöz, 2007). The objectives of the MNE for primary school

were primarily to raise students' awareness of a foreign language, and to increase students' interest and motivation towards English. With these goals in mind, the new curriculum was based on classroom situations in the context of games, dialogues and meaningful contextualized learning activities (Kocaoluk & Kocaoluk, 2001).

As mentioned above, the 1997 Educational Reform were intended to be a turning point for ELT in Turkey, as the CLT approach was officially introduced into Turkey for the first time. The introduction of the CLT approach was to lead a shift in pedagogy from teacher-centered teaching to student-centered teaching. The primary goal of ELT would be to develop students' communicative competence by using L2 (Kirkgöz, 2007). With the new curriculum, the portrait of an English teacher needed to be changed, as well. Unlike the traditional English teacher, who was a transmitter of knowledge, the new English teacher would be a guide or a facilitator of the learning process, promoting students' active participation in lessons through various pair and group-work activities (Kirkgöz, 2008).

In addition, the 1997 Education Reform was also intended to bring an innovation in assessment. The traditional 'paper and pencil' tests that were extensively employed in the Turkish education system would be no longer considered to be an effective assessment tool. Instead, English teachers must evaluate students' performance through portfolios. Portfolio assessment takes into consideration students' language progress and performance. Therefore, another new role of English teachers would be to assess students in an indirect manner by documenting their progress in the long term (Kirkgöz, 2007). It is important to note that although all of these innovations have been confirmed on paper, in practice, the progress toward these goals has been quite slow, and it will probably take some more

time to achieve all these goals. In the following section, the studies on the good language teacher in Turkey will be presented.

Studies on the Good Foreign Language Teacher in Turkey

It is important to note that the language field in Turkey lacks adequate research on the good foreign language teacher. In the Turkish context, there has been a single study on what makes a good foreign language teacher. Gönenç-Afyon (2005) surveyed 261 students from different educational settings. The data were collected through a Likert type questionnaire. The findings of the study show that although participating students studied in different settings, they all had a similar ideal (English) foreign language teacher profile in their minds. It is important to note that the findings were listed starting from the highest percentage score for agreement. The findings related to (1) classroom behaviors show that a good language teacher should (a) have a clear intelligible command of English, (b) correct pronunciation, (c) correct intonation, (d) explain basic important topics in English, (e) speak English all the time, (f) reverts into Turkish whenever students have difficulty in understanding. In addition, considering a good teacher's (2) professional identity, it can be concluded that a good language teacher should (a) be knowledgeable and competent in his/her field, (b) give importance to self-progress, (c) be cultured, (d) be competent in his/her native language, (e) be experienced in his/her field, (f) have various interests other than his/her field. Looking at the findings related to (3) the individual identity, the students idealized a language teacher who is (a) good-looking, (b) elegant, (c) cheerful, (d) unbiased, (e) responsible, (f) innovative, and (g) honest. As a critical view, it can be noted that some of the personal qualities (e.g. good-looking and elegant) seem irrelevant to be a good foreign language teacher. As

stated in the limitation section the study, the questionnaire was quite long consisting of 176 items. As a result, the researcher faced problems with students who refused to complete it and left particularly some parts of it since they got bored and tired (2005, p.5). This might have affected the results of the study. Furthermore, some items in the questionnaire are open to interpretation, and the participants might have interpreted them differently (e.g. being charismatic, talkative, flexible, teaching, conducting student-centered lessons, being facilitator).

Altan (1997) also carried out a study on the culture of foreign language teachers in Turkey by administering a questionnaire to 300 secondary school English teachers in order to reveal their beliefs, teaching practices and judgments about their teaching. Although the study basically revealed a number of findings on teachers' view of the EFL curriculum, language and language teaching, classroom practices, their role, and their profession, some of the findings were also related to teachers' views on what constitutes a good language teacher. According to the participants, (1) good language teachers are able to motivate students (72%), (2) they are creative (51%), (3) they are well-organized (21%), (4) they are proficient in English (17%), and (5) they are willing to experiment and learn (16%). However, regarding Altan's study, firstly, it is important to note that it did not directly investigate the qualities of a good foreign language teacher. The results taken from Altan's study and shown above are only a small part of the findings of his study. Even though there are some items that address the question of what constitutes a good language teacher, those items are inadequate in quantity to comment on the image of a good foreign language teacher.

As a final thought, by looking at the two studies conducted in the Turkish context, it is possible to say that some of the qualities of a good (English) foreign language teacher that are revealed by them are related to the target language proficiency and pedagogical knowledge. These two aspects can be considered as universal since they are supported by many studies conducted various countries. On the other hand, some personal qualities and the socio-affective skills of a good (English) foreign language teacher may be culturally and contextually bounded, and they change from study to study. Thus, more research on the concept of a good (English) foreign language teacher would be useful to portray further qualities good language teachers in the Turkish context. Moreover, it may be revealed whether there is an influence of the recent changes about ELT on students' and teachers' perceptions of the qualities of a good English teacher.

Conclusion

Turkey, which is a candidate for European Union Membership, gives great importance to English language teaching. Parallel to this, taking into consideration CLT and student-centered education, new improvements have been made in teaching English by the government. However, all these improvements would be useless without the existence of effective language teachers who make them come true in foreign language classes. In addition, the isolation of Turkish EFL students from native speakers and from the culture of the target culture is a serious obstacle to these students' success in English. Thus, an EFL teacher in Turkey is the key person for students' success. Since there has been only one Turkish study on the good foreign language teacher, which surveyed only students' views on the good language teacher, there is a need for further research regarding what makes a good language teacher,

considering both students' and teachers' views in order to see the whole picture of language teaching. In the following section, the methodology of the study will be explained; the research methods which will be used, the instrument and the participants of the study will be presented.

CHAPTER III: METHODOLOGY

Introduction

The purpose of this study is to investigate Turkish university EFL students' and instructors' views on the concept of the good (English) foreign language teacher. The study also aims to find out to what extent students' and instructors' views are similar or different providing a picture of the Turkish EFL context.

The researcher will attempt to answer the following research questions:

1. What are Turkish university EFL students' views about what makes a good (English) foreign language teacher?
2. What are Turkish university EFL instructors' views about what makes a good (English) foreign language teacher?
3. How do students' and instructors' views on what makes a good (English) foreign language teacher relate to each other?

In this chapter, the participants and the setting in which the study will be carried out will be described. Then, the instrument used while conducting the study will be explained, and finally the data collection procedure and data analysis will be presented.

Setting and Participants

This study was conducted at Erciyes University, School of Foreign Languages (EU SFL). EU is a Turkish-medium university, and the English preparatory class is obligatory for the students of the Faculties of Engineering, Medicine, Economics and Administrative Sciences, Architecture, and the Vocational Colleges of Tourism and Hotel Management and Civil Aviation. SFL teaches English to university students for two terms intensively.

Students entering the university are required to take a proficiency exam with two different stages, measuring grammar-reading and listening-writing knowledge in English respectively. The students are allowed to participate in the second stage of the exam on the condition that their scores are 50 % or above in the first stage of the exam. The students whose average scores are 60 % or above pass the examination, and they can start their education directly from their departments. Students who fail are placed at appropriate levels from beginner to intermediate via a placement test at the beginning of the academic year. Students take an achievement test once every five weeks, and three in total each semester. At the end of the first semester, students from elementary, pre-intermediate, and intermediate proficiency levels whose cumulative averages are 80, 75 and 70 are allowed take the proficiency test before the winter break. Since the population of students decreases after the proficiency test the number of students in each group changes. Instructors of each group also change in the second semester.

The students take reading, writing, computer-assisted language learning (CALL) and main course classes. The number of class hours ranges from 18-28 weekly according to different levels. The course book which is followed is a communicative one, and especially gives importance to speaking and listening skills. The reading and writing classes are four and two hours a week. The CALL classes are once a week and the students have opportunity to practice the language they learn by doing exercises and listening to songs in the lab.

The participants of the study were 300 students of intermediate and pre-intermediate classes and 56 instructors in the spring term of 2008-2009 academic year. The classes who participated in the study were chosen randomly by drawing

lots. The participant instructors were asked and volunteered to participate in the study. Table 1 and Table 2 display the profiles of the participant students and instructors respectively.

Table 1- Profile of the participant students

Proficiency Level	Age		Gender	
	Mean	Range	Male	Female
Pre-Intermediate	19	18 to 25	72	35
Intermediate	19	18 to 25	72	42
Upper-Intermediate	19	17 to 23	44	35

Table 2- Profile of the participant instructors

Age		Gender		BA degree				MA Degree		PhD Degree
				Number				Number		Number
Mean	Range	Male	Female	ELL	ELT	ACL	L	TI		
34	23 to 50	16	40	31	18	2	1	3	10	1

Note: ELL= English Language and Literature, ELT= English Language Teaching, ACL= American Culture and Literature, L= Linguistics, T= Translation and Interpreting.

Instruments

In this study, a Likert type questionnaire developed by the researcher was used as an instrument in order to gather the necessary data from the participants. To prepare the questionnaire, an item pool was generated. In the item pool, 55 items were used from the related literature. Moreover, 30 university preparatory students of two classes, eight instructors at EU SFL, and 12 MA TEFL student-teachers at Bilkent University were given a questionnaire in which they were asked to answer two open-ended questions: 1) What are the qualities of a good foreign language (English) teacher, and 2) What are the qualities of a bad foreign language (English) teacher? Based on the participants' responses, 25 new items were added to the item pool. As a last step, informal interviews were carried out with some lecturers in the

English Language Teaching department at EU to ask their opinions on the clarity of the items collected, and 18 items were reworded to make them clearer. The items in the item pool were classified based on the related literature under four categories:

- Personal Qualities: A teacher's personality.
- Academic Qualities: A teacher's educational background and the target language proficiency.
- Teaching Qualities: Teaching practices a teacher employs in class
- Socio-Affective Skills: Related to a teacher's relationship with students and being aware of students' feelings and needs.

In order to increase the reliability of the items, multiple questions were prepared for each such that the final pool contained a number of paraphrased questions for each item. Thus, re-coded and synonymous items were added to the pool.

Then, the pilot questionnaire was constructed in two parts. In the first part, a detailed student and instructor background profile was asked. The second part comprised 146 questions regarding personal qualities, academic qualities, teaching qualities and socio-affective skills. The order of the questions was randomized by shuffling them. Since participants might tend to choose the neutral response from a five-point scale, a four-point Likert scale was used which ranged from 1=strongly disagree to 4= strongly agree.

The questionnaire on students' and instructors' views on what makes a good language teacher was firstly prepared in English, and then it translated into Turkish by the researcher in order to prevent misunderstandings related to language competence. In order to check the reliability and the clarity of the items, the

questionnaire was piloted with a randomly chosen group of 30 students and volunteer 19 instructors from EU SFL. Based on the pilot study, the reliability of the items in each scale was analyzed by the researcher in order to check the internal consistency. To increase the reliability of each scale, 55 items which correlated with their scale at less than $r = .3$ were eliminated. Thus, in the real study, the questionnaire comprised 91 items. A list of the removed items after piloting the study in English and Turkish is presented in Appendices D and E.

In addition, considering the participants' feedback about the questionnaire, necessary changes in wording were made.

Data Collection Procedure

The actual study was conducted in two CALL laboratories of SFL, each of which had 20 computers. The participant students filled out the questionnaire on computer. It is important to note that the order of the items in the questionnaire was automatically changed by the computers for every participant. Since the study was conducted by CALL teachers, the necessary instructions and the time allowed to fill out the questionnaire were announced by them. The researcher was also present in labs at that time to supervise the process. As for the participant instructors, the questionnaire was sent to them via email by the researcher.

Data Analysis

After the administration of the questionnaires, the data gathered were transferred to the Statistical Package for Social Sciences (SPSS) program to be analyzed in detail. Since Kolmogorov-Smirnov and Shapiro-Wilks tests showed the data were non-normally distributed, the median scores of the scales in the questionnaire were taken into consideration in order to answer the first and the

second research questions. Firstly, scales were listed based on their median scores according to the participant students' and the instructors' responses. Then, the contents of all four scales were presented by giving the median scores and the frequencies of the items in each scale based on the students' and the instructors' responses separately. Lastly, for the third research question, all scales were compared for the two groups by using Mann Whitney tests. In addition, more specifically, Mann Whitney tests were also calculated for individual items in each scale in order to find whether there were any items that presented a significant difference between the students' and the instructors' responses.

Conclusion

In this chapter, the purpose of the study, research questions, setting and participants, instruments, data collection and data analysis of the study were displayed. In the next chapter, the data analysis will be presented in detail.

CHAPTER IV: DATA ANALYSIS

Overview of the Study

This study was designed to investigate (1) What Turkish university EFL students' views are about what makes a good (English) foreign language teacher, (2) What Turkish university EFL instructors' views are about what makes a good (English) foreign language teacher, and (3) How students' and instructors' views on what makes a good (English) foreign language teacher relate to each other.

The participants of this study were 300 students from three different levels; pre-intermediate, intermediate, upper-intermediate, and 56 instructors at Erciyes University School of Foreign Languages (EU SFL), in the second term of the 2008-2009 academic year. The research tool employed in the study was a 91-item Likert scale that was developed by the researcher based on a group of students' and instructors' views as well as the literature. The data obtained from the questionnaires were entered into the Statistical Packages for Social Sciences (SPSS) to be analyzed quantitatively.

In this chapter, the findings of questionnaires will be presented and described. In the data analysis procedure part, the analysis of data will be presented in the following five main sections by pointing out students' data, instructors' data, and the comparison of students' and instructors' data: (1) the median scores of the scales, (2) the content of the scale of personal qualities, (3) the content of the scale of socio-affective skills, (4) the content of the scale of academic qualities, and (5) the content of the scale of teaching qualities.

Results

In this part, instead of dealing with research questions in separate sections, the scale of personal qualities, academic qualities, socio-affective skills and teaching qualities were taken into consideration to present students' data, instructors' data and the comparison of both groups' data for each scale.

Firstly the median scores of the scales in the questionnaire were calculated and listed according to the students' and the instructors' responses. Secondly, the percentages and the median scores of the individual items in each scale were presented to provide more specific information. Lastly, the students' and the instructors' data were compared. Similarities were reported based on the median scores, the percentages and the ranks of the items in each scale for both groups. As for differences, they were presented by calculating Mann Whitney Tests for not only all scales but also the individual items in each scale.

The Median Scores of the Scales

Students' Data

Table 3 displays the median scores for each scale of the questionnaire on 4-point Likert scale (4 is the highest rating of importance, 1 is the lowest). Since Kolmogorov-Smirnov and Shapiro-Wilks tests showed the data were non-normally distributed, the median scores of each scale were taken into consideration and displayed in Table 3.

Table 3- The median scores for each scale according to the students

Number of students	Scale	Mdn
300	Personal Qualities	3.57
300	Socio-Affective Skills	3.47
300	Academic Qualities	3.45
300	Teaching Qualities	3.18

Table 3 presents the median scores of the scales used in the study based on the students' responses. It can be noted that all four scales were considered important by the students since the median scores of them are 3.00 or above. The scale of personal qualities had the highest median score, socio-affective skills had the second highest score, academic qualities third, and teaching qualities fourth.

Instructors' Data

Table 4 displays the median scores of all four scales that make a good (English) foreign language teacher according to the instructors. Similar to students' data, the scales were non-normally distributed in the instructors' data. Thus, the median scores of the scales were taken into consideration for ranking them, and they are displayed in Table 4.

Table 4- The median scores for each scale according to the instructors

Number of Instructors	Scale	Mdn
56	Personal Qualities	3.57
56	Academic Qualities	3.50
56	Socio-Affective Skills	3.30
56	Teaching Qualities	3.15

The median scores of the scales displayed in Table 4 are 3.00 or above.

Thus, it is possible to say that they all can be considered as important. The scale of personal qualities has the highest median score according to the instructors. The scale

of academic qualities had the second highest median score. Socio-affective skills had the third highest score, and teaching qualities fourth.

The Comparison of Students' and Instructors' Data

Based on the students' and the instructors' data, the median scores of all scales for are indicated in Table 5 below.

Table 5- Comparison of the median scores of all scales according to the students and the instructors

	Students	Instructors
	<i>Median</i>	<i>Median</i>
Personal Qualities	3.57	3.57
Socio-Affective Skills	3.47	3.30
Academic Qualities	3.45	3.50
Teaching Qualities	3.18	3.15

As shown in Table 5, all scales have high median scores (3.00 or above). Therefore, they all can be considered as important. According to both groups' data, the scale of personal qualities had the highest median score. Similarly, the scale of teaching qualities had the lowest median score. On the other hand, they disagreed with the scales with the second and the third highest median scores as obviously seen in Table 5 above. It is important to note that, although the median scores of the scales are different, ranking them in the order of importance is not meaningful since, particularly, the teaching qualities scale includes some items which from a CLT perspective would be considered undesirable (e.g. uses Turkish all the time; always uses the textbook). As a result, they received low agreement scores. However, if the opposite questions had been used, (e.g. teaches mostly in English; doesn't use the textbook all of the time, etc.) the overall score for this scale would have been higher. Therefore, an overall ranking of the scale based on their median scores might be misleading, and there is a need to present the individual items in each scale in order to give a clearer picture of the data.

The Relationship Between the Scales

As previously presented, the median scores of all scales are high (3.00 or above), and they can be considered as important. In order to find whether there was a significant difference between the scales based on the students' and the instructors' choices, the Mann Whitney test was used. Table 6 displays the results of Mann Whitney tests for each scale according to the students and the instructors, the significance and the effect size of each scale.

Table 6-Mann Whitney test results for the scales according to the students' and the instructors' responses

	Personal Qualities	Socio-Affective Skills	Academic Qualities	Teaching Qualities
Mann Whitney U	8035	6669	8387	7057
p	.598	.015	.985	.57
r	0.03	0.13	0.00	0.10

Note: p= Significance, r= Effect Size

As presented in Table 6, the only significant difference is between the scores of scale of socio-affective skills. The students' ($Mdn=3.47$) and the instructors' ($Mdn=3.30$) data showed a significant difference, $U= 6669$, $p < .05$, $r=0.13$.

Since the median scores and Mann Whitney test results of the scales portray just a big picture of the data, there is a need to present the contents of all scales to gain a more detailed view of the students' and the instructors' preferences. Thus, in the following four main sections, the content of each scale will be presented based on the two groups' data by looking at the descriptive statistics of the individual constituent items. The similarities and the differences between the students' and the instructors' responses for the individual items in each scale also will be presented.

The Content of the Scale of Personal Qualities

Students' Data

In this section, more specific information is provided by presenting the items in the scale of personal qualities. Table 7 shows these items that are included in the scale, the percentages of participants giving each response and the median scores of the items. It is important to note that the items that have the same meaning were combined under a subscale. The items in the scale were put in the table starting from the highest percentage score to the lowest percentage score for total “strongly agree” and “agree” responses.

Table 7- The percentages and the median scores of the items in the scale of personal qualities according to the students.

Item Numbers	Items	SA	A	D	SD	Mdn
	A good language teacher should...	%	%	%	%	
38	be patient	61.7	34.3	2.7	1.3	4.00
86	be smiling	67.3	28.7	3.0	1.0	4.00
31/5/74/85	have a positive attitude toward new ideas	65.16	27.5	3.5	3.83	3.75
20	be talkative	48.0	43.7	6.0	2.3	3.00

Note: SA= Strongly Agree, A= Agree, D=Disagree, SD= Strongly Disagree.

It is important to note that 96 % of the students agreed and strongly agreed that a good language teacher should be patient and smiling. Moreover, 92.66% of the students strongly agreed and agreed that a good language teacher should have a positive attitude toward new ideas. As for item 20-be talkative, 91.7 percent of the students were in the favor of this item, and they considered a good (English) foreign language teacher to be someone who is talkative and extroverted.

Instructors' Data

The items that are included in the scale of personal qualities are shown in Table 8 below. The percentages and the median scores of the items in this scale are also displayed in this table. The items that have the same meaning were combined under a subscale. The items in the scale were put in the table starting from the highest percentage score to the lowest percentage score for total “strongly agree” and “agree” responses.

Table 8- The percentages and the median scores of the items in the scale of personal qualities according to the instructors.

Item Numbers	Items	SA	A	D	SD	Mdn
	A good language teacher should...	%	%	%	%	
38	be patient	67.9	30.4	1.8	-	4.00
31/55/74/85	have a positive attitude toward new ideas	71.42	21.78	0.44	1.33	4.00
86	be smiling	42.9	48.2	8.9	-	3.00
20	be talkative	26.8	53.6	19.6	-	3.00

Note: SA= Strongly Agree, A= Agree, D=Disagree, SD= Strongly Disagree

As presented in Table 8, the items in the scale of personal qualities have strikingly high median scores and percentages for “strongly agree” and “agree” choices. It can be noted that nobody strongly disagreed with items *38-be patient*, *86-be smiling* and *20-be talkative*. Thus, it can be said that most of the participant instructors believe the necessity of having these qualities to be a good (English) foreign language teacher. Furthermore, almost none of the participant instructors disagreed and strongly disagreed with a set of items that cover *31, 55, 74 and 85-have a positive attitude toward new ideas*, which is related to being open to innovations. However, 19.6 % of the instructors, which present a higher percentage

compared to other “disagree” responses, disagreed that a good language teacher should be talkative.

The Comparison of Students’ and Instructors’ Data

Similarities

For the scale of personal qualities, which has the first rank scale, it can be noted that both groups of participants believe that a good language teacher should necessarily have all qualities displayed by this scale. The high percentages for “strongly agree” and “agree” for all items in the scale seem to confirm this view. Both groups of participants, particularly, think that item 38-*be patient* is the first quality in the scale. Similarly, they consider item 20-*be talkative* as the last quality in the scale.

Differences

In order to provide more in-depth information based on the items in the scale of personal qualities, the median scores of each item for the students’ and the instructors’ responses were compared by using Mann Whitney tests. Table 9 shows the median scores of the items for the students and the instructors, Mann Whitney U, the significance and the effect size of each item.

Table 9- The difference between the students’ and the instructors’ responses for individual items in the scale of personal qualities.

Item Numbers	Items A good language teacher should...	Student <i>Mdn</i>	Instructor <i>Mdn</i>	Mann-Whitney
86	be smiling	4.00	3.00	U=6298, $p < .001$, $r = .18$
20	be talkative	3.00	3.00	U=6311, $p < .001$, $r = .17$
38	be patient	4.00	4.00	U=7827, $p > .05$
31/55/74/85	have a positive attitude toward new ideas	3.75	4.00	U=7668, $p > .05$

Note: p=Significance, r=Effect Size

As presented in Table 9, students' and instructors' data indicate a difference only for items 20-*be talkative* and 86-*be smiling*. The students' ($Mdn=3.00$) and the instructors' ($Mdn=3.00$) data show a small difference for item 20-*be talkative*, $U= 6311$, $p < .05$, $r= 0.17$. Since the median scores are the same, the percentages of "strongly agree" and "agree" responses for the related item allow making a comment for the difference. It is possible to say that the students (91. 7%) believe more than the instructors (80.4%) do that a good language teacher should be talkative. Similarly, the difference between the students' ($Mdn=4.00$) and the instructors' ($Mdn=3.00$) responses is slightly significant for item 86- *be smiling*, $U=6298$, $p < .05$, $r=0.18$. That is to say that the students are in favor of considering a good language teacher as a smiling person more than the instructors are.

The Content of the Scale of Socio-Affective Skills

Students' Data

Table 10 indicates the items that constitute the scale of socio-affective skills, the percentages and the median scores of these items according to the students' responses. The items that have the same meaning were combined under a subscale. The items in the scale were also put in the table starting from the highest percentage score to the lowest percentage score for total "strongly agree" and "agree" responses.

Table 10 –The percentages and the median scores of the items in the scale of socio-affective skills according to the students

Item Numbers	Items	SA	A	D	SD	Mdn
	A good language teacher should...	%	%	%	%	
28/32/50	spare time for students when they ask for help	60.33	35.88	2.33	1.44	3.66
10/30	motivate students to do their best	64.16	32.0	2.33	1.5	4.00
21	make students like learning English	66.7	29.3	2.0	2.0	4.00
12/68	enable students to have a good time while learning English	67.16	28.83	2.16	1.83	4.00
22/64/69	be enthusiastic for teaching	70.3	25.6	2.0	2.0	4.00
3/41	present the topic appealing students' interests	71.83	23.66	1.83	1.16	4.00
19/57/75	provide a stress-free classroom atmosphere with students	62.66	32.77	2.88	1.66	3.66
6/56/88	have a friendly relationship with students	61.88	32.77	3.33	2.0	3.66
2/87	be interested in weak students	66.33	26.0	3.83	3.83	3.50
33/39	support slower learners	50.5	41.0	6.83	1.66	3.50
62/90	point to students' positive points before criticizing them when possible	38.83	49.16	8.16	3.83	3.00
7/9/49	try to make every student participate equally	3.77	8.55	32.22	55.44	1.66

Note: SA= Strongly Agree, A= Agree, D=Disagree, SD= Strongly Disagree.

As indicated in Table 10, the participant students mostly responded to the items in the scale of socio-affective skills with “strongly agree” and “agree”, excluding the set of items 7, 9 and 49- *try to make every student participate equally*, which has the lowest percentage and median score. Obviously, the students are not in favor of a (English) foreign language teacher who expects all students to participate in the lesson equally.

Instructors' Data

Table 11 shows the items that make the scale of socio-affective skills, the percentages and the median scores of these items according to the instructors' responses. The items that have the same meaning were combined under a subscale. The items in the scale were put in the table starting from the highest percentage score to the lowest percentage score for total "strongly agree" and "agree" responses.

Table11- The percentages and the median scores of the items in the scale of socio-affective skills according to the instructors

Item Numbers	Items	SA	A	D	SD	Mdn
	A good language teacher should...	%	%	%	%	
10/30	motivate students to do their best	60.71	39.28	-	-	4.00
33/39	support slower learners	47.32	52.67	-	-	3.50
19/57/75	provide a stress-free classroom atmosphere with students	49.40	49.40	1.19	-	3.66
22/64/69	be enthusiastic for teaching	58.33	39.88	1.78	-	3.33
28/32/50	spare time for students when they ask for help	42.26	55.5	1.78	1.44	3.66
2/87	be interested in weak students	58.03	39.28	1.78	0.89	3.50
6/56/88	Have a friendly relationship with students	37.73	58.92	7.73	0.59	3.00
12/68	enable students to have a good time while learning English	31.25	65.17	3.57	-	3.00
62/90	point to students' positive points before criticizing them when possible	36.60	59.82	3.57	-	3.00
21	make students like learning English	58.9	37.5	3.6	-	4.00
3/41	present the topic appealing students' interests	60.71	29.46	-	0.89	4.00
7/9/49	Try to make every student participate equally	0.59	3.57	37.5	58.33	1.33

Note: SA= Strongly Agree, A= Agree, D=Disagree, SD= Strongly Disagree.

As displayed in Table 11 above, the participant instructors strongly agreed and agreed that almost all items in the scale of socio-affective skills are the qualities of a good (English) foreign language teacher. The most prominent sets of items in the

scale are items 10/30- *motivate students to do their best* and 33/39- *support slower learners*. The rest of the items also reveal the qualities of a good language teacher with their high median scores and the percentages for “strongly agree” and “agree responses”. However, it is important to note that the set of items 7/9/49- *try to make every student participate equally* is unique in the scale in terms of its strikingly low median score and the percentages for “strongly agree” and “agree” responses.

The Comparison of Students’ and Instructors’ Data

Similarities

As for the scale of socio-affective skills, it can be seen that almost all items in the scale were considered by both groups as the qualities of a good language teacher. The high median scores and the percentages for “strongly agree” and “agree” responses for almost all items also confirm this idea. However, there is only one set of items, items 7/9/49- *try to make every student participate equally*, in the scale that is not supported by most of the students and the instructors.

Differences

As displayed in Table 6 before, among the median scores of all four scales, there is only a small significant difference between the scores of the scale of socio-affective skills according to the students’ and the instructors’ responses. In this scale, three of the items point out a significant difference between the two groups of participants which are shown in Table 12 as well as the median scores, Mann Whitney U, the significance and the effect size of each item.

Table 12- The differences between the students' and the instructors' responses for individual items in the scale of socio-affective skills

Item Numbers	Items A good language teacher should...	Student <i>Mdn</i>	Instructor <i>Mdn</i>	Mann-Whitney
12/68	enable students to have a good time while learning English	4.00	3.00	U=4975, $p < .001$, $r = .27$
6/56/88	have a friendly relationship with students	3.66	3.00	U=5378, $p < .001$, $r = .23$
32/28/50	spare time for students when they ask for help	3.66	3.33	U=6686, $p < .001$, $r = .13$
19/57/75	provide a stress-free classroom atmosphere for students	3.66	3.66	U=7087, $p > .05$
22/64/69	be enthusiastic for teaching	4.00	3.66	U=7375, $p > .05$
7/9/49	try to make every student participate in the lesson equally	1.66	1.33	U=7616, $p > .05$
10/30	motivate students	4.00	4.00	U=7416, $p > .05$
3/41	present the topic appealing students' interests	4.00	4.00	U=7556, $p > .05$
21	make students like learning English	4.00	4.00	U=7794, $p > .05$
2/87	be interested in weak students	3.50	3.60	U=7851, $p > .05$
62/90	point to students' positive points before criticizing them when possible	3.00	3.00	U=8058, $p > .05$
33/39	support slower students	3.50	3.50	U=8185, $p > .05$

Note: p : Significance, r = Effect Size

As displayed in Table 12, the most significant difference between the students' ($Mdn=4.00$) and the instructors' median scores ($Mdn=3.00$) in the scale of the socio affective skills is presented by the set of items 12 and 68- *enable students to have a good time while learning English*, $U=4975$, $p < .05$, $r = 0.27$. Thus, it can be said that the students agree with this quality of a good language teacher more than the instructors do. The second significant difference between the median scores of the two groups, the students' ($Mdn= 3.66$) and the instructors' ($Mdn=3.00$), is seen with the set of items 6, 56 and 88- *have a friendly relationship with students*, $U=5378$, $p < .05$, $r = 0.23$. For these items, it can be noted that the students believe

more than the instructors do that there should be a friendly relationships between students and a good (English) foreign language teacher. The last set of items presenting a difference between the median scores of the two groups are the set of items is 28, 32 and 50- *spare time for students when they ask for help*. It can be said that compared to the instructors ($Mdn=3.33$); the students ($Mdn=3.66$) agree more that a good language teacher should spare time for students when they need help, $U=6686$, $p < .05$, $r= 0.13$.

The Content of the Scale of Academic Qualities

Students' Data

Table 13 displays the items that are included to the scale of academic qualities, their percentages and the median scores. Similar items that stated the same idea were combined under a subscale. The items in the scale were put in the table starting from the highest percentage score to the lowest percentage score for total “strongly agree” and “agree” responses.

Table 13 -The percentages and the median scores of the items in the scale of academic qualities according to the students.

Item Numbers	Items	SA	A	D	SD	Mdn
	A good language teacher should...	%	%	%	%	
27/43/83	have correct and clear pronunciation	66	30.7	1.7	1.4	4.00
73/78	have good academic knowledge on language and language teaching	66.33	29.5	2.33	1.83	4.00
13/24/51	speak English fluently and clearly	63.33	32.22	2.88	1.55	4.00
4/34/89	know lots of English words	59.33	35.77	3.33	1.55	3.66
17/47/84	be familiar with current English teaching and learning approaches and methodologies	49.11	45.33	4	1.55	3.33
35/46	be able to show students how s/he is knowledgeable on the topic	55.83	36.66	5.5	2	3.50
36/54/61	know British/American culture well	19.88	40	27.88	12.22	2.66

Note: SA= Strongly Agree, A= Agree, D=Disagree, SD= Strongly Disagree.

As presented in Table 13, the first six sets of items in the scale have strikingly high percentages for “strongly agree” and “agree” responses. Thus, it is can be said that the students believe in the importance of having all these qualities to being a good (English) foreign language teacher. On the other hand, the last set of items in the list, items 35, 54 and 61- *know British/American culture well* has the lowest percentages in the scale for “strongly agree” and “agree” responses.

Instructors' Data

The items that belong to the scale of academic qualities are displayed in Table 14 below. The percentages and the median scores of the items in this scale also can be seen in the table. The items that have the same meaning were combined under a subscale. The items in the scale were put in the table starting from the highest percentage score to the lowest percentage score for total “strongly agree” and “agree” responses.

Table 14 -The percentages and the median scores and of the items in the scale of academic qualities according to the instructors

Item Numbers	Items	SA	A	D	SD	Mdn
	A good language teacher should...	%	%	%	%	
13/24/51	speak English fluently and clearly	58.92	41.07	-	-	3.66
17/47/84	be familiar with current English teaching and learning approaches and methodologies	59.52	40.47	-	-	3.66
27/43/83	have correct and clear pronunciation	56.54	42.85	0.59	-	3.66
73/78	have good academic knowledge on language and language teaching	59.82	37.05	2.67	-	3.50
4/34/89	know lots of English words	44.04	52.97	2.38	0.59	3.33
35/46	be able to show students how he/she is knowledgeable on the topic	44.64	51.78	3.57	-	3.50
36/54/61	know British/American culture well	14.88	60.71	19.04	5.35	2.00

Note: SA= Strongly Agree, A= Agree, D=Disagree, SD= Strongly Disagree

It can be noted that the items in the scale of academic qualities, in general, have high median scores and the percentages for “strongly agree” and “agree” responses as indicated in Table 14. The first two sets of items, items 13/24/51- *speak English fluently and clearly* and items 17/47/84- *be familiar with current English teaching and learning approaches and methodologies* are the most outstanding items in the scale on which the participant instructors either strongly agreed or agreed. However, it is important to note that the set of items 36/54/61- *know British/American culture well* is prominent in the scale with their lower percentages for “strongly agree” and “agree” responses compared to other items in the scale.

The Comparison of Students' and Instructors' Data

Similarities

It is possible to say that there is an agreement between the participant students and the instructors for almost all items in the scale of academic qualities. The most striking similarity between them is indicated by the set of items 36/54/61-*know British/American culture well*. A majority of both groups agreed that this set of items is one of the qualities of a good language teacher, but the percentages of them for “strongly agree” and “agree” responses are lower compared to the other items in the scale.

Differences

In the scale of academic qualities, there are only two sets of items that present a difference between the two groups of participants as indicated in Table 15 as well as the median scores, Mann Whitney U, the significance and the effect size of each item in the scale.

Table 15- The difference between the students' and the instructors' responses for individual items in the scale of academic qualities

Item Numbers	Items A good language teacher should...	Student <i>Mdn</i>	Instructor <i>Mdn</i>	Mann-Whitney
4/34/89	know lots of English words	3.66	3.33	U=6804, p < .01 r=.12
17/47/84	be familiar with current English teaching and learning approaches and methodologies	3.33	3.66	U=6819, p < .01 r=.12
36/54/61	know British /American culture well	2.66	2.00	U=7183, p > .05
35/46	be able to show students how s/he is knowledgeable on the topic	3.50	3.50	U=7594, p > .05
27/43/83	have correct and clear pronunciation	4.00	3.66	U=7660, p > .05
73/78	have good academic knowledge on foreign language teaching	4.00	3.50	U=7748, p > .05
13/24/51	speak English fluently and clearly	4.00	3.66	U=8107, p > .05

Note: p: Significance, r= Effect Size

In this scale, only two sets of items, items 4, 34, 89 and 17, 47 and 84 point out a very small difference between the two groups of participants as displayed in table 11. For the first set of items, items 4, 34 and 89-*know lots of English words*, the students' (*Mdn*= 3.66) and the instructors' (*Mdn*= 3.33) responses slightly differ from each other, U=6804, p < .05, r=0.12. It points out that compared to the instructors; the students support more this quality of a good (English) foreign language teacher. Furthermore, there is a very small difference between the students' (*Mdn*=3.33) and the instructors' (*Mdn*=3.66) responses for the second set of items, items 17, 47 and 84- *be familiar with current English teaching and learning approaches and methodologies*, U=6819, p < .05, r= 0.12. This indicates that this item is desired slightly more by the instructors than the students.

The Content of the Scale of Teaching Qualities

Students' Data

Table 16 presents the items that constitute to the scale of teaching qualities as well as the percentages and the median scores of the items. The items that have the same meaning were combined under a subscale. The items in the scale were put in the table starting from the highest percentage score to the lowest percentage score for total “strongly agree” and “agree” responses.

Table 16- The percentages and the median scores of the items in the scale of teaching qualities according to the students.

Item Numbers	Items	SA	A	D	SD	Mdn
	A good language teacher should...	%	%	%	%	
25/91	give background information before starting the lesson	53.33	43.66	1.5	1.5	3.50
23/40	watch and inform students about their progress in language learning	55	41.83	1.83	1.33	3.00
60/70	make use of audio-visual materials when possible	58.15	38.16	1.5	1.83	3.50
1/18/42	guide students to get some learning strategies	58.44	37.55	2.22	1.77	3.66
5/29/67	spare time to teach important sentence patterns	61.77	33.4	2.88	1.88	3.66
11/14/48	teach the topic in accordance with students' proficiency levels	58.88	36	2.55	2.55	3.66
16/58/72/80	use lots of examples to teach a topic	51.5	42.33	3.83	2.33	3.50
37/65	use daily events to make connections with the topic when possible	50.5	41.83	5.83	1.83	3.50
8/77	use authentic materials (foreign magazines, pictures etc.)	54.5	37.66	5.16	2.66	3.00
66	have a teaching style which goes over the topic systematically	47.0	45.0	5.7	2.3	3.00
63/82	give equal importance to improve all four skills (reading, writing, listening and speaking)	48.16	38.33	11	2.5	3.50
52/45/26	change his/her style of teaching in accordance with the new topic	41.15	44.42	6.73	7.68	3.33
76/79/59	expect students to be active in the lesson	40.11	45.44	11.22	3.22	3.33
15/53	make students realize their mistakes on their own	32.66	48.66	13.83	4.83	3.00
81	use Turkish nearly all the time	8.3	13.0	52.3	26.3	2.00
71	believe using only text book and class board is enough	6.7	9.0	33.7	50.7	1.00
44	use the textbook constantly	5.3	8.3	47.0	39.3	2.00

Note: SA= Strongly Agree, A= Agree, D=Disagree, SD= Strongly Disagree.

Although the items displayed in Table 16 belong to the scale that has the lowest median score compared to other three scales, the percentages of the students who chose “strongly agree” and agree” for the items and the median scores of them are strikingly high in general. However, the last three items in the table, items 44, 71

and 81 are noticeable with their lower percentages for “strongly agree” and “agree” responses and the median scores compared to other items in the scale. Based on these scores it can be concluded that participant students believe that a good (English) foreign language teacher should avoid using only textbook and white/blackboard. In addition, students’ responses for item 81 point out that they oppose to a (English) foreign language teacher profile who uses the use native language (Turkish) constantly.

Instructors’ Data

Table 17 indicates the items from the scale of teaching qualities as well as the percentages of the instructors who chose the related item as “strongly agree”, “agree”, “disagree” and “strongly disagree” and the median scores of the items. It can be noted that the similar items were combined under a subscale. The items in the whole scale were also put in the table starting from the highest percentage score to the lowest percentage score for total “strongly agree” and “agree” responses.

Table 17- The percentages and the median scores of the items in the scale of teaching qualities according to the instructors.

Item Numbers	Items	SA	A	D	SD	Mdn
	A good language teacher should...	%	%	%	%	
60/70	make use of audio-visual materials when possible	55.37	44.64	-	-	3.50
1/18/42	guide students to get some learning strategies	45.23	54.76	-	-	3.33
11/14/48	teach the topic in accordance with students' proficiency levels	54.16	44.64	1.19	-	3.66
26/45/52	change his/her style of teaching in accordance with the new topic	38.09	59.52	1.19	1.19	3.33
8/77	use authentic materials (foreign magazines, pictures etc.)	38.39	58.03	3.57	-	3.00
23/40	watch and inform students about their progress in language learning	39.28	56.25	4.46	-	3.00
59/76/79	expect students to be active in the lesson	51.78	42.85	5.35	-	3.33
37/65	use daily events to make connections with the topic when possible	46.4	47.32	6.25	-	3.50
16/58/72/80	use lots of examples to teach a topic	38.46	53.84	3.41	-	3.25
91/95	give background information before starting the lesson	40.17	51.78	6.25	1.78	3.00
63/82	give equal importance to improve all four skills (reading, writing, listening and speaking)	45.53	44.64	9.8	-	3.50
5/29/67	spare time to teach important sentence patterns	36.90	52.97	10.11	-	3.00
15/53	make students realize their mistakes on their own	25.89	61.60	9.82	2.67	3.00
66	have a teaching style which goes over the topic systematically	32.1	44.6	23.2	-	3.00
81	use Turkish nearly all the time	1.8	8.9	51.8	37.5	2.00
71	believe using only text book and class board is enough	3.6	3.6	26.8	66.1	1.00
44	use the textbook constantly	-	1.8	62.5	35.7	2.00

Note: SA= Strongly Agree, A= Agree, D=Disagree, SD= Strongly Disagree

The last three items in Table 12, items 44- *use the textbook constantly* , 71- *believe using only text book and black/white board is enough* and 81- *use Turkish nearly all the time* are striking in terms of their low percentages for “strongly agree” and “agree” responses. None of the participant instructors responded to item 44 with

“strongly agree”. Obviously, the instructors do not think sticking to a textbook is one of the qualities of a good (English) foreign language teacher. Similarly, to great extent, they do not believe using the textbook and the class board is enough for effective teaching. Item 81 is related to using the native language (Turkish) in the class constantly. Instructors are mostly against this item. The rest of the items are significant in terms of their high percentages for “strongly agree” and “agree” responses. It can be said that there is a strong division within the scale between certain items which were generally disagreed and the certain items which were generally agreed with. This suggests that the overall score for the scale as a whole is misleading, since it covers up a strong distinction between items like 44, which have over 90% disagreement and items like 60/70 which have over 90% disagreement.

The Comparison of Students’ and Instructors’ Data

Similarities

It can be said that the students and the instructors equally supported almost all items in the scale of teaching qualities. The most interesting finding in this scale is that both groups agreed on the rank of the three items in the scale, item 44- *use the textbook constantly*, item 71- *believe using only text book and black/white board is enough* and the item 81- *use Turkish nearly all the time*, which have the lowest median scores and percentages for “strongly agree” and “agree” responses.

Differences

In the scale of academic qualities, the students and the instructors’ responses slightly differ from each other for only two qualities as displayed in Table 18. The median scores, Mann Whitney U, the significance and the effect size of each item in the scale are also presented in Table 18.

Table 18- The difference between the students' and the instructors' responses for individual items in the scale of teaching qualities

Item Numbers	Items A good language teacher should...	Student <i>Mdn</i>	Instructor <i>Mdn</i>	Mann-Whitney
5/29/67	spare time to teach important sentence patterns	3.66	3.00	U=5945, p < .001, r= .19
66	have a teaching style which goes over the topic systematically	3.00	3.00	U=6620, p < .01, r=.14
23/40	watch and inform students about their progress in language learning	3.00	3.00	U=7080, p > .05
59/76/79	expect students to be active in the lesson	3.33	3.33	U=7180, p > .05
81	use Turkish nearly all the time	2.00	2.00	U=7196, p > .05
71	believe using only textbook and class board is enough	1.00	1.00	U=7288, p > .05
91/95	Give background information before starting the lesson	3.33	3.00	U=7295, p > .05
1/18/42	guide students to get some learning strategies	3.66	3.33	U=7300, p > .05
8/77	use authentic materials (foreign magazines, pictures etc)	3.00	3.00	U=7321, p > .05
16/58/72/80	use lots of examples to teach a topic	3.50	3.25	U=7376, p > .05
11/44/48	teach the topic in accordance with students' proficiency levels	3.66	3.66	U=7944, p > .05
44	use the textbook constantly	2.00	2.00	U=8049, p > .05
37/65	use daily events to make connections with the topic when possible	3.50	3.50	U=8210, p > .05
63/82	Give equal importance to improve all four skills(reading, writing, listening and speaking)	3.50	3.50	U=8228, p > .05
60/70	make use of audio-visual materials when possible	3.50	3.50	U=8324, p > .05
15/53	make students realize their mistakes on their own	3.00	3.00	U=8348, p > .05
26/45/52	change his/her teaching style in accordance with the new topic	3.33	3.33	U=8384, p > .05

Note: p= Significance, r =Effect Size

As indicated in Table 18, the students ($Mdn= 3.66$) support more than the instructors ($Mdn= 3.00$) the idea a good language teacher is responsible for *sparing time to teach important sentence patters*, items 5, 29 and 67, $U= 5945$, $p < .05$, $r= 0.19$. As for item 66, there is a slight difference between the students' ($Mdn= 3.00$) and the instructors' ($Mdn=3.00$) responses, $U=6620$, $p < .05$, $r= 0.14$. Because the median scores are the same, the percentages of the related item for “strongly agree” and “agree” responses were checked to interpret the finding. It can be noted that compared to the instructors (76.7%); the students (92%) believe more that a good language teacher should have a teaching style which goes over the topic systematically.

Conclusion

In this chapter, all three research questions of the study were answered in three main sections by presenting the students' data, the instructors' data and the comparison of the two groups' data. In the next chapter, the findings of the study will be discussed with reference to the related literature.

CHAPTER V: CONCLUSION

Introduction

This study investigated Turkish university EFL students' and instructors' views on the concept of a good (English) foreign language teacher. Since this is a comparative study, the main focus is on to what extent students' and instructors' views are related to each other. Thus, instead of discussing the students' and the instructors' responses separately, the findings that belong to the two groups will be addressed in a comparative discussion.

In this chapter, the relationship between the two groups' views will be discussed considering each aspect of being a good (English) foreign language teacher, including *personal qualities*, *academic qualities*, *socio-affective skills* and *teaching qualities* with reference to the related literature. Then, possible pedagogical implications will be presented. Following the presentation of the pedagogical implications, finally, the limitations of the study will be described and suggestions will be made for further research.

Findings and Discussion

When the responses given to the items in the given questionnaire are taken into consideration, it can be concluded that most of the items were responded with “strongly agree” and “agree” by both students and instructors. As a result, the most interesting finding of this study is the large degree of symmetry between the students and the instructors as to perceived characteristics of a good language teacher although there are some small discrepancies between them for some individual items in each scale. The matches and the mismatches between the two groups will be discussed scale by scale as well as the individual items in each scale.

Personal Qualities

Considering whole group results, it is important to note that the first aspect both students and instructors considered when evaluating a good language teacher is his/her *personal qualities*, which have the highest median score as a scale in the study. The median scores of both groups are strikingly the same for the scale of *personal qualities* ($Mdn = 3.57$). The two groups might have thought that no matter how strong language teachers' linguistic abilities or their academic knowledge of subject matter, they should have some essential personal characteristics to enter the profession. As a result, it can be argued that the personality of a teacher is a great factor that makes him/her a good teacher.

The participant students and instructors also agreed that *being patient*, *having a positive attitude toward new ideas*, *being smiling* and *being talkative* are essential personal qualities of a good foreign language teacher although the students endorsed *being talkative* and *being smiling* more than the instructors as already reported in the previous chapter and displayed in Table 9.

It is important to note that *patience* is the most important personal quality of good foreign language teachers for both the students and the instructors. According to Kottler and Zehm (2000), if students struggle to master a language, they will feel frustrated. As a result, they need a patient teacher to lead them and provide more guidelines for them. The value the students gave to patience may indicate that language learning is a difficult process for students, and they need a teacher who is patient with them and supportive. Thus, it is quite natural for the participants to state that language teachers should require patience with L2 learners

as learning a target language, particularly for beginners and adults as supported by Cordia (2003).

Being smiling was also seen as a vital quality of a good (English) foreign language teacher according to the two groups. Learning a foreign language may sometimes require a long time and encouragement. Thus, it can be argued that a good foreign language teacher should be smiling and warm in order to give necessary affective support to learners.

Another personal quality, *having a positive attitude toward new ideas*, was also considered as important by the students and the instructors. It is possible to say that some teachers have strong affective beliefs that can make them inflexible and less open to innovations (Nespor, 1987). However, as Robinett (1977) described, a good foreign language teacher is flexible in mind and in action. Thus, this may suggest that (English) foreign language teachers should be open to whatever change may be necessary because of the acquisition of further knowledge about language and language learning. This result is quite in line with Gönenç-Afyon (2005) and Hadley (1996). They concluded that an ideal (English) foreign language teacher is someone who is innovative and open-minded rather than conservative.

Lastly, the two groups' views matched with regard to *being talkative* as the last important personal quality. As Borg (2006) stated, since oral production plays a central role in foreign language teaching more than in any other subject, a good language teacher should be talkative in order to communicate with students in an effective way.

Although the students and the instructors agreed on the essential *personal qualities* of a good language teacher, their agreement scores slightly changed for *being talkative* and *being smiling*.

It can be noted that the students valued *being talkative* a bit more than did instructors. The reason why the students valued this quality more may be related to seeing a foreign language teacher is as a constant resource of necessary spoken input. On the other hand, it can be argued that foreign language teachers are usually asked during their education to talk less to provide students with more chance to use the target language. As a result, the instructors might have endorsed being talkative less than the students.

The students also gave more credit to *being smiling* compared to the instructors. This may imply that a good language teacher should often include the warmth of his/her personality and affective concern in his/her teaching in order to give positive energy to students. However, the instructors might have thought that they may not be taken seriously if they are excessively smiling. As a result, they might have considered this quality as less important.

Socio-Affective Skills

For students, the second highest median score belongs to a good language teacher's *socio-affective skills*. The median score of the scale of socio-affective skills had the third highest one according to the instructors' responses, and it is important to note that this is the only main scale on which a significant difference was seen between the students and the instructors ($r=0.13$) as already displayed in Table 6. Considering the related literature, it can be said that *socio-affective* skills play an important role in defining the characteristics of good language teachers. The

importance of these skills has been stated in various areas of foreign language teaching, including learning strategies (Oxford, 1990), second language acquisition (Krashen, 1981) and motivation (Dörnyei & Csizér, 1998).

According to the findings, the students valued socio-affective skills a bit more than the instructors did. It can be argued that the students might have considered that a language teacher should have the ability to step inside a students' shoes to notice what students feel and what they need while learning a second language. This experience can help teachers to provide more understanding and interest toward their students' affective needs. On the other hand, the instructors might not notice very well how students feel while learning a foreign language, and what needs they exactly have.

By looking at the individual items that are related to a good language teacher's *socio-affective skills*, it can be noted that almost all items in the questionnaire that are related to socio-affective skills were responded with "strongly agree" and "agree" by the two groups. More specifically, the students and the instructors mostly agreed on *motivating students*, *sparing time for students when they ask for help*, *being enthusiastic for teaching*, and *providing a stress-free classroom atmosphere* by putting them the high ranks.

The two groups emphasized the importance of motivation in language learning as a crucial variable. It is not surprising for the participants to consider *motivating students* as one of the top qualities of a good language teacher since motivation in second language acquisition is accepted as an important factor in learning success, and effective language teachers are also portrayed as good motivators by a number of studies (Altan, 1997; Brosh, 1996; Brown, 2009; Cordia,

2003; Dörnyei & Csizér, 1998; Gönenç-Afyon, 2005; Park & Lee, 2006; Richards, et al., 1992)

Sparing time for students when they ask for help was also seen by the two groups as essential to being a good language teacher. This may imply that the participants give great importance of the teacher's availability in and outside the classroom. They may believe that teaching is not to be exactly one class hour, and a good language teacher should allocate extra time for students when they need as suggested by Brosh (1996), Cordia (2003), and Park and Lee (2006).

Being enthusiastic was also highlighted by the participants as an important socio-affective skill. It can be noted that this quality is not only seen a quality of a good language teacher but also a quality of an effective teacher in general in the related literature (Rosenshine and Furst, 1973; Ryan, 1960 both cited in Perrot, 1982; Hight, 1963). A foreign language teacher's enjoyment in transmitting knowledge may influence the way students react toward the target language and, therefore, their success in learning it. This may suggest that a good language teacher should be a person who loves teaching and does not go into teaching by accident as pointed out by Cordia (2003).

The participants also considered *providing a stress-free classroom atmosphere* as important. Language learners may need a stimulating and supportive atmosphere to be effective in learning a foreign language. Good foreign language teachers should provide this atmosphere with their students in order to trigger the language learning process in class. As Krashen (1981) suggested, the language is best acquired in a relaxing atmosphere by talking to others. Similarly, MacIntyre and Gardner (1989) pointed out that language anxiety, which refers to stress felt when

using a second language both inside and outside the language classroom, is a great enemy of success in language learning. A good foreign language teacher can help students to reduce their anxiety about learning a second language in a friendly and stress-free classroom atmosphere. Cordia (2003) and Park and Lee (2006) also found *providing a stress-free classroom atmosphere* as an important aspect of being a good (English) foreign language teacher. It can be concluded that good language teachers are responsible for making their students psychologically feel good in class by comforting and establishing rapport.

Perhaps the most surprising finding that belongs to a good (English) foreign language teacher's socio-affective skills is related to providing equal participation in the lesson with all students. Interestingly, neither students (87.66%) nor instructors (95.83%) thought that *trying to make every student participate in the lesson equally* was important to being a good (English) language teacher. What is meant here that a good language teacher is expected to be fair and treat all students equally in the same situation as supported by the related literature (Vadillo, 1999). Since the Communicative Language Teaching (CLT) approach, which was introduced to Turkey with 1997 Education reform, requires students' active involvement in the lesson through various communicative activities in pairs and groups, good language teachers should take into consideration active and equal participation of all students in a language class. Considering the students' (95.55%) and the instructors' (94.33%) high agreement scores for a teaching quality in the study, *expecting students to be active in the lesson* (items 59/76/79), it can be concluded that the participants' main concern is not for "participation" but "equal participation". Therefore, the participants might have thought that it may not possible to provide all students with

equal participation in the lesson, since there might be anxious and shy learners in language classes who might avoid participating. However, it can be argued that as a practitioner of the CLT approach, a good foreign language teacher should be able to overcome students' inhibition and anxiety in order to make them an active part of the foreign language class.

Some *socio-affective skills* were not equally agreed by the groups, including *enabling students to have a good time while learning English, having a friendly relationship with students, and sparing time for students when they ask for help*. The students endorsed these characteristics slightly more than the instructors. It seems that the students consider learning English language as fun. Therefore, they want to have a good time while learning English. Furthermore, it can be claimed that they want to be closer to their language teachers to ask for help when necessary. On the other hand, the instructors may have evaluated the concept of teaching English as a subject that should be taken seriously compared to the students who consider learning English as a fun experience, and they may want to be a bit more distant toward their students.

Academic Qualities

Another aspect of being a good language teacher is *academic qualities*, which had the second highest median score according to the instructors' responses, whereas they had the third highest median score based on the students' responses. Parallel to these findings, demonstrating the knowledge of the subject area is also seen as an important dimension of being a good foreign language teacher described in the literature (Brosh, 1996; Davies & Pearse, 2000; Mollica & Nuessel, 1997; Park & Lee, 2006; Richards, et al., 1992).

Almost all *academic qualities* of a good foreign language teacher were considered as important by the two groups, but the ranks of the qualities are just slightly different. The two groups particularly highlighted the importance of *having good academic knowledge, being familiar with the current English teaching and learning approaches and methodologies, speaking English fluently and clearly, and having correct and clear pronunciation*. The participants' agreement on *having good academic knowledge* is quite reasonable, since a teacher is primarily expected to know well what s/he teaches. Therefore, it can be said that a teacher's subject matter knowledge has a direct impact on the success of what and how s/he teaches. Subject matter expertise is also supported not only for language teaching (Gönenç-Afyon, 2005; Park & Lee, 2006), but also for all subjects (Smith, 1969 cited in Perrot, 1982; Brown & Atkins, 1999; Highet, 1963). As Robinett (1977) stated, an effective teacher requires professional competence both in their subject matter and in teaching techniques. Thus, the reason why the participant instructors considered this quality as vital might be their belief in having deep knowledge about English language teaching.

Furthermore, it can be claimed that teaching a foreign language is a developmental, dynamic and interactive process. Thus, *being familiar with the current English teaching and learning approaches and methodologies* is also vital. As Borg stated, the field of foreign language teaching is advanced and innovative in its approach to teaching and learning. Similarly, Bancroft suggested (1996 cited in Mollica & Nuessel, 1997) that "the good language teacher must review current methods and new strategies critically and incorporate the best elements of each methodology into his/her curriculum" (p.6). Thus, the participants might have

thought that good language teachers should keep well informed with innovations and new ideas and developments in instructional materials for use in the classroom. This means that the good language teacher reads the current literature in the field, consults with colleagues about their successful strategies, and attends conferences and workshops to learn about meaningful innovations.

Speaking English fluently and clearly and having correct and clear pronunciation are also important for both groups. It can be argued that more than in any other subject, speaking and pronunciation are essential to language teaching for effective communication as Borg (2006) pointed out. Furthermore, another reason why the participants valued these qualities more than other qualities in the scale may be that a language teacher needs proficiency in speaking and pronunciation to conduct his/her lesson well, since it is hard to teach effectively without sufficient ability in speaking and pronouncing in the target language as supported by Brosh's study (1996). The importance of a good language teacher's correct pronunciation is also highlighted by the students and the teachers in Cordia's study (2003) as an important factor of being a good source of spoken input and a good model for students.

Perhaps one of the most interesting findings of the study is that although most of the participants agreed that a good language teacher should *know British/American culture well*, nearly a quarter of the instructors and more than a quarter of the students found this quality irrelevant. This finding is interestingly parallel with Park's and Lee's (2006) findings in his study which was conducted in Hong Kong, an EFL context like Turkey. This may suggest that a language teacher may not be necessarily a cultural mediator, since the participants live in an EFL

context rather than an ESL context where they need more to adjust the target language culture, to become more knowledgeable about it and even to overcome culture shock. Still, it can be argued that the content of teaching English as a foreign language extends beyond teaching all four skills. Teaching English requires teaching British/American culture since the target language and the target culture cannot be separated from each other. Thus, language teachers are expected to be knowledgeable about the target culture to teach it when necessary.

As for the academic qualities of a good language teacher, the participants thought a bit different from each other are about *knowing lots of English words* and *being familiar with the current English teaching and learning approaches and methodologies*. The students endorsed slightly more *knowing lots of English words* than the instructors. It can be argued that what the students understand from knowing a foreign language is basically being able to speak the target language and knowing lots of vocabulary that can enable them to speak this language, whereas the instructors usually give equal importance to all four skills. Thus, the students might have emphasized more knowing lots of English words compared to the instructors. Furthermore, obviously, the instructors valued a bit more *being familiar with the current English teaching and learning approaches and methodologies* than the students. This may imply that the instructors care about their self-improvement in their subject area more, since they are more aware of their weaknesses and strengths than the students are.

Teaching Qualities

The last important aspect of being a good foreign language teacher for the students and the instructors is *teaching qualities*. The teaching qualities that were

commonly put in the high ranks are: *making use of audio-visual materials when possible, guiding students to get some learning strategies, teaching a topic in accordance with students' proficiency levels, and watching and informing students about their progress in language learning.*

Since the use of technology and its integration to the curriculum has recently gained importance, *the use of audio-visual materials* in foreign language classes became a requirement for the techniques that are emphasized by Communicative Language Teaching (Cakir, 2006). As Apelt stated (1981, cited in Vadillo, 1999), using technology in foreign language teaching is an important aspect of effective teaching. It can be noted that visual and auditory aids are really helpful for teachers in facilitating the target language learning, since they bring into language classrooms a wide range of communicative situations with immediate and accessible combination of sound and vision. This may suggest that the participant students and instructors give importance to use of audio-visual aid in the Communicative Language Teaching (CLT) approach that has officially been in use for more than ten years in Turkey. In order to organize more interesting materials, it is important to include audio materials (music, tape recording), video aids (overheads, slides, pictures) or mixed media aid (movies, web-based instruction) to the language lessons as supported by Cordia (2003).

The students and the instructors also agreed on the necessity of *guiding students to provide some learning strategies* to being a good (English) foreign language teacher. It can be said that if learners master essential learning skills, they can actively control their own learning. Thus, learning strategies are requirements for the development of life-long learners. As Oxford pointed out (1996), learning culture

and practice play a central role in the development of teacher-centered and student-centered orientation to learning. The participants' agreement on learning strategies may imply that the participants expect a good language teacher to teach learning strategies in order to foster student-centered orientation which is one of the fundamentals of the CLT approach.

Another teaching quality on which almost all participants agreed is *watching and informing students about their progress in language learning*. It can be argued that language learning is a life-long process, and it is important to keep making progress in this process. As a result, progress monitoring gains importance. However, all students may not be equally skillful about monitoring themselves. Therefore, this may indicate that a good language teacher should be responsible for monitoring students' progress, diagnosing students' strengths and weaknesses, guiding and scaffolding them when necessary according to the two groups.

The participants also valued *teaching a topic in accordance with students' proficiency levels*. It can be said that this quality may be related to students' self-confidence. Students need self-confidence while learning a language, since it provides motivation and enjoyment with students in order to have a positive attitude toward their own learning. However, if the teacher's instruction and learning activities are beyond their proficiency levels, they may become unsuccessful. As a result, they may lose their self-confidence and even their willingness to learn the target language. Similarly, if the teacher designs easier learning activities compared to their proficiency levels, this can lead them to develop an over self-confidence, and they might give up studying. This may suggest that a good language teacher should balance the ease of his/her instruction and the learning activities s/he prepares in

accordance with students' proficiency levels in order to develop a balanced self-confidence in students' learning process.

The two groups also considered some *teaching qualities*, including *using the textbook constantly*, *believe using only text book and black/white board is enough* and *using Turkish nearly all the time* as undesired characteristics of a good language teacher. These findings are also supported by Gönenç-Afyon's study (2005).

Although a textbook is a great resource for both language teachers and learners, it may not necessarily be a never failing teaching material. Thus, the participants' views for this quality may imply that a good language teacher, who is innovative or competent, should not stick to a textbook. A good language teacher should use a variety of teaching materials that can address all learners in order to make his/her teaching more effective.

Moreover, as one of the fundamentals of the CLT, the use of target language was also considered as vital for being a good language teacher by both students and instructors. Similarly, the related literature supports the idea that the target language should be used in the classroom as the medium of instruction (Apelt, 1981; Sanderson, 1983; Bailey, 1985, all cited in Vadillo, 1999). However, it is also highlighted that the use of the native language should not be excluded, and if necessary it should be used in order to clarify instructions or to ensure that essential information has been understood (Finocchiaro & Bonomo, 1973). It is possible to say that the finding of this study that is related to the use of the native language did not reveal whether the two groups are in favor of using the native language when necessary, but it revealed that the instructors are quite in line with the related literature that a good English teacher should teach English in English. In other words,

s/he should use predominantly the target language as a model for students (Celce-Murcia, 1991; Krashen, 1981).

As for the discrepancies between the two groups, the students valued *sparing time to teach important sentence patterns* slightly more than the instructors did. This may suggest that the students give more importance to learning some important sentence patterns that may help them to be successful in exams or to use them in speaking. Another small difference between the two groups' views is related to *having a teaching style which goes over the topic systematically*. Compared to the instructors, the students considered this teaching quality of good foreign language teachers as more important. This might indicate that students occasionally need to revise the taught topics in order to internalize them. As a result, they expect a good foreign language teacher to revise systematically. On the other hand, the instructors might have thought that revising the particular topics constantly may be a bit boring for the students.

In sum, it can be concluded that the concept of a good (English) foreign language teacher includes all aspects of a teacher, including personal qualities, socio-affective skills, academic qualities and teaching qualities. The participant students' and instructors' views about what constitutes a good language teacher mostly matched although the degree of their agreement on some qualities was a bit different. They neither ignore one aspect completely nor worship another. Thus, the concept of a good foreign language teacher consists of a balanced combination of all aspects. The only significant difference between the students' and the instructors' views was seen in good language teacher's *socio-affective skills*. Compared to the instructors, the students endorsed this aspect more.

Regarding the model of a good foreign language teacher that was presented by the related literature, the findings of this study are mostly quite in line with the previous studies. As mentioned in Chapter II, while the Asian model of the good teacher displays a more hierarchical, teacher oriented, information-transfer approach (Cortazzi 1990), in which the teacher is like a leader with a certain authority in class (Hadley, 1996), the Western model of the good teacher is perceived as encouraging students' individuality and autonomy, supporting students' active involvement in learning (Cortazzi, 1990) like a mentor of learning (McClure, 2003). The portrait of a good foreign language teacher revealed by the present study shows a combination of the already revealed models of a good foreign language teacher that belong to the Asian (Cortazzi 1990; Hadley 1996) and Western views (McClure, 2003). Some of the findings, including being knowledgeable in the field, mastery in speaking and vocabulary, showing authority in the class by making students feel that s/he is the source of knowledge, as well as being patient as a companion are similar to the Asian view of the good foreign language teacher model (Cordia 2003; Park & Lee, 2006). Some of the findings also show the Western view of the good foreign language teacher model, including fostering learner autonomy by guiding students in how to develop learning strategies and self correction of error (Brown, 2009), and facilitating individual learning through students' active involvement in learning process (Davies & Pearse, 2000) while being friendly.

Therefore, as stated before, the findings of the present study show a mixture of the models seen in the Asian and Western contexts, instead of just one of the contexts. In other words, it is possible to say that the model of a good foreign

language teacher revealed by Turkish university students and instructors cannot be categorized as sharing either Asian or Western views on the concept of the model of good foreign language teacher completely. The reason for this may be that although Turkey can be considered more as an Asian oriented country, it is a developing country and is also affected by Western beliefs and values in teaching. Therefore, it is natural for Turkey to combine views from both sides on the concept of good foreign language teacher model.

Pedagogical Implications

Since English is the language of globalization, it is particularly important for Turkey which is a developing country. Thus, English language teaching plays a central role in the Turkish educational system. With the 1997 Educational Reform, the Communicative Language Teaching (CLT) approach was officially introduced to students and teachers for the first time in state schools, and students and teachers were supposed to have new roles. The teacher-centered orientation of language teaching and the former authoritarian image of language teachers disappeared, whereas students gained more active roles in language classrooms. Being an effective language teacher was required to have new responsibilities, including helping students to use the target language in real-life like contexts by providing authentic materials in pair and groups work activities, valuing students' personal experiences in classroom learning, using audio-visual technology that is a great source for native talk, and focusing on meaning instead of expecting students to develop perfectly grammatical structures (Nunan, 1989). Thus, effective language teachers, who put CLT into practice in language classes by making a synthesis of

their academic knowledge, personal qualities, teaching practices and relationship with students, are vital for effective English language teaching.

Considering students and teachers as two different groups of people whose statuses and beliefs are different, it is quite natural to see some differences between their views on effective teaching. However, mismatches between students' and teachers' expectations of effective teaching may negatively affect students' performance in the language class and may cause the discontinuation of study (Kern, 1995), effective language teachers should also take into consideration their students' beliefs and expectations in order to facilitate students' learning. Since the participant students and instructors agreed with each other in their beliefs about good (English) foreign language teachers' characteristics in the study, it can be happily claimed that both groups agreed on the qualities of a good (English) foreign language teacher to a great extent. Considering the results of the study, it can be said that the image of a good language teacher in the students' and the instructors' minds was usually shaped by the fundamentals of the CLT. It can be argued that that both students and instructors may be aware of the fundamentals of the CLT, which has been in use in Turkey for more than ten years. The good language teacher is portrayed as an warm and innovative person who has a strong academic knowledge, is particularly proficient in spoken English as a perfect model for students, follows the current language teaching approaches and techniques, uses audio-visual aids and various teaching materials, including authentic materials while teaching, fosters students' autonomy by teaching students learning strategies, and shows interest for students' affective needs by supporting, guiding, and having a good relationship with them.

In order to have a healthy and efficient communication style nurturing students' expectations of a good language (English) teacher, not only teachers at EU SFL but also general teachers of English as a foreign language should be trained considering the results of this study. This training should include the importance and fundamentals of students' views on good (English) foreign language teacher. Regarding this, more student-centered workshops, seminars and in house training services can be arranged to inform teachers on the innovations in English language teaching, using technology in foreign language class, including audio visual materials, preparing authentic materials, the importance of learner autonomy and techniques to be used to make students autonomous by training programs.

The most significant result of the study was the difference seen in the scale of socio affective skills between the students' and instructors' views on good (English) foreign language teacher. Even though both students and instructors considered socio-affective factors are important in being a good (English) foreign language teacher, students' data showed that they gave more importance to these skills. Therefore, it can be said that students believe a good (English) foreign language teacher should establish a better understanding of students' self esteem, anxiety, motivation and other affective features. Language teachers may keep written reports of their students based on their in and out class observations to meet students' these needs. Therefore they can prepare their courses according to their reports to establish a mutual understanding of socio-affective factors. They can also share that data with other colleagues through workshops.

Limitations

With the limited time and resources, the study was conducted in one setting, Erciyes University SFL, with a limited number of participants. A clearer picture of Turkish university students' and instructors' views on what constitutes a good (English) foreign language teacher could be seen if the study were broadened to include more universities.

The study was also limited to a questionnaire that was developed by the researcher. Since the obtained data was limited to the content of the questionnaire, more-in-depth information could not be presented about the participants' views. Some of the items are quite open to interpretation. For example, item 20- being talkative might have been interpreted as talking indiscreetly, or being extroverted and communicating with students efficiently. Similarly, items 5, 29 and 67- informing students about important sentence patterns might have been interpreted differently by the participants. What is important is a vague, and may change from person to person. Thus, openness of some items might have affected the results.

Suggestions for Further Research

As stated in the previous section, there are several limitations of this study that necessitate further research on the concept of a good language teacher. It is possible to make various suggestions in the light of what was obtained and revealed in this study. Firstly, a large-scale study can be conducted in more than one institution in order to yield more generalizable results. Secondly, in order to obtain more in-depth information, interviews can be also conducted with students and teachers as well as questionnaires. Additionally, the participants' views on the concept of good language teacher can be compared based on the participants'

demographic information, including students' gender, proficiency levels, and teachers' gender, educational background and the year of experience.

Conclusion

This study has revealed what Turkish university EFL students' and instructors' views on the concept of the good language teacher are. It has also shown that there is a large degree of symmetry between the students and the instructors as to perceived characteristics of a good language teacher. These findings may suggest that the recent changes and innovations in English language teaching with the 1997 Education reform, which was introduced the CLT approach to Turkish students and teachers might have an influence on shaping the image of a good language teacher in students' and teachers' mind. However, as already stated, there is little research on the good foreign language teacher in Turkey, and there are not adequate empirical data comparing pre and post 1997 for us to draw any strong conclusions regarding its influence on the perceived qualities of good foreign language teacher by students and teachers.

In sum, although the revealed qualities of a good foreign language teacher by this study is quite in line with the fundamentals of the CLT, it is not possible to say that the CLT reforms may have been entirely effective. In other words, it is not possible to be sure whether the views expressed by the participants were a result of this reform or not. Thus, more research should be done on the influence of the 1997 Education Reform on the image of the good language teacher. It is hoped that the findings of the present study might serve as a step towards this.

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APPENDICES
Appendix A: The Content of the Scales

SCALES	ITEM NUMBERS	SUBSCALES AND INDIVIDUAL ITEMS
Personal Qualities	38	being patient
	86	being smiling
	5/31/74/85	having a positive attitude toward new ideas
	20	being talkative
Academic Qualities	27/43/83	having correct and clear pronunciation
	73/78	having good academic knowledge on language and language teaching
	13/24/51	speaking English fluently and clearly
	4/34/89	knowing lots of English words
	17/47/84	be familiar with current English teaching and learning approaches and methodologies
	35/46	being able to show students how he/she is knowledgeable on the topic
	36/54/61	knowing British/American culture well
Socio-Affective Skills	28/32/50	sparing time for students when they ask for help
	10/30	motivating students to do their best
	21	making students like learning English
	12/68	enabling students to have a good time while learning English
	22/64/69	being enthusiastic for teaching
	3/41	presenting the topic appealing students' interests
	19/57/75	providing a stress-free classroom atmosphere with students
	6/56/88	having a friendly relationship with students
	2/87	being interested in weak students

	33/39	support slower learners
	62/90	point to students' positive points before criticizing them when possible
	7/9/49	try to make every student participate equally
Teaching Qualities	60/70	making use of audio-visual materials when possible
	1/18/42	guiding students to get some learning strategies
	11/14/48	teaching the topic in accordance with students' proficiency levels
	26/45/52	changing teaching style in accordance with students' proficiency levels
	8/77	using authentic materials (foreign magazines, pictures etc.)
	23/40	watching and informing students about their progress in language learning
	59/76/79	expecting students to be active in the lesson
	37/65	using daily events to make connections with the topic when possible
	16/58/72/80	using examples to teach a topic
	91/95	giving background information before starting the lesson
	63/82	giving equal importance to improve all four skills (reading, writing, listening and speaking)
	5/29/67	sparing time to teach important sentence patterns
	15/53	making students realize their mistakes on their own
	66	having a teaching style which goes over the topic systematically
	81	using Turkish nearly all the time
	71	believing using only text book and class board is enough
	44	using the textbook constantly

Appendix B: Questionnaire (English Version)

Informed Consent Form

Dear colleague/student,

This questionnaire has been prepared as a thesis requirement for MA degree on English Language Teaching, Bilkent University. It aims to search out the ideas of university students and language instructors on “the qualities of a good (English) foreign language teacher”.

All of your responses to the questionnaire will be confidential and will be used only for this research. Questions do not have right or wrong answers. However, the success of the research is based on the sincerity of your answers. Therefore, I would really appreciate your consideration. Thank you for your participation.

Instructor Dilek Önem

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QUESTIONNAIRE

Part 1: Personal Information Questions for Students

Please write your personal information and put “x” where necessary

Age: ____

Gender: Female____ Male____

Language Proficiency Level: **Pre-Intermediate**____

Intermediate____

Upper-Intermediate____

Part 1: Personal Information Questions for Instructors

Please write your personal information and put “x” where necessary

Age: ____

Gender: Female____ Male____

Year of Experience in Teaching ?_____

Undergraduate Department:_____

MA/Ph. D Departments (if available): _____

Part 2: Please circle the option to represent your idea for each item. The statements below have same values with the numbers.

1. Strongly Disagree

2. Disagree

3. Agree

4. Strongly Agree

ITEMS

A good (English) foreign language teacher should...	Strongly Disagree	Disagree	Agree	Strongly Agree
1.give students tips about how to develop learning strategies.	1	2	3	4
2.be there for weaker students.	1	2	3	4
3.present the topic appealing students' interests.	1	2	3	4
4.be knowledgeable on English vocabulary.	1	2	3	4
5.spare time to teach important sentence patterns.	1	2	3	4
6. have a good relationship with students.	1	2	3	4
7. conduct the lesson with the participation of same students all the time.	1	2	3	4
8. use authentic materials (foreign magazines, pictures etc).	1	2	3	4
9. try to let every student participate in the lesson equally.	1	2	3	4
10. motivate students to do their best.	1	2	3	4
11. consider students' proficiency levels when teaching a topic.	1	2	3	4
12. enable students to have a good time while learning English.	1	2	3	4
13. have the ability of speaking English fluently and clearly.	1	2	3	4
14. teach the topic according to the level of the class.	1	2	3	4
15. provide students with realizing their mistakes on their own.	1	2	3	4

A good (English) foreign language teacher should...	Strongly Disagree	Disagree	Agree	Strongly Agree
16. use lots of examples when teaching a topic.	1	2	3	4
17. be well-informed with innovations and developments in English language teaching	1	2	3	4
18. guide students to learn learning strategies.	1	2	3	4
19. create a relaxing environment in the classroom.	1	2	3	4
20. be talkative.	1	2	3	4
21. make students like learning English.	1	2	3	4
22. be enthusiastic for teaching.	1	2	3	4
23. observe students learning process and inform them about their improvement.	1	2	3	4
24. speak English fluently and clearly.	1	2	3	4
25. inform students giving background information before starting the lesson.	1	2	3	4
26. change his/her style of teaching in accordance with new subject.	1	2	3	4
27. have correct and clear pronunciation.	1	2	3	4
28. spare time for students when students need help about the subject.	1	2	3	4
29. teach important sentence patterns.	1	2	3	4
30. encourage students to do their best.	1	2	3	4
31. be open to new innovations.	1	2	3	4
32. be there for students when they need help about the subject.	1	2	3	4
33. support slower students.	1	2	3	4
34. have an adequate knowledge of vocabulary in English.	1	2	3	4
35. make students feel that s/he has enough knowledge on the topic.	1	2	3	4
36. be knowledgeable about the target culture.	1	2	3	4
37. support the topic he/she teaches with daily life events when possible.	1	2	3	4

A good (English) foreign language teacher should...	Strongly Disagree	Disagree	Agree	Strongly Agree
38. be patient.	1	2	3	4
39. help slower students foster their self-confidence.	1	2	3	4
40. observe students' improvement in language learning and inform them about it.	1	2	3	4
41. conduct the lesson in an interesting way.	1	2	3	4
42. help students develop learning strategies.	1	2	3	4
43. pronounce words correctly and clearly.	1	2	3	4
44. use the textbook all the time.	1	2	3	4
45. adopt his/her style of teaching to new subject.	1	2	3	4
46. make students believe he/she knows the topic very well.	1	2	3	4
47. be familiar with current English teaching and learning approaches and methodologies.	1	2	3	4
48. teach the topic in accordance with students' proficiency levels.	1	2	3	4
49. let every student to have equal participation in the lesson.	1	2	3	4
50. spare time for students when they ask for help about the subject.	1	2	3	4
51. express him/herself clearly and fluently in English.	1	2	3	4
52. change his/her teaching style according to the topic.	1	2	3	4
53. let students find their mistakes on their own.	1	2	3	4
54. know British/American culture very well.	1	2	3	4
55. be conservative about new ideas.	1	2	3	4
56. have a friendly relationship with.	1	2	3	4
57. provide students with a stress-free classroom atmosphere.	1	2	3	4
58. give examples only inside the learning environment.	1	2	3	4
59. ask students to participate in the lesson.	1	2	3	4

A good (English) foreign language teacher should...	Strongly Disagree	Disagree	Agree	Strongly Agree
60. make use of audio-visual materials when possible.	1	2	3	4
61. be knowledgeable about British/American customs and life style.	1	2	3	4
62. point to students' positive points before criticizing them when possible	1	2	3	4
63. devote the lesson to improve all four skills (listening, speaking, reading and writing.	1	2	3	4
64. enjoy teaching.	1	2	3	4
65. use daily events to make connections with the topic when possible.	1	2	3	4
66. have a teaching style which goes over the topic systematically.	1	2	3	4
67. inform students about essential sentence patterns.	1	2	3	4
68. make students have a good time while learning English.	1	2	3	4
69. be happy with teaching.	1	2	3	4
70. support his/her teaching style using with audio-visual materials when possible.	1	2	3	4
71. believe using only text book and black/whiteboard is enough.	1	2	3	4
72. give various examples while presenting a topic.	1	2	3	4
73. be knowledgeable in his/her subject area.	1	2	3	4
74. be open to new ideas.	1	2	3	4
75. provide students the feeling of safe in class.	1	2	3	4
76. expect students to be active during the lesson.	1	2	3	4
77. provide students with authentic materials (foreign newspapers, songs etc.)	1	2	3	4
78. be well-educated on language and language teaching.	1	2	3	4
79. believe students' participation in the lesson is important.	1	2	3	4
80. use various examples while teaching a topic.	1	2	3	4
81. use Turkish nearly all the time.	1	2	3	4

A good (English) foreign language teacher should...	Strongly Disagree	Disagree	Agree	Strongly Agree
82. give equal importance to improve all four skills (reading, writing, listening and speaking).	1	2	3	4
83. be good at pronouncing words correctly and clearly.	1	2	3	4
84. know about current English language teaching and learning approaches and methodologies.	1	2	3	4
85. oppose innovations.	1	2	3	4
86. be smiling.	1	2	3	4
87. be interested in only strong students.	1	2	3	4
88. get on well with students.	1	2	3	4
89. know lots of English words.	1	2	3	4
90. start from students' positive points when criticizing them when possible.	1	2	3	4
91. give background information about the topic before presenting it.	1	2	3	4

Appendix C: Anket (Türkçe)

Gönüllü Katılım

Sevgili Meslektaşım/Öğrenci,

Bu anket Bilkent Üniversitesi İngilizce Öğretmenliği Yüksek Lisans programında (MA TEFL) yürütülen bir tez çalışması kapsamında hazırlanmış olup, üniversite öğrencilerinin ve okutmanların **“İyi bir (İngilizce) Yabancı Dil Öğretmeninin Özellikleri”**ne ilişkin görüşlerini belirlemeyi amaçlamaktadır.

Ankete vereceğiniz yanıtlar gizli tutulacak ve sadece bu araştırma kapsamında bilimsel amaçla kullanılacaktır. Ankette doğru ya da yanlış cevap yoktur. Fakat bu araştırmanın başarısı ankete vereceğiniz cevapların içtenliğine bağlıdır. Bu yüzden, çalışmaya gerekli özeni göstermenizi diler, katılımlarınızdan dolayı teşekkür ederim.

Okutman Dilek Önem

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ANKET

Öğrenciler için Kişisel Bilgi Soruları

1. Bölüm: Lütfen kişisel bilgilerinizi yazınız ve gerekli yerlere **X** işareti koyunuz.

Yaş: ____

Cinsiyet: Kadın____ Erkek____

Dil Seviyesi:

Orta Düzey Öncesi (Pre-Intermediate)_____

Orta Düzey(Intermediate)_____

Orta Düzey Sonrası(Upper-Intermediate)_____

Öğretmenler için Kişisel Bilgi Soruları

1. Bölüm: Lütfen kişisel bilgilerinizi yazınız ve gerekli yerlere **X** işareti koyunuz.

Yaş: ____

Cinsiyet: Kadın____ Erkek____

Meslekte kaçınıcı yılınız?____ Lisans bölümünüz

nedir?_____

Yüksek Lisans/Doktora eğitimi aldığınız bölümler

nedir?_____

2. Bölüm: Lütfen her bir madde için görüşünüzü temsil eden seçeneği daire içine alınız. Aşağıdaki ifadeler kutuların içindeki sayılara eşdeğerdir. Her bir maddeyi yalnızca bir kez işaretleyiniz ve boş madde bırakmayınız.

1. Kesinlikle Katılmıyorum

2. Katılmıyorum

3. Katılıyorum

4. Kesinlikle Katılıyorum

MADDELER

İyi bir (İngilizce) yabancı dil öğretmeni....	Kesinlikle Katılmıyorum	Katılmıyorum	Katılıyorum	Kesinlikle Katılıyorum
1. Öğrencilere nasıl öğrenme stratejileri geliştirilebileceği konusunda ipuçları vermelidir.	1	2	3	4
2. Durumu zayıf olan öğrencilerin yanında olmalıdır.	1	2	3	4
3. Dersi öğrencilerin ilgilerini çekecek bir şekilde sunmalıdır.	1	2	3	4
4. İngilizce sözcükler konusunda bilgili olmalıdır.	1	2	3	4
5. Önemli cümle kalıplarını öğretmeye zaman ayırmalıdır.	1	2	3	4
6. Öğrencilerle iyi ilişkiler içinde olmalıdır.	1	2	3	4
7. Dersi sürekli aynı öğrencilerin katılımıyla işlemelidir.	1	2	3	4
8. Gerçek yaşamı yansıtan materyaller kullanılmalıdır(yabancı dergiler, resimler vb.).	1	2	3	4
9. Her öğrenciyi eşit şekilde derse katmaya çalışmalıdır.	1	2	3	4
10. Öğrencileri motive etmelidir.	1	2	3	4
11. Bir konuyu öğretirken öğrencilerin seviyelerini dikkate almalıdır.	1	2	3	4
12. Öğrenciler İngilizce öğrenirken onların iyi zaman geçirmelerine önem vermelidir.	1	2	3	4
13. Akıcı ve açık bir biçimde İngilizce konuşma yeteneğine sahip olmalıdır.	1	2	3	4
14. Konuyu sınıfın seviyesine uygun olarak öğretmelidir	1	2	3	4

İyi bir (İngilizce) yabancı dil öğretmeni....	Kesinlikle Katılmıyorum	Katılmıyorum	Katılıyorum	Kesinlikle Katılıyorum
15. Öğrencilerin hatalarını kendi kendilerine fark etmelerini sağlamalıdır.	1	2	3	4
16. Bir konuyu öğretmek için pek çok örnek kullanılmalıdır.	1	2	3	4
17. İngilizce öğretimindeki yenilik ve gelişmeler konusunda bilgili olmalıdır.	1	2	3	4
18. Öğrencilere bazı öğrenme stratejileri edinmeleri konusunda rehberlik etmelidir.	1	2	3	4
19. Rahat bir sınıf ortamı yaratmalıdır.	1	2	3	4
20. Konuşkan olmalıdır.	1	2	3	4
21. Öğrencilere İngilizce öğrenmeyi sevdirmelidir.	1	2	3	4
22. Öğretmeye hevesli olmalıdır.	1	2	3	4
23. Öğrencilerin dil gelişimlerini gözleyip, gelişmeleri konusunda onları bilgilendirmelidir.	1	2	3	4
24. İngilizceyi akıcı ve açık bir şekilde konuşmalıdır.	1	2	3	4
25. Derse başlamadan önce konuyla ilgili ön bilgi vererek öğrencileri bilgilendirmelidir.	1	2	3	4
26. Öğretme tarzını yeni konuyla ilişkili olarak değiştirmelidir.	1	2	3	4
27. Doğru ve net bir telaffuza sahip olmalıdır.	1	2	3	4
28. Öğrenciler kendisine dersle ilgili ihtiyaç duyduğunda, onlara vakit ayırmalıdır.	1	2	3	4
29. Önemli cümle kalıplarını öğretmelidir.	1	2	3	4
30. Öğrencileri ellerinden geleni yapmaları için cesaretlendirmelidir.	1	2	3	4
31. Yeniliklere sıcak bakmalıdır.	1	2	3	4
32. Öğrenciler dersle ilgili yardıma ihtiyaç duyduğunda, onların yanında olmalıdır.	1	2	3	4
33. Daha yavaş bir biçimde öğrenen öğrencileri desteklemelidir.	1	2	3	4
34. Yeterli İngilizce sözcük bilgisine sahip olmalıdır.	1	2	3	4
35. Öğrencilere anlattığı konu hakkında yeterli bilgiye sahip olduğunu	1	2	3	4
36. Bu dilin kültürü hakkında bilgi sahibi olmalıdır.	1	2	3	4

İyi bir (İngilizce) yabancı dil öğretmeni....	Kesinlikle Katılmıyorum	Katılmıyorum	Katılıyorum	Kesinlikle Katılıyorum
37. Elinden geldiğince öğrettiği konuyu güncel olaylarla desteklemelidir.	1	2	3	4
38. Sabırlı olmalıdır.	1	2	3	4
39. Daha yavaş öğrenen öğrencilerin kendilerine güvenmelerine yardımcı olmalıdır	1	2	3	4
40. Öğrencilerin dildeki ilerlemelerini izlemeli ve öğrencileri bu konuda bilgilendirmelidir.	1	2	3	4
41. Dersi ilginç bir şekilde anlatmalıdır.	1	2	3	4
42. Öğrencilerin bazı öğrenme stratejilerini geliştirmelerine yardımcı olmalıdır.	1	2	3	4
43. Sözcükleri doğru ve net bir şekilde telaffuz etmelidir.	1	2	3	4
44. Sürekli olarak ders kitabını kullanmalıdır.	1	2	3	4
45. Öğretme tarzını yeni konuya uyarlamalıdır.	1	2	3	4
46. Kendisinin konuyu iyi bildiğine öğrencilerin inanmalarını sağlamalıdır.	1	2	3	4
47. Mevcut İngilizce öğretimi yaklaşımlarına ve yöntemlerine aşina olmalıdır.	1	2	3	4
48. Konuyu öğrencilerin seviyelerine göre öğretmelidir.	1	2	3	4
49. Her öğrencinin eşit şekilde derse katılmasına izin vermelidir.	1	2	3	4
50. Öğrenciler yardım istediğinde onlara vakit ayırmalıdır.	1	2	3	4
51. Kendini İngilizcede açık ve akıcı bir şekilde ifade edebilmelidir.	1	2	3	4
52. Konuya göre öğretme tarzını değiştirmelidir.	1	2	3	4
53. Öğrencilerin kendi hatalarını bulmalarına izin vermelidir/	1	2	3	4
54. İngiliz/Amerikan kültürünü iyi bilmelidir.	1	2	3	4
55. Yeni fikirlere karşı kapalı olmalıdır.	1	2	3	4
56. Öğrencilerle dostça bir ilişkisi olmalıdır.	1	2	3	4
57. Sınıfta stresten uzak bir ortam sağlamalıdır.	1	2	3	4
58. Yalnızca sınıf ortamından örnekler vermelidir.	1	2	3	4

İyi bir (İngilizce) yabancı dil öğretmeni....	Kesinlikle Katılmıyorum	Katılmıyorum	Katılıyorum	Kesinlikle Katılıyorum
59. Öğrencilerden derse katılmalarını istemelidir.	1	2	3	4
60. Mümkün olduğunda işitsel-görsel materyallerden yararlanmalıdır.	1	2	3	4
61. İngiliz/Amerikan gelenekleri ve yaşam tarzı konusunda bilgi sahibi olmalıdır	1	2	3	4
62. Öğrencileri eleştirmeden önce, varsa onların olumlu özelliklerine işaret etmelidir.	1	2	3	4
63. Dersi dört temel becerinin (Dinleme-Konuşma-Okuma-Yazma) geliştirilmesine adanmalıdır.	1	2	3	4
64. Öğretmekten zevk almalıdır.	1	2	3	4
65. Mümkün olduğunda ders konusu ve güncel olaylar arasında bağlantılar kurmalıdır.	1	2	3	4
66. Konuyu düzenli olarak tekrar ettiği bir öğretim tarzına sahip olmalıdır	1	2	3	4
67. Temel cümle kalıpları konusunda öğrencileri bilgilendirmelidir	1	2	3	4
68. Öğrenciler İngilizce öğrenirken onlara güzel zaman geçirtmelidir.	1	2	3	4
69. Öğretmekten mutlu olmalıdır.	1	2	3	4
70. Elinden geldiğince öğretim tarzını işitsel ve görsel materyaller kullanarak desteklemelidir.	1	2	3	4
71. Yalnızca ders kitabını ve sınıf tahtasını kullanmanın yeterli olduğuna inanmalıdır.	1	2	3	4
72. Bir konuyu sunmak için çeşitli örnekler vermelidir.	1	2	3	4
73. Alanında bilgili olmalıdır.	1	2	3	4
74. Yeni fikirlere açık olmalıdır.	1	2	3	4
75. Öğrencilerin sınıfta kendilerini güvende hissetmelerini sağlamalıdır.	1	2	3	4
76. Öğrencilerden derste aktif olmalarını beklemelidir.	1	2	3	4
77. Öğrencilere gerçek yaşamdan alınan materyalleri sağlamalıdır (yabancı gazeteler, şarkılar vb.).	1	2	3	4
78. Dil ve dil öğretimi üzerine iyi bir eğitim almış olmalıdır.	1	2	3	4
79. Öğrencilerin derse katılmalarının önemli olduğuna inanmalıdır.	1	2	3	4
80. Bir konuyu öğretmek için çeşitli örnekler kullanmalıdır	1	2	3	4

İyi bir (İngilizce) yabancı dil öğretmeni....	Kesinlikle Katılmıyorum	Katılmıyorum	Katılıyorum	Kesinlikle Katılıyorum
81. Hemen hemen her zaman Türkçe kullanmalıdır.	1	2	3	4
82. Dört temel becerinin geliştirilmesine (Dinleme-Konuşma-Okuma-Yazma) eşit derecede önem vermelidir	1	2	3	4
83. Sözcükleri doğru ve net bir şekilde telaffuz etme konusunda başarılı olmalıdır.	1	2	3	4
84. Mevcut İngilizce öğretimi yaklaşımlarını ve yöntemlerini bilmelidir.	1	2	3	4
85. Yeniliklere karşı çıkmalıdır.	1	2	3	4
86. Güler yüzlü olmalıdır.	1	2	3	4
87. Yalnızca durumu iyi olan öğrencilerle ilgilenmelidir.	1	2	3	4
88. Öğrencilerle iyi geçinmelidir.	1	2	3	4
89. Birçok İngilizce sözcük bilmelidir.	1	2	3	4
90. Eleştirirken, söze öğrencilerin varsa olumlu özelliklerinden bahsederek başlamalıdır.	1	2	3	4
91. Derse başlamadan önce öğrencilere konu hakkında ön bilgi vermelidir.	1	2	3	4

Appendix D: The Removed Items from the Questionnaire after the Pilot Study

(English)

SCALES	ITEMS
A good (English) foreign language teacher should....	
PERSONAL QUALITIES	1. be serious-minded. 2. be strict.
ACADEMIC QUALITIES	3. show students how he/she is knowledgeable on the topic. 4. have good academic knowledge on language and language teaching.
SOCIO-AFFECTIVE SKILLS	5. tell students to solve their problems by themselves. 6. ask students to solve their problems on their own. 7. warn misbehaved students after class. 8. warn students outside to behave well in the class. 9. warn students to behave well during class when they do not 10. warn misbehaved students during class. 11. react to students' misbehaviors during class. 12. be happy when only the same group of students' participation in the lesson. 13. avoid the participation of same students all the time. 14. be harsh while criticizing students. 15. criticize students directly and negatively. 16. provide a friendly atmosphere in class.
TEACHING QUALITIES	17. teach only grammar rules during the whole lesson. 18. use Turkish to explain important points. 19. teach grammar points in Turkish. 20. let students find out their mistakes. 21. teach the topic according to the level of the class. 22. rehearse the topic systematically. 23. think learning within the classroom is enough without giving any homework. 24. correct students' mistakes immediately. 25. devote the whole lesson to teaching only grammar. 26. avoid giving homework by believing learning occurs only in class. 27. give and check homework regularly. 28. correct students' mistakes right away 29. also use other activities that are non-curricular. 30. explain important points in Turkish. 31. prefer to use Turkish to teacher grammar. 32. stick to the text book when teaching. 33. use Turkish to teach grammar.

SCALES	ITEMS
	A good (English) foreign language teacher should....
TEACHING QUALITIES	34. use extra-curricular teaching activities as well. 35. teach British culture. 36. inform students about British culture. 37. use only the text book and the class board. 38. give students clues to establish some learning strategies. 39. use English constantly. 40. use the same teaching style constantly. 41. believe that giving and checking homework regularly is a part of the lesson. 42. be in favor of using Turkish a lot. 43. believe teaching British culture is should be done in another lesson. 44. not teach British culture when teaching English. 45. relate the topic to daily life events when possible. 46. think that British culture and English are not related. 47. believe the necessity of using English to teach every skill 48. always use same style of teaching. 49. feel giving examples outside the learning environment is unnecessary. 50. be the only one who is active during the class. 51. believe that students should speak in English during lesson all the time. 52. make students speak in English during lesson all the time. 53. allow students to stay silent until they feel ready to speak in English. 54. wait for students to speak in English until they are willing to do so. 55. ask students to speak in English during lesson all the time.

Appendix E: Pilot Çalışmadan Sonra Anketten Çıkarılan Maddeler (Türkçe)

KATEGORİLER	MADDELER
İyi bir (İngilizce) yabancı dil öğretmeni...	
KİŞİSEL ÖZELLİKLER	1. Ağırbaşlı olmalıdır. 2. Sert olmalıdır.
AKADEMİK ÖZELLİKLER	3. Öğrencilere konuya ilişkin bilgisini gösterebilmelidir. 4. Dil ve dil öğretimi hakkında iyi bir akademik bilgiye sahip olmalıdır.
SOSYO- DUYUŞSAL BECERİLER	5. Öğrencilere problemlerini kendi kendilerine çözmelerini söylemelidir. 6. Öğrencilerden sorunlarını kendi başlarına çözmelerini istemelidir. 7. Yanlış davranışta bulunan öğrencileri ders bittikten sonra uyarmalıdır. 8. Öğrencileri doğru davranışlarda bulunmaları için sınıf dışında uyarmalıdır. 9. Ders esnasında doğru davranışlar sergilemediklerinde öğrencileri uyarmalıdır. 10. Yanlış davranışta bulunan öğrencileri ders esnasında uyarmalıdır. 11. Öğrencilerin yanlış davranışlarına ders esnasında müdahale etmelidir. 12. Yalnızca belirli öğrencilerle ders işlemekten mutlu olmalıdır. 13. Sürekli aynı öğrencileri derse katmaktan kaçınmalıdır. 14. Öğrencileri eleştirirken sert olmalıdır. 15. Öğrencileri doğrudan olumsuz bir şekilde eleştirmelidir. 16. Sınıfta dostça bir ortam sağlamalıdır.
ÖĞRETMENLİK ÖZELLİKLERİ	17. Tüm dersi sadece dilbilgisi kuralları öğretimi ile doldurmalıdır. 18. Önemli noktaları açıklamak için Türkçeyi kullanmalıdır. 19. Dilbilgisi konularını Türkçe öğretmelidir. 20. Öğrencilerin kendi hatalarını bulmalarına izin vermelidir. 21. Konuyu sınıfın seviyesine uygun olarak öğretmelidir. 22. Konuyu düzenli olarak tekrar etmelidir. 23. Sınıfta öğrenmenin yeterli olacağına inanmalı ve ödev vermemelidir. 24. Öğrencilerin hatalarını anında düzeltmelidir. 25. Tüm dersi sadece dilbilgisi öğretimine adanmalıdır. 26. Ödev vermekten kaçınmalı, sınıfta öğrenmenin yeterli olduğuna inanmalıdır.

KATEGORİLER	MADDELER
İyi bir (İngilizce) yabancı dil öğretmeni...	
ÖĞRETMENLİK ÖZELLİKLERİ	27. Düzenli olarak ödev vermeli ve ödevleri kontrol etmelidir. 28. Öğrencilerin hatalarını derhal düzeltmelidir. 29. Müfredatta bulunmayan öğretim aktivitelerini de kullanmalıdır. 30. Önemli noktaları açıklamak için Türkçeyi kullanmalıdır. 31. Dilbilgisini öğretirken Türkçeyi kullanmayı tercih etmelidir. 32. Öğretirken sadece ders kitabına bağlı kalmalıdır. 33. Dilbilgisi konularını öğretirken Türkçe kullanmalıdır. 34. Müfredat dışı öğretim aktivitelerine de derslerinde yer vermelidir. 35. İngiliz kültürünü öğretmelidir. 36. Öğrencileri İngiliz kültürü konusunda bilgilendirmelidir. 37. Yalnızca ders kitabını ve sınıf tahtasını kullanmalıdır. 38. Öğrencilere nasıl öğrenme stratejileri geliştirilebileceği konusunda ipuçları vermelidir. 39. Her şeyi öğretmek için İngilizceyi kullanmalıdır. 40. Sürekli aynı öğretim tarzını kullanarak öğretmelidir. 41. Düzenli olarak ödev verilmesinin ve kontrol edilmesinin dersin bir parçası olduğuna inanmalıdır. 42. Türkçenin çok kullanılması taraftarı olmalıdır. 43. İngiliz kültürünün başka bir derste öğretilmesi gerektiğine inanmalıdır. 44. İngilizce öğretirken İngiliz kültürünü öğretmemelidir. 45. Mümkün olduğunca ders konusunu günlük olaylarla ilişkilendirmelidir. 46. İngiliz kültürü ve dilinin birbiriyle bir ilişkisi olmadığını düşünmelidir. 47. Her şeyin İngilizce öğretilmesi gerektiğine inanmalıdır. 48. Her zaman aynı öğretim tarzını kullanmalıdır. 49. Sınıf ortamı dışından örnekler vermenin gereksiz olduğunu düşünmelidir. 50. Ders süresince tek aktif kişi olmalıdır. 51. Öğrencilerin ders boyunca sürekli İngilizce konuşmaları gerektiğine inanmalıdır. 52. Ders süresince sürekli öğrencileri İngilizce konuşturmalıdır. 53. Öğrenciler kendilerini İngilizce konuşmaya hazır hissedinceye kadar onların sessiz kalmalarına izin vermelidir. 54. Eğer öğrenciler İngilizce konuşmaya istekli değilse onları konuşmaları için zorlamamalıdır. 55. Öğrencilerden ders boyunca sürekli İngilizce konuşmalarını talep etmelidir.

