# Students' and Teachers' Perceptions of an Effective English Language Teacher

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# ABSTRACT

The present study mainly aimed to investigate the students', instructors' and alumni's perceptions of an effective English language teacher in the English Language Teaching (ELT) Department at Eastern Mediterranean University (EMU). To this aim, personal qualities, professional qualities, pedagogical skills and classroom behaviors of effective English language teachers as perceived by the students, instructors and alumni were identified.

The study was designed as a qualitative and quantitative (i.e. a mixed-type) case study. The participants included 82 undergraduate ELT students (student teachers), 10 instructors and 20 alumni. The data was collected through questionnaires, and semi-structured interviews from three groups of participants.

The results of the study showed that the perceptions of each group of participants generally differed from another although some similarities were identified. According to the students and alumni, in order to be an effective English language teacher, professional qualities, pedagogical skills and classroom behaviors are more important than personal qualities. On the other hand, the instructors believed that the combination of all qualities is necessary for being an effective English language teacher.

The overall findings of the study revealed that the highly important qualities of an effective English language teacher as perceived by the participants were: being fair, reducing students' anxiety, being good at classroom management, knowing students'

names, correcting students without offending, being encouraging, approachable and patient, teaching speaking skills well, having good knowledge of vocabulary and having correct pronunciation, respectively. Although most of the qualities were perceived important, three qualities which are gender, being young and having lived in an English speaking country, were been perceived slightly important.

In the light of the results of the study, some implications for pedagogy and further research are suggested.

**Keywords:** effective teacher, English language, teacher qualities, perceptions

# ÖZ

Bu çalışma, Doğu Akdeniz Üniversitesi'ndeki (DAÜ) İngiliz Dili Eğitimi (İDE) Bölümü öğrencilerinin, öğretim elemanlarının ve mezunlarının, etkili İngiliz dili öğretmeni hakkındaki algılarını incelemeyi hedeflemiştir. Bu bağlamda, öğrencilerin, öğretim elemanlarının ve mezunların algıladıkları etkili İngiliz dili öğretmenini açıklayan kişisel nitelikler, profesyonel nitelikler, pedagojik öğretme becerileri ve sınıf içi davranışlar belirlenmiştir.

Bu çalışma, nitel ve nicel yöntemlerin uygulandığı bir olgu çalışması olarak tasarlanmıştır. Katılımcılar, İngiliz Dili Eğitimi Lisans programından toplam 82 öğrenci (öğretmen adayları), 10 öğretim elemanı ve 20 mezundan oluşmaktadır. Çalışmanın verileri üç katılımcı grubundan anketler, ve yarı-mülakatlar yoluyla toplanmıştır.

Çalışmanın sonuçları, tüm katılımcı grupların algılarının genel olarak birbirinden farklı olduğunu ancak bazı benzerliklerin de bulunduğunu göstermiştir. Öğrencilere ve mezunlara göre, etkili bir İngiliz dili eğitmeni olabilmek için gerekli olan kişisel niteliklerden çok, profesyonel niteliklere, pedagojik kabiliyetlere ve sınıf içi davranışlara sahip olmak gerekmektedir. Bir diğer yandan, eğitmenler etkili bir İngiliz dili eğitmeni olabilmek için tüm niteliklerin birleşiminin gerekli olduğuna inanmaktadırlar.

Çalışmanın genel sonuçlarına göre, etkili bir İngilizce öğretmeni olmak için en önemli olan nitelikler sırasıyla: adil olmak, öğrencilerin kaygılarını azaltmak, sınıf

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yönetiminde başarılı olmak, öğrencilerin isimlerini bilmek, öğrencilerin hatalarını rencide etmeden düzeltmek, teşvik edici, ulaşılabilir ve sabırlı olmak, konuşma becerilerini iyi öğretebilmek, iyi seviyede kelime bilgisine sahip olmak ve doğru telaffuza sahip olmaktır. Her ne kadar niteliklerin birçoğu pozitif olarak algılansa da, cinsiyet, genç olmak ve İngilizce konuşulan bir ülkede yaşamış olmak nitelikleri negatif olarak algılanmıştır.

Çalışmanın bulguları ışığında, bazı pedagojik sezdirimlerde bulunulmuş ve ileriki çalışmalar için bazı öneriler sunulmuştur.

**Anahtar kelimeler**: etkili öğretmen, İngiliz dili, öğretmen nitelikleri, algılar

To my *beloved grandmother*,

grandfather and parents for being my first teachers…

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# LIST OF ABBREVIATIONS

EMU  Eastern Mediterranean University

ELT  English Language Teaching

SPSS  Statistical Package for the Social Science

SLA  Second Language Acquisition

TESOL  Teaching English to Speakers of Other Languages

# Chapter 1

# INTRODUCTION

This chapter provides a background to the study by discussing what it means to be an effective English language teacher and showing different views about this issue. Next, it states the problem, that is, it introduces the reasons behind choosing this research topic. Then, it presents the purpose of the study and the research questions. Finally, it explains the significance of the study.

## 1.1 Background of the Study

The role of the language teacher in English language learning and teaching is very important. An effective English language teacher should have numerous essential characteristics that increase students' motivation for language learning and affect their attitudes towards the language and learning it in a positive way. As Koç (2013) suggests, effective teachers are the ones who motivate students. Similarly, Lamb and Wedell (2013) believe that, consistency of language learning is what a good teacher desires and language learners need motivation in order to ensure this consistency. According to these scholars (Lamb & Wedell, 2013), teacher is one of the most significant motivational sources in language learning process, so they name this motivational source as 'inspiration'.

Harmer (2009) explains language teachers' role in motivating students in language classes by entitling them as 'motivation angels' and he believes that teachers should

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build the basis of extrinsic motivation that students need. Moreover, he believes that students should be responsible for their part in motivating themselves.

Many researchers (Richards & Nunan, 1990; Brosh, 1996; Borg, 2006; Harmer, 2007a; Harmer, 2007b; Hadfield and Hadfield, 2008) have attempted to identify or describe the qualities of an effective teacher. One of these descriptions is as follows:

> It is often said that 'good teachers are born, not made' and it does seem that some people have a natural affinity for the job. But there are also others, perhaps, who do not have what appears to be a natural gift but who are still effective and popular teachers. Such teachers learn their craft through a mixture of personality, intelligence, knowledge and experience (and how they reflect on it). And even some of the teachers who are apparently 'born teachers' weren't like that at the beginning at all, but grew into the role as they learnt their craft (Harmer, 2007a, p.11).

As Harmer (2007a) explains, being an effective teacher may or may not be an inborn capability; effective teachers, either born or made, learn the craft of teaching progressively. According to Hadfield and Hadfield (2008), what makes someone a good teacher is trying to address his or her students' needs and wants. Harmer (2007b), on the other hand, states that language teachers should play different roles effectively depending on the rapport they establish with their students and the level of their knowledge and skills. Establishing rapport with students, i.e. having effective communication with them, is very important in language teaching. Brosh (1996) claims that the communication style of teachers is the most important factor that distinguishes between an effective teacher and a poor teacher.

Richards and Nunan (1990) state that based on the observations since 1970s, researchers have identified effective teacher characteristics, and they have designed language teacher training programs accordingly. As is known, language teacher

education programs aim to train high-quality effective teachers. Therefore, being aware of these characteristics is extremely important. Moreover, identifying the students' (student teachers'), instructors' and alumni's perceptions of an effective language teacher can be very useful for the improvement of the existing language teacher education programs which will address all stakeholders' wants and needs.

The qualities of an effective English language teacher have been discussed under different categories like professional qualities and personal qualities. Girard (1977) explained the professional and personal qualities of an effective English language teacher and listed the professional characteristics such as having good knowledge of English language, giving clear instructions, teaching good pronunciation and making the lessons interesting. On the other hand, he listed the personal characteristics of an effective English language teacher as being patient, motivating and fair.

Borg (1996) also stated the desired characteristics of effective English language teachers by focusing on both professional and personal characteristics. The characteristics listed by him show similarity with Girard's (1977) list. He mentioned being knowledgeable in the target language, giving clear explanations, being fair, motivating, approachable and organized as important teacher qualities.

## 1.2 Statement of the Problem

Investigating the characteristics of an effective English language teacher has been one of the popular topics in English language field. Researchers have attempted to find out the characteristics of effective English language teachers, and such studies have been conducted in different contexts with different participants. The results of these studies show that, although there are some common characteristics of effective

English language teachers, there could be different perceptions regarding who an effective English language teacher is.

For instance, in the related studies (Park & Lee, 2006; Stronge, 2007; Chen, 2012; Çelik, Arıkan & Caner, 2013) the most common characteristics of effective English language teachers are: being fair, flexible, enthusiastic, understanding, patient, caring, creative, friendly, humorous, responsible and organized; knowing students' names; having high language proficiency; providing feedback; and, lesson planning.

On the other hand, some other studies (Arıkan, Taşer & Süzer, 2008; Shishavan & Sadeghi, 2009) reflected different results. In a study conducted by Shishavan and Sadeghi (2009) with Iranian teachers and learners of English, it was reported that the teachers' perceptions of an effective English language teacher are more related with effective use of methods and techniques, pedagogical knowledge, good use of target language and good personality. In the same study, students' understanding of an effective English language teacher is more about the personality of the teacher. Contrarily, the findings of Arıkan, Taşer & Süzer (2008) indicate that an effective English language teacher is someone who teaches grammar effectively by using authentic materials, who is a native speaker of English but fluent in Turkish, and who likes playing educational games. Also, the students believe that s/he should have correct pronunciation.

As the given examples suggest, effective English language teachers have been explained in terms of various characteristics and qualifications by different stakeholders in various contexts. Although some studies indicate alike results, there

are many studies that show varied results. The mainspring of the contradictory results can be the different aims of the studies and the differences between the participants' perceptions and cultural backgrounds.

Due to the different findings in the related literature, the need for further investigation within the context of Northern Cyprus was emerged. Also, after reviewing the literature, to the best of the researcher's knowledge, this topic has not been studied in the context of Eastern Mediterranean University (EMU) English Language Teaching (ELT) Department. Therefore, this study attempts to find out the students' (prospective English language teachers'), the instructors' and the alumni's perceptions of an effective English teacher in this specific context. In other words, the study aims to fill the gap in the literature by finding out the perceptions of ELT students, ELT instructors and ELT alumni on an effective English language teacher.

## 1.3 Purpose of the Study

The main purpose of the study is to investigate the students', instructors' and alumni's perceptions of an effective English teacher in the Department of ELT at EMU. In other words, the study aims to identify qualities of an effective English language teacher as perceived by the students (student teachers), instructors and alumni at EMU ELT Department.

To this aim, first the ELT students', secondly ELT instructors' and finally ELT alumni's perceptions of an effective English language teacher were identified by referring to the research questions.

## 1.4 Research Questions

The study aims at answering the research questions given below:

1. What are the ELT students' perceptions of an effective English language teacher?

2. What are the ELT instructors' perceptions of an effective English language teacher?

3. What are the ELT alumni's perceptions of an effective English language teacher?

## 1.5 Significance of the Study

The present study is significant in many ways. First of all, in the field of language teaching, the effectiveness of the teacher could change the direction of learning in a positive or negative way. Markley (2004) argued that good teachers and their actions foster the learning process of the students (as cited in Shishavan & Sadeghi, 2009, p. 130). For this reason, finding out the characteristics of effective English language teachers is crucial.

Second of all, in the ELT literature, essential characteristics of effective English language teachers have been investigated by many researchers (Brosh, 1996; Prodromou, 1996; Mullock, 2003; Harmer, 2004; Bell, 2005; Cheung, 2006; Park & Lee, 2006; Stronge, 2007; Telli, Den Brok & Çakıroğlu, 2008; Walker, 208; Brown, 2009; Khojastehmehr & Takrimi, 2009; Shishavan & Sadeghi, 2009; Wichade, 2010; Chen, 2012; Barnes & Lock, 2013; Çelik, Arıkan & Caner, 2013). Each study varies in terms of context, aim and participants. In some studies (Mullock, 2003; Chen, 2012; Barnes & Lock, 2013; Çelik, Arıkan & Caner, 2013) the researchers focused on the perceptions of students (English language learners), whereas in others they (Cheung, 2006; Khojastehmehr & Takrimi, 2009) attempted to find out the perceptions of English language teachers. On the other hand, most of the researchers

(Park & Lee, 2006; Telli, Den Brok & Çakıroğlu, 2008; Brown, 2009; Shishavan & Sadeghi, 2009; Wichade, 2010) investigated the perceptions of both students and teachers in order to find out the characteristics of effective English language teachers. In the studies mentioned above, the researchers did not involve the perceptions of alumni in their research studies. Hereby, investigating the characteristics of effective English language teachers by focusing on the perceptions of alumni (graduates of the ELT Department of EMU) as well can be characterized as another significant point of this study.

Third of all, the findings of the study may help to find out to what extent the perceptions of the stakeholders regarding 'an effective English language teacher' are reflected in the undergraduate ELT program of EMU. Consequently, these findings can be used to revise or improve the existing program, so that it better reflects the perceptions, and addresses the needs and wants of the stakeholders.

## 1.7 Summary

This chapter focused on to the background of the study by discussing what it means to be an effective English language teacher. Next, it stated the problem. Then, the chapter illustrated the main purpose of the study and the research questions that are expected to be answered. After that, the significance of the study was discussed.

# Chapter 2

# LITERATURE REVIEW

This chapter aims at reviewing the literature related to the study. Firstly, effective English language teachers are described. Then, the qualities of effective English language teachers are explained. Finally, the studies related to effective English language teachers are reviewed.

## 2.1 Effective English Language Teachers

The experts of the English language teaching field have been continually discussing the characteristics of effective English language teachers. Not only the experts, but the curious researchers pay utmost attention to effectiveness of English language teachers to identify the most common characteristics of the effective ones.

According to Cruickshank, Jenkins and Metcalf (2003), it is difficult to define the exact characteristics of the most effective teachers. Till the end of the twentieth century, many experts thought that effective teachers couldn't be described. Then, researchers in the new era described effective teachers as the ones who help their students more than other teachers do. Thus, it is believed that satisfaction and learning of the students increase, accordingly.

Jeremy Harmer, who is a well-known ELT scholar, focuses on 'good teachers' in his books (2004, 2007a, 2007b, 2009) by asking several people the question "What makes a good teacher?". In a study, Harmer (2004) involved teachers, teacher

trainers, methodologists and students as participants. After the study, Harmer (2004) commented on the frequently given responses by summarizing them. He found out that, good teachers should be able to pave the way for interesting lessons, treat all students equally, know all students' names, be comprehensible all the time and flexible in teaching styles. It was also indicated that good teachers should know how to make their lessons enjoyable by putting on the 'teacher's face' even if they are feeling bad. Harmer (2004) identified the personality traits of good teachers, too, and the results revealed that good teachers are the ones who are approachable, entertainer, knowledgeable, extrovert and inoffensive.

While Harmer (2004) focused on investigating the good teachers, Prodromou (1999) defined the good teachers by pointing out the opposite side, i.e. boring teachers. According to Prodromou (1999), performance and characteristics of boring teachers are: teaching the book, being right all the time, sitting still, speaking in a monotone, making sure students are idle, losing the students, and talking all the time. He guarantees the 'optimum level of boredom' in classrooms if the teachers keep acting in the same way as stated above, and consequently, the students could be against everything related to language learning.

## 2.2 Qualities of an Effective English Language Teacher

Within the literature, finding out the characteristics of effective English language teachers is a very popular research topic. Although the researchers have a mutual aim of finding out the participants' perceptions, they have been following different procedures to reach this aim. On one hand, they analyze the results item by item. On the other hand, some researchers (Arıkan, Taşer & Süzer, 2008; Wichade, 2010; Barnes & Lock, 2013) preferred to analyze the items by grouping them under certain

categories. For instance, Arıkan, Taşer and Süzer (2008) listed the characteristics or qualities of effective language teachers under three categories which are:

1.  Personal Qualities

2.  Professional Qualities

3.  Pedagogical Skills

Although Wichade (2010) chose to categorize teacher characteristics as Arıkan, Taşer and Süzer (2008) did, the groupings show discrepancies. Wichade's (2010) list of categories is as given below:

1.  English proficiency

2.  Pedagogical knowledge

3.  Organization and communication skills

4.  Socio-affective skills

In addition to Arıkan, Taşer and Süzer (2008) and Wichade (2010), Barnes and Lock (2013) grouped the qualities of effective teacher as follows:

1.  Delivery (Communication skill and teaching method)

2.  Knowledge and Credibility (Knowledge of English)

3.  Rapport (Relationship with students)

4.  Organization and Preparation

5.  Fairness

As can be seen above, the grouping or categorization of effective teacher characteristics shows variation. Arıkan, Taşer and Süzer (2008) and Wichade (2010) grouped the pedagogy related items under the category of 'Pedagogical Skills',

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whereas Barnes and Lock's (2013) preferred to discuss these items under the category of 'Delivery'. All researchers included personal traits of effective English language teachers however they named the categories differently. Arıkan, Taşer and Süzer (2008) entitled the group as 'Personal Qualities', while Wichade (2010) chose to say 'Socio-affective skills', and Barnes and Lock (2013) titled the category as 'Rapport'.

Furthermore, Cruickshank, Jenkins and Metcalf (2003) allocated a chapter in their book 'The Act of Teaching' about the effective English language teachers, and they discussed the topic by categorizing the characteristics of effective English language teachers under two groups. The two groups are:

1. Personal Attributes and Characteristics (enthusiastic, warm and humorous, credible, holding high expectations for success, encouraging and supportive, businesslike, adaptable/flexible, knowledgeable)

2. Professional Skills and Abilities (establishing set, using variety, optimizing instructional time, using questions, providing clear instructions, monitoring students' progress, providing feedback and reinforcement)

Overall, the effective English language teacher qualities are discussed under three categories below: teacher knowledge, professional qualities and personal qualities.

### 2.2.1 Teacher Knowledge

The main aim of teacher education is fostering the teacher knowledge. Shulman (1987) noted the need of teacher knowledge by highlighting the vital role of content knowledge. He discussed content knowledge under three sub-titles. *Subject matter content knowledge* refers to the information that a language teacher knows in a given

content area. *Pedagogical content knowledge* is the extended version of subject matter knowledge, which requires the ability of arranging and organizing the content for better teaching. The third category of content knowledge is *curricular knowledge* which is about designing and choosing the most suitable subjects and topics for learners by considering their age, level and needs. According to Shulman (1987), all teacher knowledge are equally important.

On the other hand, Larsen-Freeman (2000) stated that language teachers should have knowledge about their subject-matters, their students, and themselves in order to be aware of what is happening in the classrooms and how to deal with the actions in different ways. In other words, she believes that language teachers should know the language and its culture well, should have pedagogical and professional knowledge to be able to teach effectively by considering the learner differences, and they should also be aware of themselves in order to find out the best ways of helping their students learn.

Moreover, Cruickshank (1990) focused on teacher's knowledge of subject, teacher's knowledge of teaching and knowledge of learners in class. Moreover, he discussed the issue of teacher knowledge by focusing on different components such as knowing what makes a school effective, what makes educational programs and practices effective, the field of teacher preparation, and knowing what makes a language teacher an effective one.

On the other hand, Meijer et al. (1999) stated that teacher knowledge is the combination of subject-matter knowledge, student knowledge, knowledge of

student's learning, knowledge of purposes, knowledge of curriculum and knowledge of instructional techniques (as cited in Borg, 2003).

Tsui (2003, as cited in Sowden, 2007) describes the teacher knowledge with the following sentences:

> The theorization of practical knowledge and the 'practicalization' of theoretical knowledge are two sides of the same coin in the development of expert knowledge of the teacher and they are both crucial to the development of the expertise (p. 308).

### 2.2.2 Personal Qualities of Effective English Language Teachers

According to Gower and Walters (1983), a teacher does not need to be extrovert in order to be an effective English language teacher. He compared and contrasted different personal attributes of the language teachers and he believed that being low-key in the classroom is not an undesirable characteristic of a good teacher. As well as being amusing and lively, being low-key in the classroom can be identified as a good quality when it triggers with other essential qualities.

Moreover, Cruickshank (1990), reviewed ten studies in the field and identified the most common qualities of effective English language teachers. Under the title of teacher character traits, he focused on being enthusiastic, encouraging, businesslike, warm, flexible, adaptable, polite, tolerant and democratic.

In addition to Cruickshank's (1990) qualities, Cruickshank, Deborah and Metcalf (2003) listed the personal qualities of effective English language teachers under the title of *personal attributes and characteristics*. According to the authors, in addition to the qualities listed above, an effective English language teacher should be

humorous, supportive, credible, knowledgeable and holding high expectations for success.

### 2.2.3 Professional Qualities of Effective English Language Teachers

Hunt (2009) explains the qualities of effective teachers by mainly focusing on the professional qualities, and he believes that an effective teacher should have the collection of characteristics, competencies and behaviors in order to enable students to reach desired outcomes. Those may include attaining the specific and broader learning objectives of the students, being able to solve problems, thinking critically and working collaboratively with the colleagues and the students.

Pettis (1997), on the other hand focuses on three main professional characteristics of effective English language teachers. According to her, an effective English language teacher should be knowledgeable and principled as well as being skillful. In addition, professional needs and interests of the teacher must change over time and develop, and, his or her commitment to professional development must be ongoing.

Brown and Rogers (2002) define the professional qualities of an effective English language teacher by focusing on the combination of a mechanical component and a mental component. In the mechanical component they focus on the ability to present the content of the lesson in the most accessible way for students. On the other hand, in mental component they elaborate on the teacher's beliefs about teaching and learning in the best way.

## 2.3 Studies on Perceptions of Effective English Language Teachers

Many studies have focused on the characteristics of effective English language teachers with different methods and different participants. Some studies investigated

the perceptions of teachers (Bell, 2005; Cheung, 2006; Khojastehmehr and Takrimi, 2009), some other found on the perceptions of students (Mullock, 2003; Arıkan, Taşer and Süzer, 2008; Ferguson, 2010; Barnes and Lock, 2013) and most of them involved the perceptions of both teachers and students ( Brown, 2006; Park and Lee, 2006; Brown, 2009; Shishavan and Sadeghi, 2009; Wichade, 2010; Uygun, 2013). Even though the studies were conducted with different participants in different contexts, their main aim was the same: to find out the characteristics of effective English language teachers as perceived by students, teachers or both students and teachers.

There has been great emphasis on the research topic of finding out the characteristics of effective English language teachers. The findings of the studies show some significant similarities as well as differences. In other words, even though there are some common characteristics of English language teachers identified in different studies, there are some other characteristics which vary from one study to another.

**2.3.1 Studies on Students' and Teachers' Perceptions of Effective English Language Teachers**

Brown (2009) conducted a research about effective foreign language teachers by focusing on the perceptions of both teachers and students. The main aim of the study was to compare the perceived characteristics of both groups to see either they were matching or not. According to the results, the perceptions of teachers and students were mismatching in terms of teaching techniques, target language use, group works and error correction styles.

In another study, Shishavan and Sadeghi (2009) attempted to investigate the Iranian teachers' and English language learners' perceptions of effective English language teachers. 59 teachers and 215 students participated in the study. As Brown (2009) did, they analyzed the differences between teachers' and students' views on some characteristics of effective English language teachers. According to the students, effective language teachers are the ones who teach the target language in Persian (L1). Oppositely, teachers believed that a good English language teacher is the one who is proficient in the target language, has good knowledge of pedagogy and makes use of particular techniques and methods. The participants' common ground was related to the teacher's personality. However, the students stated that establishing good rapport with the students is the most important quality of an effective English language teacher.

Park and Lee (2006), on the other hand, aimed to find out the perceptions of students' and teachers' regarding an effective English language teacher in Korean context. 169 teachers and 339 students participated in their study. The results showed that, students' and teachers' perceptions of effective English language teachers significantly contrasted with each other. The teachers ranked English proficiency the most important quality, whereas the students attached the highest importance to pedagogical knowledge.

Wichade (2010) conducted a research with the aim of defining the characteristics of effective English language teachers. He also preferred to identify the perceptions of both teachers and students in Bangkok University. The questionnaire was designed by referring to Park and Lee's (2006) concepts. The perceptions of the stakeholders

were analyzed based on four different categories, namely: English proficiency, pedagogical knowledge, organization and communication skills and socio-affective skills. As in other studies (Brown, 2009; Shishavan & Sadeghi, 2009) it was found out that teachers' and students' perceptions were different from each other. While the students indicated organization and communication skills as very important, the teachers considered qualification English language proficiency as the most important.

Yet, another research that was conducted by Telli, Den Brok and Çakıroğlu (2008) to find out the characteristics of ideal teachers in Turkish context by referring to the views of 21 teachers and 276 students. The results indicated that an ideal teacher for the participants was someone who is motivating, encouraging, giving confidence, conducting good relationships and earning the respect of the students. In this investigation, instead of comparing the perceptions of the teachers and the students, the researchers preferred to combine the perceptions of both participants.

One of the recent studies that was done by Uygun (2013), was designed as a comparative study and attempted to find out the Turkish university preparatory school students' ideas about effective English language teachers. Additionally, teachers' views and ideas were investigated to compare the results with the students'. The teachers were divided into two groups as native and non-native English language teachers. The differences were related with error correction techniques, using target language in the first days of classes, and deductive-inductive teaching of grammar. In some points, native and non-native teachers' ideas and views were different. For instance, while native speaker teachers believed that errors should be corrected

immediately by providing explanations, non-native speaker teachers disagreed with it.

**2.3.2 Studies on Students' Perceptions of Effective English Language Teachers**

Barnes and Lock (2013) studied the perceptions of students to find out the characteristics of an effective English language teacher. The study was conducted in a Korean university and the students were asked to rate the given 42 characteristics of foreign language teachers according to their importance. At the end of the study, some of the most important characteristics were considered as being encouraging, using easy words in class, being enthusiastic about teaching, and giving clear explanations. These characteristics were listed under the title of 'Communication skills and teaching methods'. On the other hand, another important group of characteristics that gained huge importance among the students was the rapport of teachers. The students wanted teachers to be friendly, caring, humorous and develop good relationships with students in order to call them effective English language teachers. Although there were many characteristics of effective English language teachers that emerged at the end of the study, these were the most frequently stated ones.

Çelik, Arıkan and Caner (2013) carried out a research study in Turkish context with 998 undergraduate students. They asked the students to express their perceptions of effective English language teachers by completing a survey. The survey items were analyzed under three different groups. In each group, several items ranked the highest and listed as the main qualities of an effective English language teacher. In terms of personal qualities, students preferred to have language teachers who are fair, enthusiastic, friendly, loving, creative and experienced. On the other hand, regarding

the Content and pedagogy-specific knowledge, the students ranked the items which focus on teaching pronunciation and four-skills adequately as the highest. Having good vocabulary and grammar knowledge were also two of the most important qualities in the group of professional skills and classroom behavior.

Koç (2013) conducted a research study with the aim of investigating the characteristics of a good English language teacher as perceived by 365 Turkish EFL students. The data was collected by means of a questionnaire. The findings of the study revealed that most of the students had different views and opinions in terms of teaching skills of effective teachers. According to the students, an effective English language teacher was someone who is disciplined, motivating, understanding and establishing a good rapport with the students.

Apart from the studies reviewed above, Mullock (2003) focused on the investigation into the post-graduate TESOL students' perceptions of a good teacher. Some of these students were experienced teachers, but most of them had no teaching experience. Data collection tools were interviews and questionnaires, but the participants were asked to choose one of the data collection tools. Although two types of instruments were used, both of them attempted to serve the same purpose. With respect to the findings, a good teacher should be able to know and understand students' expectations and needs, strengths and weaknesses. Moreover, some of the frequently mentioned characteristics of good TESOL teachers were; being humorous, caring, kind, patient, active, encouraging, well prepared and well organized in and outside of the classroom.

Another interesting investigation was made by Chen (2012) in Thai context to ascertain the favorable and unfavorable characteristics of EFL teachers. 60 EFL students were asked to answer open-ended questions and they were interviewed by using semi-structured interview technique. The results were identified under two categories which were personal trait-related characteristics and classroom teaching-related characteristics. According to the students, personal characteristics of language teachers have the highest importance. At the same time, the students believed that the techniques and the skills of the language teacher could make the teaching content more comprehensible and clearer.

Moreover, Arıkan, Taşer and Süzer (2008) conducted a study with preparatory school students in a Turkish context by administering to a questionnaire and collecting written responses of the participants. The results revealed that the most common characteristics of effective English language teachers as perceived by the students were: being friendly, enthusiastic, young, humorous, native speaker of Turkish but fluent in English; playing games; teaching grammar effectively; and having correct pronunciation. However, the gender of the teacher was not considered important by the students.

Finally, Rasyid (2014) conducted a study to find out the perceptions of 15 undergraduate students in Iran. The data were collected through semi-structured interviews and group discussions. The results revealed that an effective English language teacher should use teaching methods effectively, be good at using technology in classroom, create enjoyable atmosphere while teaching, encourage student participation. As personal traits, the teacher should be organized, friendly,

disciplined, caring, understanding, humorous, respectful and responsible for students' learning.

**2.3.3 Studies on Teachers' Perceptions of Effective English Language Teachers**

Even though the vast majority of the researchers have attempted to find out the characteristics of effective English language teachers by investigating the students' or both teachers' and students' perceptions, Khojastehmehr & Takrimi (2009) preferred to work with teachers only. 215 Khuzestan teachers were asked to fill in a questionnaire about teacher effectiveness. The items were divided into categories which were instructional strategies, communication skills, personal characteristics, and knowledge of the teacher. The participants' responses demonstrate that, the way a teacher applies instructional strategies and the teacher's personality are the most important factors that make an English language teacher an effective one.

Apart from this study, Bell (2005) conducted a research in order to find out the perceptions of teachers regarding the qualities of effective foreign language teachers. Within the study, the focus was not on the English language teachers; the researcher aimed to find out the most effective second language acquisition (SLA) teacher. Teachers of French, German and Spanish were selected as the respondents. Even though the English language teachers were not discussed in the study, the study takes part in the literature review parts of the studies related to effective language teachers.

## 2.4 Summary

In this chapter, after describing effective English language teachers, the qualities of effective English language teachers were discussed. Then, the studies related to effective English language teachers were reviewed under three sub-headings: studies

on teachers' and students' perceptions, studies on students' perceptions, and studies on teachers' perceptions.

The related literature reviewed in this chapter shows that, different results have been found in different contexts concerning who an effective English language teacher is. Moreover, there is a gap in the literature as regards involving alumni in the research studies. Due to these reasons, the need for further investigation has emerged in order to find out all the stakeholders'; the students', instructors' and alumni's perceptions of an effective English language teacher.

# Chapter 3

# METHOD

This chapter describes the overall research design of the present study. Then, it introduces the context in which the study was carried out. Next, the chapter lists the research questions answered in the study. After that, it gives detailed information about the participants and describes the data collection instruments used in the study. Afterwards, it explains the data collection, piloting and data analysis procedures. Finally, the chapter focuses on the limitations and delimitations of the study.

## 3.1 Overall Research Design

The study was designed as a qualitative and quantitative case study (mixed method) in order to find out the students', teachers' and alumni's perceptions of an effective English language teacher in the ELT Department of EMU.

Ivankova, Creswell and Stick (2006) believe that the conscious use of mixed-methods research will help the researchers to conduct more clean designs and obtain more significant outcomes from the studies.

The present study, which includes both quantitative and qualitative data, is a descriptive case study. According to Eisenhardt (1989), case studies are used to identify the dynamics of the target setting. He also states that "Case studies combine data collection methods such as archives, interviews, questionnaires, and observations. The evidence may be qualitative (e.g., words), quantitative (e.g.,

numbers) or both" (p. 534). In addition to this, Yin (1984, as cited in Eisenhardt, 1989) states that case studies engage the researcher to work on multiple levels of analysis in a research.

Dörnyei (2007) defines case studies by first explaining the meaning of a case with the following sentences:

> What is a 'case'? Cases are primarily people, but researchers can also explore in depth a programme, an institution, an organization, or a community. In fact, almost anything can serve as a case as long as it constitutes a single entity with clearly defined boundaries (p. 151).

Furthermore, Verschuren (2003) states that, case studies are generally the combination of data collection tools such as observation, interviews or document archives. Although the case studies are generally used in qualitative research, quantitative data collection tools such as questionnaires are frequently used in real case studies (as cited in Dörnyei, 2007).

As stated in Mackey and Gass (2005), "Case studies clearly have the potential for rich contextualization that can shed light on the complexities of the second language learning process" (p. 172). Rowley (2002), on the other hand, indicates that case studies are used widely because of the insights that might be achieved via case studies and when it is compared with other approaches, case studies might offer more achievable insights.

Furthermore, Mills, Durepos and Wiebe (2010) define a descriptive case study with the following sentences:

> A descriptive case study is one that is focused and detailed, in which propositions and questions about a phenomenon are carefully scrutinized and

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articulated at the outset. This articulation of what is already known about the phenomenon is called a descriptive theory. It helps to specify the boundaries of the case, and it contributes significantly to the rigor of the finished case study. The power and promise of a descriptive case study lie in its potential for mining for abstract interpretations of data and theory development (p.3).

Moreover, in the present study triangulation method was used by combining qualitative and quantitative methods. Denzin (1978, as cited in Jick, 1979) describes triangulation as follows:

It is largely a vehicle which for cross validation when two or more distinct methods are found to be congruent and yield comparable data. For organizational researchers, this would involve the use of multiple methods to examine the same dimension of a research problem (p. 602).

Similarly, Rowley (2002) points out the vitality of using triangulation with case studies as the evidence can be collected from multi-sources. She believes that triangulation helps to circumstantiate the same fact or findings that are gathered from different sources.

On the other hand, Jick (1979) states that, triangulation couldn't be a good strategy for all research purposes because of its various limitations such as time management. However, if it is used effectively, it has crucial strengths and it promotes productive research. It strengthens the quality of both qualitative and quantitative methods in a harmony.

Lastly, the study is a descriptive study adopting a naturalistic inquiry approach as the students', instructors' and alumni's perceptions of an effective English language teacher are investigated. Therefore, the study does not aim to make any changes in the setting, but it aims to describe the things as they are. Sandelowski (2000) explains naturalistic inquiry in the following sentences:

> Naturalistic inquiry implies only a commitment to studying something in its natural state, or as it is. That is, in any naturalistic study, there is no pre-selection of variables to study, no manipulation of variables, and no priori commitment to any one theoretical view of a target phenomenon. Accordingly, the naturalistic inquirer will use techniques that allow the target phenomenon to present itself as it would if it were not under study (p. 337).

## 3.2 Context

The study was conducted at Eastern Mediterranean University (EMU) in North Cyprus. The participants were the undergraduate students, the instructors and the alumni of the Department of English Language Teaching (ELT). The data were collected during the Spring Semester of 2014-2015 Academic Year.

The ELT Department of EMU was established in 1995 under the Faculty of Education. Since the department was established, more than 1.000 undergraduate and post-graduate students have graduated. There are students from 14 different countries. It is a member of two major professional organizations which are International Association of Teachers of English as a Foreign Language (IATEFL) and International Association of Teachers to Speakers of Other Languages (TESOL) (EMU ELT Student Handbook, 2014-2015).

The undergraduate ELT program of EMU is a 4 year intensive teacher education program which aims at training English language teachers for elementary, secondary, and preparatory schools of tertiary education. The students (prospective teachers) of the ELT Department are given a balanced education on both theory and application with fifty eight courses. In the first year, majority of the courses are language improvement courses. Then, they continue with theoretical courses in the second and third years. In the fourth year, the major focus is on practicum. Students observe real

English classes in the first semester. Then, in the second semester of the fourth year, they are given the opportunity to teach in real English language classes.

In the present study, only undergraduate students of the ELT Department took part. There were 117 registered students in the spring semester of 2014-2015 Academic Year. 82 of 117 students accepted to participate in the study. Also, four undergraduate students had been involved in the piloting procedure so they were not asked to take part in the actual study. Other 31 students were not available because of different reasons. For instance, some of them were registered, but they were not attending the classes regularly, and some of them were away during the data collection period.

## 3.3 Research Questions

The main purpose of the present study is to find out the perceptions of the students, instructors and alumni regarding who an effective English language teacher is. To this aim, the study aims at answering the following research questions:

1. What are the ELT students' perceptions of an effective English language teacher?

2. What are the ELT instructors' perceptions of an effective English language teacher?

3. What are the ELT alumni's perceptions of an effective English language teacher?

## 3.4 Participants

The participants of the study were the undergraduate students, the instructors and the alumni of the ELT Department at Eastern Mediterranean University. The total number of participants was 112.

### 3.4.1 Students

A total of 82 students from different undergraduate classes of the EMU ELT Department participated in the study. In other words, all the undergraduate students of the ELT Department, who accepted to participate, took part in the study. The students' classes changed from first to fourth grade. Their ages ranged between 17 and 34. The students were from North Cyprus, Turkey, England, Azerbaijan, Nigeria, Russia, Kazakhstan, Cameroon, Pakistan, Germany and Iran. Moreover, 47 of the students were female and 35 of them were male. Their mother tongues were Turkish, English, Azerbaijani, Hausa, Russian, Persian, French and Urdu.

### 3.4.2 Instructors

In total, 10 instructors (5 female, 5 male) of EMU ELT Department participated in the study. In other words, all the instructors of the ELT Department accepted to participate in the study. The instructors reported having teaching experience over 18 years. Eight of the instructors were full-time staff of the department while the other two were employed as part-time staff. Their ages ranged between 42 and 64. Moreover, all the instructors' mother tongue was Turkish, except for two instructors who have both Turkish and Azerbaijan citizenship.

### 3.4.3 Alumni

In total, 20 alumni (5 male and 15 female) participated in the study. The alumni were from Cyprus (11 alumni), Turkey (2 alumni), Azerbaijan (1 alumni), and 6 of them had both TRNC and British citizenship.  Those 6 participants were bilinguals of Turkish and English languages, whereas other 14 participants were Turkish language speakers. Their ages ranged between 24 and 35. All of the participants had teaching experience at different institutions such as EMU English Preparatory School, Doğa College, Levent College, The English Time and at different levels.

## 3.5 Data Collection Instruments

In the present study, a questionnaire and semi-structured interviews were used as data collection instruments. In the questionnaire, a five-point scale closed items were used to identify each participant's perceptions of an effective English language teacher. Also, open-ended questions were used to gather further data from the participants regarding the topic. Moreover, randomly selected participants from each group of participants were interviewed with semi-structured interview technique and they were asked questions to gather further in-depth information.

### 3.5.1 Questionnaire

The same questionnaire was administered to the students, instructors and alumni. The questionnaire consisted of three parts: Background Information (Part I), The Questionnaire (Part II) and Open-ended Questions (Part III). Although the Background Information part of the questionnaire was slightly different for each group of participants, Part II and Part III were the same for all participants. In other words, the student questionnaire (Appendix A), the instructor questionnaire (Appendix B) and the alumni questionnaire (Appendix C) were the same except for minor differences in Part I.

### 3.5.1.1 Part I: Background Information

This part of the questionnaire was used to gather personal information about the participants. In the student questionnaire, their gender, age, nationality, mother tongue, and year of study were asked. Similarly, in instructor questionnaire, the instructors were asked to specify their gender, age, nationality, and mother tongue. However, they were also asked to indicate their years of teaching experience. In the alumni questionnaire on the other hand, the first four questions were the same, in the

last three questions they were asked to give information about their institution, last academic qualification, year of graduation from the ELT department at EMU.

### 3.5.1.2 Part II: The Questionnaire

The second part of the questionnaire was the same for the students, alumni and instructors. This part of the questionnaire aimed to identify the perceptions of the participants as regards who an effective English language teacher is. With this aim, 41 closed items were adopted and/or adapted from different studies (Mullock, 2003; Arıkan, Taşer and Süzer, 2008; Brown, 2008; Brown, 2009; Khojastehmehr and Takrimi, 2009; Shishavan and Sadeghi, 2009; Wichade, 2010; Çelik, Arıkan and Caner, 2012; Barnes and Lock, 2013). The items were divided into two main categories as "Personal Qualities" and "Professional Qualities, Pedagogical Skills and Classroom Behavior". These 41 closed items were in the form of a five-point Likert scale (1=Not Important, 2=Slightly Important, 3=Moderately Important, 4=Important, 5=Very Important). Regarding the validity of the questionnaire, opinions of two experts were taken. The reliability of the questionnaire was calculated using Cronbach alpha formula, and it was found out as 0.80. This shows that the degree of internal consistency of the questionnaire is adequately high, and the instrument could be considered as reliable.

### 3.5.1.3 Part III: Open-ended Questions

In the third part of the questionnaire, there were 3 open-ended questions which aimed to gather in depth data on the perceptions of the students, instructors and alumni. In the first question, the participants were asked to add other qualities of an effective English language teacher and explain why they believe an effective English language teacher should have these qualities. On the other hand, in the second question they were required to specify the qualities that should not be adopted by an effective

English language teacher, and to give reasons for their responses. In the last open-ended question, they were asked to provide a metaphor for an effective English language teacher and explain why they provide that metaphor.

### 3.5.2 Interviews

After administering a questionnaire to the participants, semi-structured interviews were conducted with them to obtain further, in-depth information about their perceptions of an effective English language teacher. Three sets of interview questions were prepared for three groups of participants. Cohen and Crabtree (2006) describes semi-structured interview with the following words:

> The interviewer and respondents engage in a formal interview. The interviewer develops and uses and 'interview guide'. This is a list of questions and topics that need to be covered during the conversation, usually in a particular order. The interviewer follows the guide, but is able to follow topical trajectories in the conversation that may stray from the guide when he or she feels this is appropriate (p.1).

However, based on the responses of the participants, further questions were added during the interview; yet, these were also remaining within the general theme, and the interviewer was not interfered. The semi-structured interview questions were prepared by the author by considering the required information that should be gathered in detail from the interviewee. Furthermore, although the questions serve the same purpose, again they were prepared differently for each group of participants.

### 3.5.2.1 Student Interviews

In student interviews, students were asked five questions (Appendix D) in order to obtain further information about their perceptions of an effective English language teacher. 12 students were volunteered to participate in the interview part of the study.

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In the first question, students were asked to talk about the qualities of the best English language teacher they have ever had. In the second question, they were asked whether they will become an effective English language teacher in the future or not. For the third interview question, students were asked to state the importance of some characteristics of an effective English language teacher such as being knowledgeable in language, having knowledge of pedagogy, the importance of teacher's personality and the way he she behaves towards the students. In the fourth question, on the other hand, students were asked whether the 4- year ELT program of EMU trains effective English language teachers or not. Finally, in the last question, students were asked to state their opinions about the ways of training effective English language teachers.

### 3.5.2.2 Instructor Interviews

After administering the questionnaire, instructors were interviewed with five questions (Appendix E) to obtain in-depth information about their perceptions of an effective English language teacher. Eight of ten instructors were accepted to participate in the semi-structured interviews. In the first question, the instructors were asked to state their opinions about the qualities of an effective English language teacher. For the second question, instructors were asked to state whether their students will be an effective English language teachers or not. With regard to third question, instructors were asked to rank the importance of some qualities (knowledge of language, knowledge of pedagogy or his/her personality and the way he/she behaves towards the students. On the other hand, in question four, the instructors were asked to evaluate the 4-year ELT program of EMU and in the last question (Question 5), the instructors were asked to state their opinions about how to train effective English language teachers.

### 3.5.2.3 Alumni Interviews

After completing the questionnaire part of the study, three of twenty alumni were accepted to take part in the semi-structured interview part of the study. They were interviewed with five questions (Appendix F) to obtain in-depth information about their perceptions of an effective English language teacher. In the first question, the alumni were asked to talk about qualities of an effective English language teacher. For the second question, the alumni were asked to evaluate themselves in terms of being an effective English language teacher. Question 3 in the alumni interviews aimed to identify the most important characteristics of a good teacher as perceived by the alumni. As regards the fourth question, the alumni were asked to comment on the 4-year ELT program of EMU in terms of training effective English language teachers and in the last question, the alumni were asked to suggest how English language teachers should be trained in order to be effective teachers.

## 3.6 Data Collection Procedures

Having obtained a permission letter from the Department of English Language Teaching (Appendix G), the researcher started the data collection procedures. The researcher worked cooperatively with the undergraduate students and instructors of the department.

First, the student questionnaire was administered by the researcher. In this stage, the researcher visited the classes and collected the data. The participation was not compulsory, however the students who were available in classes accepted to take part in the study by signing the consent forms. Then, interview appointments were arranged with the students who volunteered to participate in the interviews. The interviews were audio-recorded with the consents of the interviewees. Each student

was interviewed individually. Semi-structured interview questions were asked in English language, but some first year students attempted to answer some questions in Turkish language and they were allowed to do so.

After completing the data collection procedures with the students, interviews with the instructors were arranged. After, the researcher took appointment from the instructors, she met with them one by one, in their offices. First, the instructors filled in the questionnaires and then they were interviewed. The responses were recorded with the permission of the instructors.

Finally, the alumni of the ELT Department participated in the study. The researcher reached about 28 alumni but only 20 of them accepted to take part in the study. First, they were asked to fill in the questionnaire, and then 3 alumni accepted to be interviewed. The semi-structured interviews with the alumni were recorded with their consent.

## 3.7 Piloting

Four volunteer students from each year (first, second, third, fourth) were chosen and the questionnaire was piloted with them. Firstly, they were explained the purpose of piloting, and then, they were asked to respond to the questions. While they were responding to the questions, they asked few questions for the clarifications of some words in the questionnaire. Those points were noted down by the researcher. Finally, some minor changes were made by considering the feedback received from the students and the questionnaires were finalized (Appendix H). The same procedure was followed for piloting the interview questions.

## 3.8 Data Analysis

The collected data was analyzed both qualitatively and quantitatively. The quantitative data was analyzed by using Statistical Package for Social Sciences (SPSS) software, version 17.0, and the frequencies and the means were calculated. On the other hand, the qualitative data gathered from open-ended questions and semi-structured interviews were analyzed through transcribing, coding and categorizing techniques.

The 5-point Likert scale questionnaire items were analyzed through SPSS by using descriptive statistics and finding out the frequencies, percentages, mean and standard deviation for each item.

Additionally, the third part of the questionnaire included open-ended questions and the responses of the students, instructors and alumni were analyzed through categorization and coding techniques.

Finally, the interviews were analyzed through transcribing the recorded data. Then, as is done for the analysis of the open-ended questions, the transcriptions were categorized and coded.

## 3.9 Limitations and Delimitations of the Study

There are some limitations and delimitations of this study. The number of students was insufficient, thus this affected the path of the study. In other words, if the number of students was sufficient, the changes in perceptions over the years could be statistically compared. Moreover, insufficient number of alumni and instructors did

not allow the researcher to compare the perceptions of students, instructors and alumni statistically.

On the other hand, there are some delimitations of the present study. First of all, the students and the instructors were eager to participate in the study, because they said they found the topic interesting, and therefore they willingly expressed their ideas. Moreover, the alumni haven't been involved in the related studies in the literature. Therefore, this could be considered as one of the delimitations of the study.

## 3.10 Summary

In this chapter, first the overall research design was explained. Second, the context of the study was described and the research questions were listed. Third, the participants of the study were introduced. Fourth, the data collection instruments were described and data collection procedures were explained. Fifth, the data analysis procedures were presented. Lastly, the limitations and delimitations of the study were discussed. In the next chapter, the results of the study will be presented.

# Chapter 4

# RESULTS

This chapter presents the results of the study obtained from the student, teacher and alumni questionnaires and semi-structured interviews. The data from each data collection instrument are explained separately in different sections of the chapter.

## 4.1 Student Questionnaire

The aim of this instrument was to identify students' perceptions of an effective English language teacher. The questionnaire provided both quantitative and qualitative data, which are presented below.

### 4.1.1 Quantitative Data (Closed Items)

In the second part of the questionnaire, there were 41items, which were in the form of 5 point Likert scale. The students were asked to indicate their opinions about the qualities of an effective English language teacher by indicating the degree of importance of the given qualities on a 5-point Likert scale.

As stated previously in Chapter 3, the quantitative part of the questionnaire was divided into two categories. The first category was prepared to find out the perceptions of students regarding the Personal Qualities (Part A) of effective English language teachers and the second category was developed to identify the perceptions of students regarding the Professional Qualities, Pedagogical Skills and Classroom Behaviors (Part B) of the effective English language teachers.

Students' responses to questions 1 to 14 are shown in Table 1, which includes the percentages, the mean and standard deviation for each item.

Table 1: Student Questionnaire Results (Part A- Personal Qualities)

| A. | Personal Qualities | 5 | 4 | 3 | 2 | 1 | M | SD |
|---|---|---|---|---|---|---|---|---|
| 1. | Friendly | 58.5% | 31.7% | 8.5% | 1.2% | 0% | 4.48 | .70 |
| 2. | Creative | 75.6% | 17.1% | 7.3% | 0% | 0% | 4.68 | .60 |
| 3. | Caring (i.e. cares about students) | 63.4% | 28.0% | 6.1% | 2.4% | 0% | 4.52 | .72 |
| 4. | Patient | 63.4% | 23.2% | 12.2% | 1.2% | 0% | 4.49 | .76 |
| 5. | Gender | 7.3% | 8.5% | 15.9% | 9.8% | 58.5% | 1.96 | 1.33 |
| 6. | Enthusiastic | 36.6% | 35.4% | 19.5% | 3.7% | 4.9% | 3.95 | 1.08 |
| 7. | Young | 2.4% | 14.6% | 26.8% | 19.5% | 36.6% | 2.27 | 1.18 |
| 8. | Experienced | 36.6% | 34.1% | 25.6% | 2.4% | 1.2% | 4.02 | .92 |
| 9. | Fair | 59.8% | 30.5% | 6.1% | 3.7% | 0% | 4.46 | .77 |
| 10. | Entertainer | 28.0% | 43.9% | 19.5% | 7.3% | 1.2% | 3.90 | .94 |
| 11. | Has a sense of humor | 26.8% | 43.9% | 23.2% | 3.7% | 2.4% | 3.89 | .93 |
| 12. | Has lived in an English speaking country | 12.2% | 23.2% | 24.4% | 18.3% | 22% | 2.85 | 1.33 |
| 13. | Approachable (i.e. accessible, reachable) | 42.7% | 42.7% | 12.2% | 1.2% | 1.2% | 4.24 | .81 |
| 14. | Encouraging | 54.9% | 32.9% | 8.5% | 0% | 3.7% | 4.35 | .92 |

**5:** Very Important, **4:** Important, **3:** Moderately Important, **2:** Slightly Important, **1:** Not Important

As can be seen in Table 1, the highest degree of importance was given to item 2 in which more than three quarters of the students (75.6%) thought that being *creative* is *very important*. Moreover, the mean for this item was 4.68 and it was the highest

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ranked item in the Personal Qualities part of the questionnaire. This item followed by items 3 and 4: 63.4% of the students thought that *caring* (item 3) and *patient* (item 4) teachers could be considered as effective ones. The means of these items were 4.52 and 4.49, respectively. Also, being *friendly* (item 1) was another highly ranked personal quality. More than half of the students (58.5%) thought that it is a *very important* quality while 31.7% of them said it is an *important* one. The mean for item 1 was 4.48 and it shows that *friendly* English language teachers are the ones who are perceived as effective English language teachers by the students. Thus, it can be interpreted that being creative, caring, patient and friendly are the most important personal qualities of an effective English language teacher, as perceived by the students.

Moreover, the results reveal that being *fair* (item 9), *encouraging* (item 14), *approachable* (item 13) and *experienced* (item 8) as an English language teacher is important as the means for these qualities were between 4.46 and 4.02. Additionally, 34.1% of the students believed that *enthusiastic* (item 6) English language teachers could be qualified as effective English language teachers. The mean for this item was 3.95. In addition to that, being an *entertainer* (item 10) and having *sense of humor* (item 11) were thought to be the other two *important* personal qualities of an English language teacher. The means for these qualities were 3.90 and 3.89, respectively.

Although most of the personal qualities were perceived as either *important* or *very important*, students' responses to items 12, 7 and 5 show that these qualities comparatively could be considered less important than the other. For instance, only 12.2% of the students considered 'having lived in an English speaking country' as a

*very important* quality. 22% of them thought that it is *not important* at all. The mean for this item was 2.85. Similarly, age was believed to be comparatively less important. 36.6% of the students indicated that being young is *not* an *important* qualification for being an effective English language teacher (M= 2.27). Lastly, the lowest ranked item was about *gender* (item 5). The result for this item was totally opposite to the responses given to the previous items. According to 58.5% of the students, *gender* is *not important*; only 7.3% thought that it is important. The mean for item was 1.96, which implies that according to the majority of the students, the teacher's gender is not an important factor for being an effective English language teacher.

As stated previously, the second part of the questionnaire was divided into two categories, and the first category's (Part A) results have been discussed above. In Part B, the focus was on the Professional Qualities, Pedagogical Skills and Classroom Behaviors of effective English language teachers.

Students' responses to questions 1 to 27 in Part B are shown in Table 2, which presents the frequencies, the mean and the standard deviation for each item.

Table 2: Student Questionnaire Results (Part B- Professional Qualities, Pedagogical Skills and Classroom Behavior)

| B. | Professional Qualities, Pedagogical Skills and Classroom Behavior | 5 | 4 | 3 | 2 | 1 | M | SD |
|---|---|---|---|---|---|---|---|---|
| 1. | Native speaker of English | 14.6% | 23.2% | 35.4% | 18.3% | 8.5% | 3.17 | 1.15 |
| 2. | Native speaker of Turkish, fluent in English | 18.3% | 32.9% | 24.4% | 7.3% | 17.1% | 3.28 | 1.33 |
| 3. | Has good knowledge of vocabulary | 70.2% | 23.2% | 3.7% | 1.2% | 1.2% | 4.61 | .73 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 4. | Has good knowledge of grammar | 73.2% | 20.7% | 4.9% | 1.2% | 0% | 4.66 | .63 |
| 5. | Has correct pronunciation | 72% | 19.5% | 4.9% | 3.7% | 0% | 4.60 | .75 |
| 6. | Uses lesson plans | 29.3% | 31.7% | 24.4% | 7.3% | 7.3% | 3.68 | 1.18 |
| 7. | Good at classroom management | 50.0% | 42.7% | 4.9% | 1.2% | 1.2% | 4.39 | .75 |
| 8. | Uses technology and visual materials well | 32.9% | 37.8% | 20.7% | 6.1% | 2.4% | 3.93 | 1.00 |
| 9. | Gives real-life examples while teaching | 40.2% | 32.9% | 18.3% | 4.9% | 3.7% | 4.01 | 1.06 |
| 10. | Makes learners discover language (i.e.systems, rules of the language) | 41.5% | 42.7% | 13.4% | 1.2% | 1.2% | 4.22 | .82 |
| 11. | Teaches formal and informal English | 37.8% | 30.5% | 25.6% | 2.4% | 3.7% | 3.96 | 1.04 |
| 12. | Teaches pronunciation well | 73.2% | 23.2% | 3.7% | 0% | 0% | 4.70 | .54 |
| 13. | Teaches speaking skills well | 79.3% | 15.9% | 4.9% | 0% | 0% | 4.74 | .54 |
| 14. | Teaches reading skills well | 73.2% | 19.5% | 6.1% | 0% | 1.2% | 4.63 | .71 |
| 15. | Teaches listening skills well | 62.2% | 34.1% | 3.7% | 0% | 0% | 4.59 | .56 |
| 16. | Explains grammar rules well | 75.6% | 19.5% | 3.7% | 0% | 1.2% | 4.68 | .66 |
| 17. | Teaches the target culture well | 29.3% | 40.2% | 19.5% | 9.8% | 1.2% | 3.87 | .99 |
| 18. | Corrects without offending | 50.0% | 35.4% | 11.0% | 2.4% | 1.2% | 4.30 | .86 |
| 19. | Knows students' names | 43.9% | 30.5% | 15.9% | 7.3% | 2.4% | 4.06 | 1.06 |
| 20. | Gives clear instructions | 63.4% | 31.7% | 3.7% | 0% | 1.2% | 4.56 | .69 |
| 21. | Acts as the only authority in the classroom | 14.6% | 17.1% | 34.1% | 19.5% | 14.6% | 2.98 | 1.25 |
| 22. | Makes students correct each other's work | 13.4% | 39.0% | 31.7% | 9.8% | 6.1% | 3.44 | 1.04 |
| 23. | Gives assignments regularly | 13.4% | 26.8% | 40.2% | 13.4% | 6.1% | 3.28 | 1.06 |
| 24. | Takes attendance | 19.5% | 18.3% | 26.8% | 12.2% | 23.2% | 2.99 | 1.43 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 25. | Gives tests/quizzes regularly in class | 12.2% | 29.3% | 34.1% | 14.6% | 9.8% | 3.20 | 1.14 |
| 26. | Uses games in teaching | 23.2% | 31.7% | 20.7% | 13.4% | 11.0% | 3.43 | 1.29 |
| 27. | Reduces students' anxiety (makes students feel at ease) | 68.3% | 19.5% | 6.1% | 3.7% | 2.4% | 4.48 | .95 |

**5:** Very Important, **4:** Important, **3:** Moderately Important, **2:** Slightly Important, **1:** Not Important

As can be seen in Table 2., the majority of the students believed that *teaching speaking skills* (item 13) and *pronunciation well* (item 12) are *very important* qualities for being an effective English language teacher, as the items were the highest ranked items of the questionnaire (Part B). The mean of item 13 was 4.74 and item 12 followed it with the mean of 4.70.

Furthermore, as students perceived, *explaining grammar rules well* (item 16), *having good knowledge of grammar* (item 4) and *teaching reading skills well* (item 14) are *very important* qualities for being an effective English language teacher. 75.6% of the students thought that *explaining grammar rules well* (item 16) is a *very important* quality of an effective English language teacher, whereas only 1.2% of the students believed that it is *not important*. On the other hand, almost three-quarters of the students (73.2%) thought that *having good knowledge of grammar* (item 4) and *teaching reading skills well* (item 14) are *very important*, and no one believed that these qualities are *not important*.

Moreover, the students indicated high degree of importance for items 3 and 5. More specifically, 73.2% of the students believed that *having good knowledge of vocabulary* (item 3) is very important quality for being an effective English language teacher, as the mean of the item was 4.61. Also, they thought that an effective

English language teacher is someone who *has correct pronunciation* (item 5). The mean of the item was 4.60, and 72% of the students perceived this quality as *very important* in order to be an effective English language teacher.

In addition, the results reveal that *teaching listening skills well* (item 15), *giving clear instructions* (item 20) and *reducing students' anxiety* (item 27) are *very important* or *important* professional qualities, with the percentages of 62.2%, 63.4% and 68.3%, respectively. The mean for item 15 was 4.59, 4.56 for item 20 and 4.48 for item 27.

Furthermore, the vast majority of the students believed that items 7 (*Good at classroom management*), 18 (*Corrects without offending*) and 10 (*Makes learners discover language*) are either *important* or *very important*. 50% of the students thought that item 7 and item 18 are *very important*, whereas the percentages of students who said *important* for these items are 42.7% and 35.4%. Also, the mean of the questions were 4.39 for item 7 and 4.30 for item 18. Additionally, for item 10, 45.5% of the students believed that it is *very important* to *make learners discover language* and 42.7% of them said it is an *important* quality. The mean of the item was 4.22.

Some other qualities that students found *very important* or *important* were; *knowing students' names* (item 19), *giving real-life examples while teaching* (item 9), *teaching formal and informal English* (item 11), *using technology and visual materials well* (item 8) and *teaching the target culture well* (item 17). The means for these five items showed that they were considered as *important* professional qualities

by the students as the mean for item 19 was 4.06, 4.01 for item 9, 3.96 for item 11, 3.93 for item 8 and 3.87 for item 17.

According to the results, 31.7% of the students thought that *using lesson plans* (item 6) in class is an *important* quality of an effective English language teacher, with the mean of 3.68. On the other hand, %31.7 and 20.5% of the students believed that *making students correct each other's work* (item 22) and *using games in teaching* (item 26) are *moderately important* qualities. The mean for item 22 was 3.44, and it was 3.43 for item 26.

Moreover, the students' responses to items 23 (*Gives assignments regularly*), 2 (*Native speaker of Turkish, fluent in English*) and 25 (*Gives tests/quizzes*) were mostly *moderately important* as the means of the items were around 3: 3.28, 3.28 and 3.20, respectively.

On the other hand, comparatively lower percentages of students thought that the items 1(*Native speaker of English*), 24 (*Takes attendance*) and 21 (*Acts as the only authority in the classroom*) are *very important*; they believed that those qualities are *moderately important*. The percentages of the items were 35.4%, 26.8% and 34.1%, respectively. The mean of item 1 was 3.17, it was 2.99 for item 24 and 2.98 for item 21.

Overall, the results for part 2 indicate that most of the qualities given above were perceived as *very important*, *important*, *moderately important* and *slightly important* by the students. The means for 41 items in total ranged between 4.74 and 1.96.

Moreover the mean scores of the items reveal that Professional Qualities, Pedagogical Skills and Classroom Behavior ranked higher in the questionnaire when compared with Personal Qualities of effective English language teachers.

**4.1.2 Qualitative Data (Open-ended items)**

The qualitative data were collected through three open-ended questions in the student questionnaire. In question 1, the students were asked to write other qualities that they believe an effective English language teacher should have. The results reveal that students emphasize personal qualities of an effective English language teacher more, rather than professional qualities, pedagogical skills and classroom behaviors. For example, 7% of the students believed that being *punctual* is an essential personal quality an effective English language teacher should have. In this regard, Student 14 said "It is very important that the teacher is punctual, never late to classes and corrects the homework on time", and Student 58 stated "Teacher should be business-like. He/she should be on time and score tests and give results after few days of the test date".

Another personal quality stated by 4% of the students was *being confident.* For instance, Student 53 said "Teacher should be confident. Because when the teacher is confident, she/he will be aware of what is going on in the class and can give effective instruction to his/her students".

According to 4% of other students, being *active* in class is a required personal quality in order to be an effective English language teacher. For example, Student 11 said "An effective English language teacher should be active and energetic in the class"

and Student 77 stated "Effective English language teacher is someone who is always active and who motivates students to study".

Moreover, 3% of the students believed that, in order to be an effective English language teacher, one should be *kind*. For instance, Student 23 said "They should be kind and understanding. I don't like strict teachers". Another personal quality that was mentioned by the students (3% of the students) was *being motivating*. For Student 74, "You need to be motivating in order to attract students' attention towards the lesson".

Furthermore, 3% of the students thought that being *open-minded* as an English language teacher could make you an effective one. For example, for Student 10 "An effective English language teacher should have an open-mind and a wide perspective. It is not always about the facts in the book. They should know things essential to life".

In addition to personal qualities, the students also mentioned some pedagogical qualities, such as *flexibility*. For example, one student (Student 61) stated that an effective English language teacher should be able to cope with unexpected problems by being flexible in the classroom.

Moreover, some students (4% of the students) focused on *being up-to-date* as an important professional quality. For example, Student 1 said "Effective English language teachers must always develop themselves by pretending to be fossilized".

The other personal and professional qualities indicated by the students are as follows:

- Being organized. ("An effective teacher should be well organized." stated by Student 59)

- Being a facilitator. (Student 37 said "Facilitator, not authority!")

- Being friendly but not friends. (Student 42 explained "An effective English language teacher should be friendly and warm but not friends with his/her students".)

- Being responsible. ("An effective teacher should have responsibility for students' learning and care if they really learn or not," stated by Student 51.

After giving other qualities that they believe an effective English language teacher should have, in the second question they were asked to indicate the qualities that an effective English language teacher should not have. Students (14% of the students) believed that being *unfair* is an undesirable personal quality. Student 6 said "In my opinion, an English language teacher shouldn't make discriminations between students" and another student (student 24) stated "He/she shouldn't make unequal treatment to his/her students. He/she should be fair". In addition, Student 33 said "Prioritizing ones over others demotivates students".

Moreover, 12% of the students thought that being *aggressive* is not a desirable personal quality. For Student 1, "If a teacher easily gets angry, he/she can't be an effective teacher. They must know that students can't learn anything if they are aggressive". For Student 37, however "If a teacher is aggressive, students will be demotivated". Also, one student (Student 77) stated that "Anger management should

work well with an effective English language teacher. Otherwise students will not learn effectively".

Furthermore, 7% of the students said that an effective English language teacher shouldn't be the only *authority* in the class. Student 12 stated "Authority! I think learning a language is not compulsory education". Similarly, Student 29 said "Teachers shouldn't be the only authority in the class. It may make students feel more stressful in the classroom".

Some students (5% of the students) believed that being *strict* is one of the most undesired qualities of an effective English language teacher. For instance, Student 3 said "The teacher shouldn't be strict to his learners and he shouldn't be too offending" and Student 72 stated "The teacher shouldn't be so strict. Otherwise the lesson may be boring".

On the other hand, 4% of the students argued that an effective English language teacher shouldn't be *impatient*. "The teacher shouldn't be impatient and quick tempered because, teaching a language is not like teaching maths. You need a lot of patience to explain rules", said Student 40. In addition, Student 26 explained that "Patience is important for a teacher. Without patience, you can't be an effective language teacher". Moreover, Student 51 stated "Teacher shouldn't be impatient and expect learners to learn quickly because everyone learns in a different way".

Furthermore, 4% of the students believed that English language teachers should avoid *using problematic grammar and pronunciation* in class in order to be

considered as effective teachers. "Wrong pronunciation and grammar is not acceptable!" stated Student 47. Another student (Student 14) said "Having problems with grammar and/or pronunciation is dangerous."

The other qualities that students believe an effective English language teacher should not have are as follows:

- Being demotivating. (Student 5 said "A good teacher should not demotivate the students.")

- Being boring. ("They shouldn't be boring or repetitive, because once the students in class are bored, it is hard to go back to an enjoyable lesson" as Student 45 stated.)

- Using L1 in classroom. (Student 47 said "Teacher shouldn't use L1 in class.")

- Correcting errors immediately. ("Don't jump on every error!" said Student 68.)

- Being discouraging. (Student 13 said "Teacher shouldn't discourage students. In addition, a student may be a shy person and when she is discouraged, the person may be more shy".)

- Being silent. ("I don't like teachers who are not interested in students. An effective teacher shouldn't be sleepy or silent in the class" as stated by Student 11.)

- Being sarcastic. (Student 82 said, "An effective English language teacher shouldn't be sarcastic".)

In the third open-ended question, students were asked to describe an effective English language teacher with a metaphor by giving reasons. 82 students responded

to this question by giving different metaphors. More specifically, 12% of the students believed that an effective English language teacher is like *a mother/a father*. For example, Student 24 said "An effective English language teacher is like a mother/a father, because she/he should be caregiver, fair, friendly, patient and experienced" and Student 45 stated "An effective English language teacher is like a mother or a father. She/he guides you, corrects you and teaches you a lot of valuable things you can use in the future".

Another common metaphor was being *a guide book*. Student 29 stated "An effective English language teacher is like a guide book, because I believe that teachers must have all the information to give us whenever we need". Another student (Student 9) thought that an effective English language teacher is like *a student* because "He/she learns throughout his/her teaching experience".

Moreover, Student 28 believed that an effective English language teacher is like *a fisherman*. He said "An effective English language teacher is like a fisherman, because firstly he gives us the fish to eat, then he teaches us how to catch a fish".

Another interesting metaphor was given by Student 71, as the student stated "An effective English language teacher is like *a maestro*, because he/she controls everything in a classroom".

'Water' was another metaphor and Student 70 believed that an effective English language teacher is like *water* "because it flows calmly and freely and is always beneficial for all human beings".

Another unique metaphor was *a crab*. Student 77 said "An effective English language teacher is like a crab, because a crab has a thick shell, but from deep inside it is soft and sensitive".

Furthermore, while Student 55 said "An effective English language teacher is like a *bus driver*. He/she is responsible for (the safety) the learning of the students during (the journey) the process of learning", Student 20 stated that an effective language teacher is like *a star/celebrity*, "because he/she is always on the stage and in front of the audience".

The other metaphors specified by the students are as follows: *Map* (Student 2), *Computer* (Student 3), *Sun* (Student 13), *Medium-rare steak* (Student 14), *Mirror* (Student 16), *Tree* (Student 19), *Friend* (Student 25), *Life coach* (Student 36), *Light* (Student 40), *Plane* (Student 44), *Chair* (Student 51), *Wine* (Student 52), *Juke box* (Student 56), *TV announcer* (Student 58), *Actor / actress* (Student 59), *Sea* (Student 63), *Soil* (Student 64), *Traffic police* (Student 65), *Rainbow* (Student 66), *Tasteful cake* (Student 72), *Ocean* (Student 73), *Shepherd* (Student 80), *Jim Carrey or Al Pacino* (Student 82)

## 4.2 Student Interviews

The main purpose of this instrument was to obtain in depth information about the students' perceptions of an effective English language teacher. Moreover, the students were asked to evaluate the 4-year ELT program of EMU in terms of training effective English language teachers. 12 students (from different classes) were interviewed.

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In the first question, students were asked to talk about the qualities of the best English language teacher they have ever had. All of the students (100% of the students) responded to this question by using adjectives to describe the qualities of their best English language teachers. Being friendly was obtained to be the common quality indicated by all the interviewees. For instance Student 2 said:

> I think the best English language teacher is the one who is friendly and close to her students. One of my best English language teachers was having a good rapport with her students and she knew how to motivate us. She was helpful, caring and she was also good at teaching the language.

Another student replied the question by focusing on the qualities such as being *supportive, caring* and *friendly*. Student 6 said:

> The best English teacher I have ever had was in high school, so he was the reason that I have chosen English as my field of study. He was supportive. I was having some problems with my classmates, and he was always finding solutions. Simply, he was caring and friendly.

Although all of the students focused on personal qualities of their most effective English language teachers, Student 7 mentioned some professional and pedagogical qualities of his best English language teacher. He said:

> She was teaching English to us in high school. As we were teenagers, our teacher was having difficulties in motivating us. However, she was good at classroom management and at the end of the lesson, I started to love English language because she motivated me. Moreover, she was open-minded and trying to learn new things in order to apply them in class. She was trying to use technology in class as much as she could. She was also good at teaching grammar. She used to teach grammar by having fun and we have learnt a lot from her.

Overall, in response to the students stated personal, pedagogical and professional qualities of their best English language teacher. Some of the given qualities were being: friendly, caring, fair, disciplined, confident, flexible, knowledgeable, patient,

motivating, up-to-date, a good manager; and having good pronunciation, knowledge of grammar and control over the class.

In the second question, the students were asked whether they will become an effective English language teacher in the future or not. Except Student 11, all of the students replied by saying 'Yes' to the question. Student 11 stated:

> I don't think I will be an effective English language teacher in the future because I don't have the enthusiasm. Actually, the department educates us in a good manner, but I don't have the inner desire. I think I will use English language in another profession, because I don't think I will be successful in this field. I will get the diploma and do something else.

However, there were many positive responses from the students. For instance Student 1 said:

> I think I will become an effective English language teacher because I am a native speaker, I am brave and I am initiative. In addition to my qualities, EMU is giving good education which is effective and the teachers are also so good and they train us well. Hopefully, I will be a good teacher and teach English in the best way that I can.

Upon the third interview question, students were asked to state the importance of some characteristics of an effective English language teacher such as being knowledgeable in language, having knowledge of pedagogy, the importance of teacher's personality and the way the teacher behaves towards the students, all of the students responded by saying 'the combination of all qualities'. For example, Student 5 said:

> I believe all of them because we can't separate those components. If you don't have good knowledge of language, you will have difficulties in class. If you don't know pedagogy, you can't teach effectively. If you don't know how to behave to your students you can't be effective. Of course it depends on your personality because it directly affects your rapport with the students.

Moreover, Student 12 said:

Actually, the combinations of all qualities are necessary. Just like our teachers in ELT. They should have all of them, and plus some more professional qualities such as being good at classroom management, reducing anxiety and so on. Additionally, I would like an English language teacher to be patient and fair in every situation.

The fourth question on the other hand, focuses on the 4-year ELT program of EMU. The students were asked whether the program trains effective English language teachers or not. 90% of the students thought that the program is highly effective however they believed that the practice teaching should be more intensive and it should start at earlier years of their education. For example, Student 2 said:

Honestly, our department has good courses but the courses for teaching practice are not enough. I think we should start going to schools from the second year, or we may start the School Experience (ELTE411) in the second year and Teaching Practice (ELTE406) in the third year of our education. In this way, I believe that we would be more successful.

One another senior student focused on both strengths and weaknesses of the program. Student 8 said:

I reckon that the program is so effective because we have qualified instructors who spend great effort on us. The theoretical courses, approaches that we have been learning, pedagogical courses are great. However, when it comes to practical thing, no we failed. For example, I have done my internship in a college but I have been given just four courses to teach and it is impossible to use what I have learnt in these four lessons. Moreover, it is impossible for the teachers to evaluate my teaching ability with those four lessons, as far as it was not enough. Still, I know that EMU doesn't have the opportunity to send us to schools for more practice just because of the governmental issues and the lack of schools.

In the last question (Question 5), students were asked to state their opinion about the ways of training effective English language teachers. As in Question 4, students focused on having more teaching practice in order to learn how to perform their profession. For instance, according to Student 12:

Teaching theories, approaches, techniques, pedagogy and everything is not enough. Student teachers should be trained by performing the action.

Otherwise, everything will be forgotten. In detail, effective English language teachers could be trained in the way that EMU trains, but with more practical experience.

## 4.3 Instructor Questionnaire

The instructors were administered a questionnaire to find out their perceptions of an effective English language teacher. They were asked to specify the degree of importance of the listed qualities that make an English language teacher an effective one. This part (Part II) of the questionnaire was similar to Part II of the student questionnaire. In Part III, the instructors responded to three open-ended questions which were prepared to gather further information about their perceptions of an effective English language teacher. In total, 10 instructors responded to the questionnaire.

### 4.3.1 Quantitative Data (Closed Items)

In Part II, the instructors responded to 41 items, as in the student questionnaire.

The instructors' responses to questions 1 to 14 are given in Table 3, which presents the frequencies, the mean and the standard deviation for each item.

Table 3: Instructor Questionnaire Results (Part A- Personal Qualities)

| A. | Personal Qualities | 5 | 4 | 3 | 2 | 1 | M | SD |
|----|--------------------|---|---|---|---|---|-----|-----|
| 1. | Friendly | 4 | 4 | 2 | 0 | 0 | 4.20 | .79 |
| 2. | Creative | 6 | 4 | 0 | 0 | 0 | 4.60 | .52 |
| 3. | Caring (i.e. cares about students) | 7 | 3 | 0 | 0 | 0 | 4.70 | .48 |
| 4. | Patient | 8 | 2 | 0 | 0 | 0 | 4.80 | .42 |
| 5. | Gender | 0 | 0 | 1 | 2 | 7 | 1.40 | .70 |
| 6. | Enthusiastic | 6 | 4 | 0 | 0 | 0 | 4.60 | .52 |
| 7. | Young | 0 | 0 | 3 | 1 | 6 | 1.70 | .95 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 8. | Experienced | 1 | 3 | 4 | 2 | 0 | 3.30 | .95 |
| 9. | Fair | 10 | 0 | 0 | 0 | 0 | 5.00 | .00 |
| 10. | Entertainer | 0 | 2 | 7 | 0 | 1 | 3.00 | .82 |
| 11. | Has a sense of humor | 1 | 7 | 2 | 0 | 0 | 3.90 | .57 |
| 12. | Has lived in an English speaking country | 0 | 3 | 4 | 2 | 1 | 2.90 | .99 |
| 13. | Approachable (i.e. accessible, reachable) | 8 | 2 | 0 | 0 | 0 | 4.80 | .42 |
| 14. | Encouraging | 7 | 3 | 0 | 0 | 0 | 4.70 | .48 |

**5:** Very Important, **4:** Important, **3:** Moderately Important, **2:** Slightly Important, **1:** Not Important **n**=10

As can be seen in Table 3, all of the ten instructors believed that being *fair* (item 9) is *very important* for being an effective English language teacher, and the mean of this item was 5.00, which ranked the highest in the instructor questionnaire. Item 9 was followed by item 13 (*approachable*) and item 4 (*patient*) with the mean of 4.80. According to the instructors, an effective English language teacher should be *approachable* and *patient,* as eight instructors believed that they are *very important* and two of them thought that they are *important* qualities. Moreover, the instructors believed that it is *very important* to be *caring* (item 3) and *encouraging* (item 14). The mean for these two items was 4.70. Seven instructors thought that these two qualities are *very important*, and three of them said they are *important*. In addition, being *enthusiastic* (item 6) and *creative* (item 2) were the other highly ranked qualities while six instructors thought that being *enthusiastic* and *creative* is *very important*, four instructors believed that these qualities are *important*. The mean for item 6 and 2 is 4.60.

Furthermore, being *friendly* (item 1) was considered as one of the most important qualities of an effective English language teacher. Four instructors believed that

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being *friendly* is *very important* and four of them thought that it is an *important* quality. However, two instructors could be unsure about the importance of this quality as they stated that it is *moderately important*. Moreover, the mean for item 1 was 4.20 which could be considered as an *important* quality for being an effective English language teacher. Additionally, instructors' responses to item 11 (*has a sense of humor*) revealed that having a *sense of humor* is an *important* personal quality. While the vast majority (seven instructors) of the instructors believed that it is an *important* quality, only one instructor thought that it is *very important* and two of them said it is *moderately important*. Moreover, the mean for item 11 was 3.90.

The instructors gave different responses to item 8 (*experienced*): *moderately important* (4 instructors), *important* (3 instructors), *slightly important* (2 instructors), and *very important* (1 instructor). The majority of the instructors believed that it is *moderately important* to be *experienced*; the mean of item 8 was 3.30. Similarly, instructors believed that being an *entertainer* (item 10) is *moderately important*, as the mean of item 10 was 3.00. Also, most of the instructors (7 instructors) believed that it is *moderately important* to be an entertainer, whereas two of them said it is *important* and one of them believed that it is *not important*. Additionally, another quality that the instructors responded differently was item 12 (*has lived in an English speaking country*): *moderately important* (4 instructors), *important* (3 instructors), *slightly important* (2 instructors), and *not important* (1 instructor). The mean for item 12 was 2.90, and it can be considered as a *moderately important* personal quality of an effective English language teacher.

Although the above mentioned qualities were perceived as *very important*, *important* or *moderately important*, there were some qualities that the instructors responded negatively. For item 7 (*young*), six instructors believed that being *young* is *not important*. However, three of the instructors thought it is *moderately important* and only one of them stated that it is *slightly important*. The mean of the item was 1.70. Moreover, the lowest ranked quality was *gender* (item 5) with the mean of 1.40, which means that it is considered between *not important* and slightly important. More specifically, the vast majority of the instructors (7 instructors) believed that it is *not important*, two of them thought that it is *slightly important* and only one of the instructors said that it is *moderately important*.

Table 4: Instructor Questionnaire Results (Part B- Professional Qualities, Pedagogical Skills and Classroom Behavior)

| B. | Professional Qualities, Pedagogical Skills and Classroom Behavior | 5 | 4 | 3 | 2 | 1 | M | SD |
|---|---|---|---|---|---|---|---|---|
| 1. | Native speaker of English | 0 | 1 | 4 | 4 | 1 | 2.50 | .85 |
| 2. | Native speaker of Turkish, fluent in English | 2 | 4 | 2 | 0 | 2 | 3.40 | 1.43 |
| 3. | Has good knowledge of vocabulary | 4 | 4 | 2 | 0 | 0 | 4.20 | .79 |
| 4. | Has good knowledge of grammar | 5 | 4 | 1 | 0 | 0 | 4.40 | .70 |
| 5. | Has correct pronunciation | 5 | 5 | 0 | 0 | 0 | 4.50 | .53 |
| 6. | Uses lesson plans | 3 | 6 | 1 | 0 | 0 | 4.20 | .63 |
| 7. | Good at classroom management | 9 | 1 | 0 | 0 | 0 | 4.90 | .32 |
| 8. | Uses technology and visual materials well | 3 | 7 | 0 | 0 | 0 | 4.30 | .48 |
| 9. | Gives real-life examples while teaching | 4 | 4 | 2 | 0 | 0 | 4.20 | .79 |
| 10. | Makes learners discover language (i.e.systems, rules of the | 4 | 6 | 0 | 0 | 0 | 4.40 | .52 |

| | | 5 | 4 | 3 | 2 | 1 | Mean | SD |
|---|---|---|---|---|---|---|---|---|
| | language) | | | | | | | |
| 11. | Teaches formal and informal English | 0 | 5 | 5 | 0 | 0 | 3.50 | .53 |
| 12. | Teaches pronunciation well | 4 | 4 | 2 | 0 | 0 | 4.20 | .79 |
| 13. | Teaches speaking skills well | 4 | 6 | 0 | 0 | 0 | 4.40 | .52 |
| 14. | Teaches reading skills well | 4 | 6 | 0 | 0 | 0 | 4.40 | .52 |
| 15. | Teaches listening skills well | 4 | 6 | 0 | 0 | 0 | 4.40 | .52 |
| 16. | Explains grammar rules well | 3 | 6 | 1 | 0 | 0 | 4.20 | .63 |
| 17. | Teaches the target culture well | 4 | 3 | 2 | 1 | 0 | 4.00 | 1.05 |
| 18. | Corrects without offending | 8 | 2 | 0 | 0 | 0 | 4.80 | .42 |
| 19. | Knows students' names | 6 | 4 | 0 | 0 | 0 | 4.60 | .52 |
| 20. | Gives clear instructions | 7 | 3 | 0 | 0 | 0 | 4.70 | .48 |
| 21. | Acts as the only authority in the classroom | 0 | 4 | 2 | 3 | 1 | 2.90 | 1.10 |
| 22. | Makes students correct each other's work | 1 | 5 | 3 | 1 | 0 | 3.60 | .84 |
| 23. | Gives assignments regularly | 2 | 6 | 2 | 0 | 0 | 4.00 | .67 |
| 24. | Takes attendance | 2 | 1 | 3 | 2 | 2 | 2.90 | 1.45 |
| 25. | Gives tests/quizzes regularly in class | 2 | 3 | 4 | 1 | 0 | 3.60 | .97 |
| 26. | Uses games in teaching | 0 | 3 | 6 | 0 | 1 | 3.10 | .88 |
| 27. | Reduces students' anxiety (makes students feel at ease) | 7 | 3 | 0 | 0 | 0 | 4.70 | .48 |

**5:** Very Important, **4:** Important, **3:** Moderately Important, **2:** Slightly Important, **1:** Not Important  **n**=10

As perceived by the vast majority of the instructors, *being good at classroom management* (item 7) is *very important* quality of an effective English language teacher. The mean for item 7 was 4.90. In other words, it was the highest ranked quality in the questionnaire and perceived as *very important* by the instructors. Moreover, with regard to the instructors' perceptions, a good teacher should *correct*

*without offending* (item 18); eight of the instructors believed that it is a *very important* quality while only two instructors thought that it is an *important* one. In addition to that, the mean of item 18 was 4.80, and in brief, it could be considered as a *very important* quality of an effective English language teacher. G*iving clear instructions* (item 20) and *reducing student' anxiety* (item 27) were the other two *very important* professional qualities as perceived by the instructors (7 instructors); the mean for each item was 4.70. Moreover, instructors thought that an effective English language teacher should *know students' names* (item 19). More than half of the instructors (6 instructors) believed that *knowing students' names* is a *very important* quality, whereas four instructors said it is an *important* quality. The mean for item 19 was 4.60. Another *very important* quality was stated as *having correct pronunciation* (item 5). While half of the instructors believed that it is *very important,* the other half thought it is an *important* quality. The mean of the item was 4.50 and this shows that it is *very important* to have correct pronunciation as perceived by the instructors.

Furthermore, the instructors thought that items 15 (*Teaching listening skills well*), 14 (*Teaching reading skills well*), 13 (*Teaching speaking skills well*), 10 (*Making learners discover language*) and 4 (*Having good knowledge of grammar*) are *important*. In general, they marked the important option for these items. The mean of the items was 4.40. As regards *using technology and visual materials well* (item 8), the instructors perceived this quality as *an important* one. More than half of the instructors (7 instructors) believed that, it is an *important* quality, and three of them said it is *very important*. The mean for this item was 4.30. Additionally, *explaining grammar rules well* (item 16), *using lesson plans* (item 6), *giving real-life examples*

*while teaching* (item 9), *having good knowledge of vocabulary* (item 3) and *teaching pronunciation well* (item 12) were perceived as *important* qualities for being an effective English language teacher, as the mean of all these items was 4.20. More specifically, for items 16 and 6, six instructors chose *important*, 3 instructors preferred *moderately important* and only one instructor believed that these qualities are *very important*. On the other hand, some instructors believed that items 9, 3 and 12 are *important* (4 instructors) or *very important* (4 instructors) whereas only one instructor thought that these qualities are *moderately important*. The mean was the same for these three items, 4.20. Moreover, instructors thought that *giving assignments regularly* (item 23) and *teaching target culture well* (item 17) are *important* qualities of an effective English language teacher, as the mean for these items was 4.00 in common. For item 23, six instructors said *important* whereas the rest of them were divided equally into *very important* (2 instructors) and *moderately important* (2 instructors). On the other hand, the responses of the instructors showed variety for item 17 in which four instructors believed that *teaching the target culture well* is a *very important* quality whereas three of them said it is *important* and the rest believed that it is *moderately* (2 instructors) or *slightly important* (1 instructor). Furthermore, instructors believed that an effective English language teacher should *make students correct each other's work* (item 22) and should *give tests and quizzes regularly in class* (item 25). Five instructors thought that *making students correct each other's work* is an *important* quality, whereas three of them said it is *moderately important*. On the other hand, *giving tests and quizzes regularly in class* is an *important* quality according to three instructors whereas four instructors believed that it is *moderately important*. In addition, instructors thought that *teaching formal and informal English* is an essential quality of an effective English language teacher as

the mean for item 11 was obtained to be 3.50, and instructors responded by choosing *important* (5 instructors) and *moderately important* (5 instructors) equally.

According to the instructors, *being native speaker of Turkish and fluent in English* (item 2) is a *moderately important* quality of an effective English language teacher, as the mean for item 2 was 3.40. In general, the instructors also believed that *using games in teaching* (item 26) is a *moderately important* quality, as more than half of the instructors (6 instructors) chose *moderately important* for the item. Another quality that the instructors considered *moderately important* was item 24. The mean of the item was 2.90. The quality that shared the same mean (2.90) with item 24 was *acting as the only authority in the classroom* (item 21). Lastly, the lowest ranked quality by the instructors was *being native speaker of English* (item 1). Although four instructors believed that it is *moderately important*, other four instructors said it is *slightly important* and the rest thought that it is either *important* (1 instructor) or *not important* (1 instructor). In general, the mean of the item was 2.50, thus it could be considered as between *moderately important* and *slightly important*.

### 4.3.2 Qualitative Data (Open-ended Items)

The qualitative data were collected through three open-ended questions in the last part of the questionnaire. As stated previously, open-ended questions were similar for each group of participants. In the first question, instructors were asked to state other qualities that an effective English language teacher should have. Three instructors believed that an effective English language teacher should have positive attitudes towards *professional development*. For instance, Instructor 4 said "An effective English language teacher should develop him/herself continuously, follow the recent developments in the field, conduct classroom research, etc.", and Instructor 7 stated

that "an effective teacher is also concerned about the quality of his/her teaching and thus seeks ways to improve it by continuing professional development".

Moreover, two instructors thought that an effective English language teacher should keep *professional ethics*. For example, Instructor 2 said "A teacher with professional ethics will pay attention to keep the standards in and outside of the classroom and maintain quality of teaching". Instructor 2 also believed that being *caring* is an important quality, explaining that "A caring teacher would be willing to support his/her students in every sense". Instructor 4 on the other hand focused on being *sensitive*. She said "A teacher should be sensitive to students' personal and learning problems and should try to help them in this regard". In addition, one of the instructors (Instructor 10) believed that an effective English language teacher should be able to connect teaching with real life. As he stated "The teacher should be able to connect her teaching with contemporary/daily life/social events happening all around the world". Moreover, Instructor 8 stated that being able to *challenge the students* by pushing them harder to do better is an important quality of being an effective English language teacher. Lastly, Instructor 4 believed that *promoting autonomy* in classrooms is an essential professional quality for being an effective English language teacher.

In the second question, the instructors indicated their opinions about the qualities that an effective English language teacher should not have. Two instructors thought that being *out-of-date* is not acceptable. For example, Instructor 9 explained that "an effective English language teacher should not be resistant to change and new things" while Instructor 4 said "an effective English language teacher should not be out-of-

date". Moreover, Instructor 8 believed that, *disrespecting students* is another undesirable quality of an effective English language teacher and, Instructor 7 argued that "An effective English teacher shouldn't *spoon-feed* his/her students and should allow them to use their own cognitive capacity".

The other qualities that instructors believed an effective English language teacher should not have are as given below:

- Being fossilized. ("Never fossilize: there is always reason for learning something new," stated Instructor 1)

- Gossiping. (Instructor 2 said, "An effective English language teacher should not gossip about his/her students or colleagues."

- Being impatient. ("Learning is a long process, so teachers need to be patient." Stated by Instructor 10)

In the last question, the instructors were asked to describe an effective English language teacher with a metaphor. Instructor 10 thought that an effective English language teacher is like a *blacksmith*. "….like a blacksmith who sweats a lot in order to get the right shape of the iron piece he is working on. He always runs the risk of getting injured and even not having the exact desired shape of the iron." On the other hand, Instructor 8 thought that an effective English language teacher is like *a captain of a ship*. He stated "An effective English language teacher is like a captain of a ship, because learning a foreign language is like an ocean and captain helps them to sail in that ocean safely." According to Instructor 4 on the other hand, an effective English language teacher is like *a user's manual/guide*. Instructor 4 explained this metaphor as:

An effective English language teacher is like a user's manual/guide, because he or she explains students how to learn, guides them in their learning process. When you don't read the manual, you either can't use the machine effectively or you lose a lot of time for trial & error. So, without teacher you can still learn but may be not very effectively or efficiently.

On the other hand, Instructor 7 mentioned another unique metaphor *a gardener*. The instructor stated that:

An effective English language teacher is like a gardener, because with his/her care, he/she helps the students to bloom. The seed itself has the capacity to become a fruit or flower. Yet, this necessitates appropriate conditions and gardener may provide/establish these conditions.

Furthermore, another instructor (Instructor 2) believed that an effective English language teacher is like *a torch*. The instructor said "An effective English language teacher is like a torch brightening his/her learning path first and lightening the path of continuous learning for his/her students."

## 4.4 Instructor Interviews

The main aim of the instructor interviews was to gather further information from the instructors about the qualities of an effective English language teacher. In addition, they were asked to evaluate 4-year ELT program of EMU and the ways of training effective English language teachers. Eight instructors participated in the semi-structured interviews. The responses of the instructors were analyzed and the following results were obtained.

In the first question, the instructors were asked to state their opinions about the qualities of an effective English language teacher. In their responses they focused on personal, pedagogical and professional qualities of effective English language teachers. For example, Instructor 6 stated his opinion with an answer which

compromises all types of qualities of an effective English language teacher. Instructor 6 said:

> An effective English language teacher has a number of qualities. The first and the most important quality is subject-matter knowledge. So, an effective English language teacher must know his or her subject very well. This means that the teacher should have very high proficiency in English language. In addition to subject-matter knowledge, an English language teacher must have necessary teaching skills. In other words, the teacher should know how to teach. Managerial skills are also very important. The teacher should know how to manage the class and how to deal with the behavioural problems. There is another part of the teacher quality which is related with the personality of the teacher. An effective teacher should be patient, fair, understanding, should have sense of humor and very good rapport with students.

Overall, the instructors focused on various qualities of an effective language teacher. The frequently given responses can be listed as follows:

- Personal Qualities: Having sense of humor and good rapport with students; being fair, creative, patient, up-to-date, friendly, encouraging, motivating, flexible, enthusiastic, punctual, a problem solver, and a good communicator.

- Pedagogical Qualities and Professional Skills: Being proficient in English language, teaching four skills effectively, being professional, giving clear instructions, having good managerial skills, using technology in classroom, promoting learner autonomy, having theoretical knowledge, reducing students' anxiety.

With regard to second question, instructors were asked to state whether their students will be effective English language teachers or not. All of the answers were positive even though some of the instructors have some doubts. For example, Instructor 2 replied as:

> Yes! From the bottom of my heart, I personally believe that they will be
> effective and efficient English language teachers because here we equip them
> with necessary tools and equipment regarding language teaching and
> language learning and I think that they will be highly qualified as an English
> language teacher.

Moreover, Instructor 4 said: "We are training them to do so and those who are here

to become English language teachers do receive the appropriate education and

training. If their own personal qualities are also positive, then I expect they will be."

In the third question, instructors were asked to rank the importance of some qualities

(knowledge of language, knowledge of pedagogy or his/her personality and the way

he/she behaves towards the students) that make an English language teacher the best.

Although all the instructors believed that the combination of all qualities is very

important, they considered knowledge of language as the most important quality. For

instance, Instructor 1 said:

> I think it is a combination of all characteristics. All of them are very
> important. Even though the knowledge of language is the most important one,
> it is not enough by itself. Some teacher's English is very good but I cannot
> say that they are good teachers. Somehow they cannot transfer their
> knowledge to their students. I think personality is very important. On the first
> day of the semester if you know the students' names and give importance to
> rapport, I think they will be motivated. Even the poorest students show
> improvement if the teacher has the combination of all those qualities.

As to the fourth question, in which the instructors were asked to evaluate the 4-year

ELT program of EMU, all the instructors expressed that the program is highly

effective and beneficial for the students. However, some of them (4 instructors)

believed that the practice teaching component might not be sufficient and it could be

improved in terms of quantity, i.e. more teaching practice. However, they believed

that due to the logistics and the rules and regulations, the department couldn't have a

chance to increase the number of formal teaching sessions for the students. For instance, Instructor 8 said:

> It is not because I am working for the department for so long but let's be fair. There might be some things to be improved but overall, the program is really good. Especially in the first year, we are focusing on the language improvement so this helps the student in the following years when it comes to writing projects and developing themselves in professional aspects like teaching and learning. Regarding the fourth year, we are moving towards more on practical things like observations and practice teaching. Obviously these might not be enough and we might make them more in terms of quantity but still I can say that overall the program is really helping our students to become good teachers of English. I have the full faith in my students and plus our program.

In the last question (Question 5), the instructors were asked to state their opinions about how to train effective English language teachers. Each instructor responded with unique ideas, but overall they emphasized the importance of practice teaching for becoming an effective English language teacher. For example, Instructor 6 said: "Practicum should start early so students can actually put the theories and methodologies in action. Thus, they will get more feedback from their peers, their instructors and their students".

Moreover, Instructor 5's response was as follows:

> Our students go to schools for observations then they go and spend some weeks at practicing. Each student should have a school and they should start from the first year. Student teachers should take part in all activities of the school, starting with how to create an exam, how to prepare a curriculum.

On the other hand, some instructors focused on different ways of training student teachers and they gave unique examples. For instance, Instructor 3 expressed her ideas as in the following way:

> I think that student teachers from the very first day of their studies in the department should pay very careful attention on their teachers. I always recommend my students in my ELT classes to pay attention to the teachers

and their teaching in all dimensions. I recommend them to mentally note the effective and less effective aspects of the teachers that helped them to learn best and try to use them in their teaching in the future. Of course each teacher should develop his/her own unique style of teaching….

## 4.5 Alumni Questionnaire

The questionnaire was administered to find out the ELT alumni's perceptions of an effective English language teacher. Both quantitative and qualitative data were obtained from the questionnaire.

### 4.5.1 Quantitative Data (Closed Items)

In the second part of the questionnaire, graduates were given 41items (Part A-14 / Part B-27) which aimed to identify their perceptions of an effective English language teacher. In detail, the graduates were asked to specify the degree of importance of the given qualities on a 5-point Likert scale.

The alumni's responses to questions 1 to 14 are shown in Table 5 below. The frequencies, the mean and the standard deviation for each item are presented in the table.

Table 5: Alumni Questionnaire Results (Part A- Personal Qualities)

| A. | Personal Qualities | 5 | 4 | 3 | 2 | 1 | M | SD |
|----|--------------------|-----|-----|-----|-----|-----|------|------|
| 1. | Friendly | 75% | 25% | 0% | 0% | 0% | 4.75 | .44 |
| 2. | Creative | 85% | 15% | 0% | 0% | 0% | 4.85 | .37 |
| 3. | Caring (i.e. cares about students) | 70% | 30% | 0% | 0% | 0% | 4.70 | .47 |
| 4. | Patient | 85% | 15% | 0% | 0% | 0% | 4.85 | .37 |
| 5. | Gender | 0% | 0% | 5% | 15% | 80% | 1.25 | .55 |
| 6. | Enthusiastic | 80% | 15% | 5% | 0% | 0% | 4.75 | .55 |
| 7. | Young | 0% | 25% | 35% | 25% | 15% | 2.70 | 1.03 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 8. | Experienced | 10% | 15% | 45% | 25% | 5% | 3.00 | 1.03 |
| 9. | Fair | 85% | 10% | 5% | 0% | 0% | 4.80 | .52 |
| 10. | Entertainer | 40% | 30% | 25% | 0% | 5% | 4.00 | 1.08 |
| 11. | Has a sense of humor | 40% | 45% | 15% | 0% | 0% | 4.25 | .72 |
| 12. | Has lived in an English speaking country | 10% | 25% | 15% | 20% | 30% | 2.65 | 1.42 |
| 13. | Approachable (i.e. accessible, reachable) | 55% | 45% | 0% | 0% | 0% | 4.55 | .51 |
| 14. | Encouraging | 95% | 5% | 0% | 0% | 0% | 4.90 | .45 |

**5:** Very Important, **4:** Important, **3:** Moderately Important, **2:** Slightly Important, **1:** Not Important

As can be seen from Table 5, the highest ranked item was being *encouraging* (item 14) with the mean of 4.90. The vast majority of the alumni (95%) thought that being *encouraging* is a *very important* quality of an effective English language teacher. On the other hand, the rest of the alumni (5%) said it is an *important* quality. Being *encouraging* was followed by being *creative* (item 2) and *patient* (item 4), as the mean for both qualities was 4.85. In detail, for both items 85% of the alumni marked *very important* and the rest (15%) chose *important*. Moreover, as perceived by the alumni, being *fair* is a *very important* quality of an effective English language teacher. In this regard, they responded by choosing *very important* (85%), *important* (10%) and *moderately important* (5%) options. The mean of the item was also high (4.80). Other personal qualities which were identified as *very important* were being *friendly* (item 1) and *enthusiastic* (item 6). Although the mean (4.75) was the same for both items, the percentages were slightly different. In other words, 75% of the alumni believed that being *friendly* is a *very important* quality, whereas the rest (25%) thought it is *important.* On the other hand, for item 6 (*enthusiastic*), 80% of the alumni chose *very important* and the rest preferred to mark either *important*

(15%) or *moderately important* (5%). Another highly ranked quality was being a *caring* English language teacher. 70% of the alumni thought that being a *caring* English language teacher is very important. Moreover, the mean of the item was 4.70. As perceived by the alumni, an effective English language teacher should also be *approachable* (item 13). Re this quality, 55% of the alumni stated that it is a *very important* quality, and the rest (45%) said it is an *important* one. Another very important quality was having *a sense of humor*, as the alumni thought that it is *very important* (40%), *important* (45%) or *moderately important* (15%), respectively. On the other hand, being *entertainer* was considered as an *important* quality by the alumni, as the mean of the item was 4.00. The responses for item 10 were varied. While, 40% of the alumni thought it is a *very important* quality, 30% said it is an *important* one. Yet, 25% were neutral (*moderately important*) and only 5% of them said *not important*.

Moreover, as perceived by the alumni, being *experienced* (item 8) is *moderately important* because nearly half of the alumni chose *moderately important* degree and the mean of the item was 3.00. Close results were obtained for items 7 (*young*) and 12 (*has lived in an English speaking country*). The means of the items were 2.70 and 2.65, respectively.

Contrary to the qualities mentioned above, the lowest ranked quality was *gender* (item 5). In other words, when the alumni were asked to indicate the degree of importance of *gender*, they responded indicating that *gender* is *not important*. The mean of the item was 1.25, and 80% of the alumni stated their opinions by choosing '*not important*' option.

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On the other hand, concerning the professional qualities, pedagogical skills and classroom behavior (Part B), the results shown in Table 6 below were found out.

Table 6: Alumni Questionnaire Results (Part B- Professional Qualities, Pedagogical Skills and Classroom Behavior)

| B. | Professional Qualities, Pedagogical Skills and Classroom Behavior | 5 | 4 | 3 | 2 | 1 | M | SD |
|---|---|---|---|---|---|---|---|---|
| 1. | Native speaker of English | 0% | 15% | 25% | 10% | 50% | 2.05 | 1.19 |
| 2. | Native speaker of Turkish, fluent in English | 45% | 25% | 10% | 0% | 20% | 3.75 | 1.55 |
| 3. | Has good knowledge of vocabulary | 80% | 20% | 0% | 0% | 0% | 4.80 | .41 |
| 4. | Has good knowledge of grammar | 75% | 15% | 5% | 5% | 0% | 4.60 | .82 |
| 5. | Has correct pronunciation | 85% | 10% | 5% | 0% | 0% | 4.80 | .52 |
| 6. | Uses lesson plans | 15% | 35% | 30% | 20% | 0% | 3.45 | 1.00 |
| 7. | Good at classroom management | 85% | 15% | 5% | 0% | 0% | 4.75 | .55 |
| 8. | Uses technology and visual materials well | 55% | 40% | 0% | 5% | 0% | 4.45 | .76 |
| 9. | Gives real-life examples while teaching | 75% | 15% | 5% | 5% | 0% | 4.60 | .82 |
| 10. | Makes learners discover language (i.e.systems, rules of the language) | 70% | 30% | 0% | 0% | 0% | 4.70 | .47 |
| 11. | Teaches formal and informal English | 40% | 50% | 5% | 5% | 0% | 4.25 | .79 |
| 12. | Teaches pronunciation well | 80% | 15% | 0% | 5% | 0% | 4.70 | .73 |
| 13. | Teaches speaking skills well | 85% | 15% | 0% | 0% | 0% | 4.85 | .36 |
| 14. | Teaches reading skills well | 85% | 15% | 0% | 0% | 0% | 4.85 | .36 |
| 15. | Teaches listening skills well | 75% | 10% | 15% | 0% | 0% | 4.60 | .75 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 16. | Explains grammar rules well | 60% | 30% | 10% | 0% | 0% | 4.50 | .69 |
| 17. | Teaches the target culture well | 60% | 20% | 15% | 5% | 0% | 4.35 | .93 |
| 18. | Corrects without offending | 95% | 0% | 5% | 0% | 0% | 4.90 | .45 |
| 19. | Knows students' names | 90% | 10% | 0% | 0% | 0% | 4.90 | .30 |
| 20. | Gives clear instructions | 75% | 15% | 5% | 0% | 5% | 4.55 | 1.00 |
| 21. | Acts as the only authority in the classroom | 5% | 5% | 15% | 25% | 50% | 1.90 | 1.16 |
| 22. | Makes students correct each other's work | 65% | 20% | 10% | 5% | 0% | 4.45 | .89 |
| 23. | Gives assignments regularly | 10% | 50% | 25% | 5% | 10% | 3.45 | 1.09 |
| 24. | Takes attendance | 25% | 25% | 10% | 10% | 30% | 3.05 | 1.64 |
| 25. | Gives tests/quizzes regularly in class | 25% | 25% | 30% | 15% | 5% | 3.50 | 1.19 |
| 26. | Uses games in teaching | 45% | 45% | 10% | 0% | 0% | 4.35 | .67 |
| 27. | Reduces students' anxiety (makes students feel at ease) | 95% | 5% | 0% | 0% | 0% | 4.95 | .23 |

**5:** Very Important, **4:** Important, **3:** Moderately Important, **2:** Slightly Important, **1:** Not Important

The results revealed that the highest ranked quality of an effective English language teacher was *reducing students' anxiety* (item 27), with the mean of 4.95. For item 27, 95% of the alumni said *very important* and the rest (5%) chose *important* option. This item was followed by items 19 (*Knows students' names*) and 18 (*Corrects without offending*), with the mean of 4.90. 90% of the alumni chose *very important* for *knowing students' names* (item 19) and 95% of them marked *important* for item 18 (*corrects without offending*). Moreover, the alumni believed that *teaching speaking skills* (item 13) and *reading skills well* (item 14) are *very important* qualities. 85% of the alumni considered these items *very important* and the rest

(15%) thought they are *important*. The mean for both items was 4.85. Furthermore, the alumni thought that *having correct pronunciation* (item 4) and *having good knowledge of vocabulary* (item 3) are *very important* qualities as the mean of both items were 4.80. For item 4, 85% of the alumni said *very important* whereas 80% of them chose *very important* for item 3. In addition, while 85% of the alumni believed that being *good at classroom management* (item 7) is *very important*, the rest thought that it is either *important* (15%) or *moderately important* (5%). Additionally, the mean for item 7 was 4.75.

Similarly, items 12 (*Teaching pronunciation skills well*) and 10 (*Makes learners discover language*) were two of the highly ranked items in the questionnaire; their mean was 4.70. More specifically, 80% of the alumni believed that teaching pronunciation skills well is *very important* and 15% said *important*, whereas only 5% of the alumni thought that it is a *slightly important* quality. Furthermore, as perceived by the alumni, *giving real-life examples while teaching* (item 9), *having good knowledge of grammar* (item 4) and *teaching listening skills well* (item 15) are *very important qualities* (M=4.60). For item 9 and item 4, 75% of the alumni chose *very important*, 15% said *important*, 5 of them preferred *moderately important* and the others (5%) chose *slightly important* degrees. On the other hand, the percentages were different for item 15, as 75% said *very important*, 10% chose *important* and 15% said *moderately important*. In addition to those qualities, the alumni thought *giving clear instructions* (item 20) and *explaining grammar rules well* (item 16) are also *very important* qualities since the means for these items were 4.55 and 4.50, respectively.

Moreover, the alumni believed that *making students correct each other's work* (item 22) and *using technology and visual materials well* (item 8) are *important* qualities, and the mean of both items' was 4.45. These items were followed by item 26 (*Uses games in teaching*) and item 17 (*Teaches the target culture well*). Item 11 (*Teaches formal and informal English*) was also considered as an *important* quality of an effective English language teacher as half of the alumni (50%) thought it is an *important* quality and the mean for the item was 4.25. In addition to the above given qualities, *being native speaker of Turkish, fluent in English* (item 2) and *giving tests/quizzes regularly in class* (item 25) were important for alumni as the means of the items were close to *important* option, 3.75 and 3.50, respectively.

On the other hand, two of the items (items 1 and 21) were considered as slightly important by the alumni. Although half of the alumni (50%) said *not important* for item 1 (*Native speaker of English*) and item 21 (*Acts as the only authority in the classroom*), the means of the items were 2.05 and 1.90, respectively. Thus, it can be interpreted that the alumni perceived these qualities as *slightly important*.

### 4.5.2 Qualitative Data (Open-ended Items)

In the third part of the questionnaire, 3 open-ended questions were used to collect qualitative data from the alumni. As mentioned before, open-ended questions were similar for each group of participants.

With regard to the first question, the alumni stated the other qualities of an effective English language teacher. 40% of the alumni believed that being flexible is very important for being an effective English language teacher. For example Alumni 3 said: "Flexibility is also very important. Sometimes things might go wrong or as a

teacher you feel like you need to change your lesson plan according to your students' needs", and Alumni 2 stated: "A teacher should be flexible and change their lessons according to students' interest areas. Understanding students' needs and adapting your lessons accordingly is very important."

Moreover, 35% of the alumni thought that an effective English language teacher should be open-minded. For instance, according to Alumni 15 "an effective English language teacher should be open to new things at all times and should keep up with his/her students to have a common ground with the students". Alumni 11 on the other hand, stated:

> An effective English Teacher should always be open minded and open to learning new technology and new learning skills. By doing this, the lessons will become more fun for both teachers and students, plus the will end up seeking more respect from their students for showing the interest in learning new things.

In addition to these qualities, 20% of the alumni believed that promoting autonomy of the students is an essential quality of an effective English language teacher. For example, while Alumni 16 argued that "effective English language teachers should encourage their students to be autonomous learners and they should create a student-centered learning environment in the class", Alumni 8 said: "As a language teacher, we need to make the students more active in the classroom and be autonomous in their learning".

Another frequently mentioned quality was *being up-to-date*. Three alumni (15%) believed that an effective English language teacher should be up-to-date. For instance, Alumni 20's response was as the following:

An effective English language teacher should be curious about learning recent studies, methods or techniques related to his field. Therefore, the teacher will be able to provide a variety of classroom activities and avoid being fossilized in his profession.

On the other hand, three alumni believed that *being motivating* is an essential characteristic of an effective English language teacher. For instance, Alumni 6 said: "An effective English language teacher should always be motivating and encouraging. She/he must impose positive attitudes about English language and the culture so that students become eager to learn", and Alumni 5 said: "Effective English language teachers are the ones who have the ability to motivate students. I think this is the starting point of being a good teacher".

The other qualities mentioned by the alumni in response to the first question can be listed as follows:

- Friendly but not friends (Alumni 17 said, "…the teacher should be friendly but not friends, always having the control of the classroom.)

- Praising ("…we shouldn't forget praising which is essential for the students' effective learning." stated by Alumni 9)

- Understanding ("A good teacher should be understanding in order to have good rapport with his/her students." said by Alumni 12)

- Punctual (Alumni 10 said "An effective English language teacher should be punctual. Both for classes and grading the assignments and tests."

For Question 2, the alumni were asked to state the qualities that an effective English language teacher should not have. Various qualities were listed by the alumni however some of the qualities were more frequently stated. For instance, being

*unfair* was considered as one of the most undesirable qualities of an effective English language teacher. For example, this can be seen in Alumni 13's response below:

> An effective teacher should not have the sense of discrimination (i.e. between smart and medium students), disinterestedness, and impatience otherwise the students may lose their interest and motivation towards the English language. They may start to learn more slowly which also affects the learning and teaching process in a bad manner.

In addition, being *sarcastic* or *rude* should also be avoided as perceived by the alumni (20%). For example, Alumni 1 said:

> They should not be sarcastic, rude nor should they force a student to speak the target language. A language teacher has to be kind and thoughtful and should make the students feel at ease and should have a motivated and relaxed atmosphere within the classroom.

Other qualities which the alumni believed that effective English language teachers should not have are listed below:

- Strict ("They shouldn't be strict and authority in class. Otherwise, the students motivation will go down." stated by Alumni 19)

- Belittling students (Alumni 6 said: "Also, the teacher should never correct students' errors in a humiliating way, or let the classmates make fun of the student who has made the mistake.")

- Narrow-minded ("An effective English language teacher should be open to change and flexibility. They should try to change their style of teaching for being professional." as stated by Alumni 14)

- Prejudiced (Alumni 20 said "An effective English language teacher should not be prejudiced against his/her students.")

- Only authority (Alumni 9 argued that "an effective language teacher shouldn't act as the only authority in the classroom because language learning

is an active type of learning and students should be active and speak as much as they can.")

- Fossilized ("A teacher who doesn't use technology in her lessons will end up with boring and out-dated lectures." said by Alumni 12)

- Offensive (Alumni 7 stated: "Being offensive will not bring success to the teacher's class. On the other hand, it will demotivate the students and the classes will be boring.")

- Disorganized (Alumni 18 believed that "being lazy or disorganized is a quality which any teacher should not have.")

With regard to Question 3, the alumni were asked to describe an effective English language teacher with a metaphor. The alumni came up with unique metaphors, which are listed below:

- Mother bird ("An effective English language teacher is like a mother bird. S/he spoon feeds you as long as you need and sets you free when you are ready." stated by Alumni 15)

- Torch ("An effective English language teacher is like a torch that lightens your way in challenging situations." said by Alumni 16)

- Walking stick (Alumni 14: "An English language teacher is like a walking stick. They give support until you get the confidence to stand on your own two feet.")

- Mirror (Alumni 17 said: "An effective English teacher is like a mirror, because she/he reflects what students can become by learning the language from them.")

- TV ("An effective English language teacher is like a TV, we show a lot and inform a lot," stated by Alumni 18)

- Path ("An effective English language teacher is a path to the whole 'world'. He/she broadens your horizons," said by Alumni 3)

- Artist (Alumni 8 said: "An effective English language teacher is like an artist, because we perform the art (knowledge) through creativity and motivational tasks in the classroom.")

## 4.6 Alumni Interviews

In order to reach in-depth data concerning the alumni's perceptions of an effective English language teacher, 5 semi-structured interviews were conducted with them. They were also alumni were asked to comment on the 4-year undergraduate ELT program at EMU in terms of training effective English language teachers. Three alumni volunteered to participate in the interviews. The responses of the alumni to the interview questions are represented below.

In the first question, the alumni were asked to talk about qualities of an effective English language teacher. The participants answered the question by focusing on both personal and professional qualities of good teachers. For instance, Alumni 1 responded this question as follows:

> An effective English language teacher, in my opinion, needs to be knowledgeable about the language, the culture, the grammar side of the language, etc. They also need to be creative and innovative. There are many qualities an effective English language teacher should have but I believe these are the most important ones.

Alumni 2 discussed the qualities of an effective English language teacher in the following way:

An effective English language teacher is someone who is creative, flexible, motivating and encouraging at the same time. He or she should be able to cope with unexpected problems and should have effective management skills. Most importantly, the teacher should be competent in English language.

Alumni 3, on the other hand, explained the qualities of an effective English language teacher in detail by saying:

An effective English language teacher, to begin with, must have all the qualities of a 'nice' person. On top of that, the teacher must be qualified in the area. These qualities are generally agreed upon by both teachers and students and I'm sure you can imagine what I mean by 'nice' and 'qualifications'. Most importantly, a teacher must be inspiring. One way to best relate to the vast variety of unique students is to understand each students' different learning styles, needs, preferences, interests, and motivation. An effective language teacher will use his or her charm (niceness) together with knowledge in the field (how to teach) to inspire the learners. The teacher should be someone the students can relate to and someone able to make the target language more appealing to the learners. He or she must be willing to explore new techniques and not be afraid of trying them with the students or evaluating himself, student interest and performance, and the technique.

In the second question, the alumni were asked to evaluate themselves in terms of being an effective English language teacher. They were also asked to explain their answers with reasons. Although all the alumni believed that they are effective English language teachers, they believed that there is always room for improvement. Alumni 1's answer was as follows:

I do believe I am an effective English language teacher but there is always room for improvement. I think I am an effective English language teacher because I believe I am knowledgeable about the English language, I believe I can teach the language to my students in the way it should be taught and in the way that it should be used for their own purposes.

Like Alumni 1, Alumni 2 thought that she is an effective English language teacher, especially in the eyes of her students. Alumni 2 said: "The professional development is an ongoing process but I can say that I am an effective English language teacher.

My students always tell me that I am motivating them and I am a supportive teacher. They also say that I am inspiring them".

Moreover, Alumni 3 also considered herself as an effective teacher, and she gave the following explanation:

> It's hard to imagine a teacher whom would consider himself or herself as ineffective. At this stage of my career, in this context, era and student profile yes, I am an effective English language teacher. I can relate to my students and convince them that the language can be learned despite the hardship they have faced in their language learning experience so far. I am flexible and am able to relate to variable student needs and objectives. I believe that a teacher must appreciate the opportunity to share knowledge with colleagues and seize every chance for self-development.

Question 3 in the interviews aimed to identify the most important characteristics of a good teacher as perceived by the alumni by asking them to put the given qualities (knowledge of language, knowledge of pedagogy or his/her personality and the way he/she behaves towards the students) in order of importance. According to the alumni, all of the characteristics are very crucial for being an effective English language teacher. For instance, Alumni 1 stated:

> I think all of these characteristics make an English language teacher effective. I think they all serve a purpose while teaching and they all come together in order to be an effective teacher. In my opinion, all these characteristics are needed to be an effective English language teacher.

In the fourth question, the alumni were asked to comment on the 4-year undergraduate ELT program of EMU in terms of training effective English language teachers. Although all of the alumni believed that the program is effective, they thought that the practicum should be emphasized more in terms of quantity. For example, Alumni 1 stated: "The ELT program provides knowledge on how to teach and assess the prospective teachers' performance with assignments and exams. But,

there is definitely not enough actual teaching experience throughout the degree".

Similarly, Alumni 2 said: "The program trains highly effective English language teachers, however the number of actual teaching practices should be more because we had difficulties in applying the theory into practice".

In the last question (Question 5), the alumni were asked to suggest how English language teachers should be trained in order to be effective teachers. According to the alumni, the internship should start earlier in order to give students an opportunity to put pedagogical and language knowledge that they have been taught into practice. For example, Alumni 1 said:

> As I mentioned in the previous answer, I believe we are not given enough time to practice what we are actually going to be doing once we graduate. I think they should start the internship a few semesters earlier so they can truly feel ready when we graduate. Actually, we don't use many lesson plans, we don't follow any sort of methods, so I feel we need to be trained in the real world to know what we are up against.

Lastly, Alumni 3 argued that, "Pedagogical knowledge, language knowledge and practicum need to be in balance. Student teachers should learn how to teach in the real classrooms".

## 4.7 Summary

This chapter presented the results of the study obtained from the student, teacher and alumni questionnaires and semi-structured interviews. The data from each data collection instrument were explained separately and broadly in different sections of the chapter.

# Chapter 5

# DISCUSSION OF RESULTS AND CONCLUSION

In this chapter, the results of the present study are discussed under the research questions by focusing on the relevant literature. Then, the study's conclusion is presented. Lastly, the pedagogical and practical implications of the study are explained.

## 5.1 Discussion of Results

In this section, the results of the present study are discussed under the research questions by referring to the relevant studies in the literature.

### 5.1.1 Research Question 1: What are the ELT students' perceptions of an effective English language teacher?

The quantitative results of the study show that most of the qualities given in the questionnaire were perceived positively, i.e. important, by the students. However, some qualities were found to be comparatively more important than others. In other words, except for three qualities (*gender* (M=1.96), *young* (M=2.27), *have lived in an English speaking country* (M=2.85)), others were perceived as important by the students. In general, professional qualities, pedagogical skills and classroom behavior related items ranked comparatively higher than the items about personal qualities. Similar findings can be observed in Barnes and Lock's (2013) study. More specifically, they found out that professional and pedagogical skills are more important than personal qualities of effective English language teachers.

The results also reveal that, students perceived an effective English language teacher as someone who is able to teach speaking (M=4.74), pronunciation (M=4.70), grammar (M= 4.68), reading (M=4.63), and listening (M=4.59) effectively. In addition to these qualities, having sound knowledge of grammar (M=4.66) and vocabulary (M=4.61), and having good pronunciation (M= 4.60) were considered as very important qualities of an effective English language teacher. These finding may imply that the students attach great importance to the teaching skills and English language knowledge of the English language teacher. The results of the previous related studies match with the findings of the present study in many ways. Specifically, the findings of Çelik, Arıkan & Caner's (2013) study are parallel with the present study. They also found out that the most important qualities of an effective English language teacher are: teaching pronunciation, speaking, reading, writing, listening and grammar.

Moreover, the students believed that being caring and creative, and giving clear instructions are essential characteristics of a good teacher. Similar findings were found in the study of Barnes and Lock (2013), in which being caring and giving clear instructions were the highest ranked items, whereas being creative was not discussed within that study.

In addition to these characteristics, among the ELT students, being patient, friendly, fair, encouraging and approachable are the personal qualities were considered important. Koç (2013), also listed these characteristics in her related study as the most frequent personal characteristics of an effective English language teacher.

Similarly, Çelik, Arıkan and Caner (2013) stated that these personal characteristics were ranked highest in their study about effective English language teachers.

Furthermore, as was found in Brown's (2009) study, correcting students' errors without offending was considered as one of the most important qualities of a good teacher. Reducing their anxiety and making them feel at ease were also considered as important as in the study conducted by Çelik, Arıkan & Caner (2013). According to the findings of Shishavan and Sadeghi's (2009) study, on the other hand, showing interest in students by remembering their names was perceived as an important quality for being an effective English language teacher. In the present study, similar results were observed as almost three-quarters of the students responded positively to the item concerning the importance of knowing students' names.

Although the majority of the qualities seemed to be important for the students, there were some qualities which were not perceived as important as the others. In the eyes of students, gender is not an important factor for being a good teacher, since only 7% of the students responded to this item positively. Likewise, being young was not considered as an important quality of an effective English language teacher. Only 2.4% of the students thought it is an important quality. Similar results were obtained for the item about living in an English speaking country (12.2%). When compared with the findings of Arıkan, Taşer and Saraç-Süzer (2008), the responses given to this item were quite similar as only 3% of the students in their study thought that it is important. However, in their study, 46% of the students believed that gender is an important component of an effective English language teacher, which was considered as important by 8.5% of the students in the present study. Another huge difference

was found for being young, as in their study 84% of the students perceived being young as a must of an effective English language teacher, whereas, in the present study only 2.4% of the students believed that it is a very important quality of an effective English language teacher.

According to the qualitative data that came from the open-ended questions and interviews, students mostly focused on Personal Qualities of effective English language teachers. The most frequently mentioned personal characteristics were being *punctual*, *confident*, *active*, *kind* and *open-minded*. In the study of Shishavan and Sadeghi (2009), being punctual and being open-minded were considered as important qualities of an effective English language teacher, too. In addition, being *active* and *kind* were perceived as essential qualities of a good teacher in the study of Mullock (2003).

Finally, being friendly was found to be another important quality of an effective English language teacher. In relation to this, many studies revealed similar results that show the importance of being friendly (Arıkan, Taşer & Süzer, 2008; Shishavan & Sadeghi, 2009; Çelik, Arıkan & Caner, 2013).

## 5.1.2 Research Question 2: What are the ELT instructors' perceptions of an effective English language teacher?

According to the quantitative results of the study, the means for 41 items in the instructor questionnaire ranged between 5.00 and 1.40, which implies that there are *very important* items for instructors as well as *not important* ones. In general, the instructors considered being fair, approachable, creative, caring, patient, enthusiastic, encouraging, good at classroom management, teaching speaking skills well, having

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correct pronunciation, knowing students' names, correcting without offending, giving clear instructions and reducing students' anxiety. Although the students perceived professional qualities, pedagogical skills and classroom behavior as more important than personal qualities, teachers attached importance to all types of qualities.

All the instructors believed that *fairness* is the most important quality of an effective English language teacher (*M=5.00*). Similarly, this quality has been ranked as highest in many studies (Arıkan, Taşer & Süzer, 2008; Shishavan & Sadeghi, 2009; Wichade, 2010; Barnes & Lock, 2013; Çelik, Arıkan & Caner, 2013, Koç, 2013).

Other crucial personal attributes as perceived by the instructors were being *approachable*, *patient*, *caring*, *enthusiastic*, *creative* and *encouraging*. Similar findings appeared in Telli, Den Brok and Çakıroğlu's study (2008).

The instructors also thought that being *good at classroom management* has a vital role in becoming an effective English language teacher (*M=4.90*). Similar results were obtained in the study carried out by Park and Lee (2006). They argued that maintaining good classroom atmosphere and using authority when necessary are important teacher attributes. The other professional qualities, pedagogical skills and classroom behaviors stated by the instructors are listed below:

1. Corrects without offending
2. Gives clear instructions
3. Reduces students' anxiety
4. Knows students' names

5.  Has correct pronunciation

In the study of Park and Lee (2006), the instructors' perceptions of an effective English language teacher match perfectly with the perceptions of the instructors in the present study. The same qualities were listed in both studies.

The qualitative data obtained from the instructors showed that they focused more on the professional and pedagogical qualities of English language teachers compared to personal qualities. Although they focused on some personal qualities, most of the responses were related to the professional and pedagogical qualities of effective English language teachers. The mostly emphasized issues were being professional, acting as a professional, being knowledgeable, having positive attitudes towards professional development and promoting autonomy as a good English language teacher. The qualities mentioned above were highly emphasized by Koç (2013) and Wichadee (2010) in their related studies.

**5.1.3 Research Question 3: What are the ELT alumni's perceptions of an effective English language teacher?**

The quantitative findings of the study regarding the ELT alumni's perceptions of an effective English language teacher reveal that, reducing students' anxiety (M=4.95), knowing students' names (M=4.90), correcting without offending (M=4.90), being encouraging (M=4.90), patient (M=4.85) and creative (M=4.85), teaching reading (M=4.85) and speaking (M=4.85) skills well, having good pronunciation (M=4.80) and having good knowledge of vocabulary (M=4.80) were perceived as the most important qualities. The means for 41 items in the questionnaire ranged between 4.95 and 1.25. Like the ELT students', the ELT alumni considered professional qualities,

pedagogical skills and classroom behaviors comparatively more important than personal qualities.

On the other hand, personal qualities such as being encouraging, fair, enthusiastic, patient, creative and friendly were ranked as highly important items in the quantitative part of the questionnaire. In the reviewed literature, the related studies did not take the alumni's perceptions into consideration. Due to this reason, the results of the present study regarding the alumni's perceptions were compared with the perceptions of the different groups of participants in the related studies. For example, the students perceived similar qualities in Thomas and Montomery's (1998) study and they highly focused on being caring as an effective English language teacher. Similar finding was obtained in the study conducted by Koç (2013). More specifically, she found out that being fair (M=4.90), patient (M=4.76) and encouraging (M=3.94) are highly important characteristics of an effective English language teacher.

Based on the qualitative findings, flexibility is the most common characteristic that the alumni believed an effective English language teacher should have. Moreover, being open-minded, promoting autonomy of the students, being up-to-date, and motivating the students were the most frequently stated qualities by the alumni. Almost all of these qualities were listed in the study of Park and Lee (2006) as well, which aimed to find out the qualities of an effective English language teacher in the Korean context.

## 5.2 Conclusion

This study investigated the characteristics of effective English language teachers as perceived by the students, instructors and alumni of the undergraduate ELT program at EMU. More specifically, the personal qualities, professional qualities, pedagogical skills and classroom behaviors of an effective English language teacher as perceived by the stakeholders were examined in depth.

Overall, the results reveal that the most important personal qualities of an effective English language teacher are being fair, creative, patient, friendly, encouraging, approachable, punctual, confident, active, kind, open-minded, enthusiastic, motivating and up-to-date.

On the other hand, the most important professional qualities, pedagogical skills and classroom behaviors of an effective English language teacher as perceived by all the participants are: being able to teach pronunciation, speaking, listening, reading and grammar effectively; having good knowledge of grammar and vocabulary; having good pronunciation; giving clear instructions; correcting students' errors without offending; reducing their anxiety; knowing students' names; being good at classroom management; being knowledgeable; and having positive attitudes towards professional development.

Although most of the qualities given in the questionnaire were perceived positively, some qualities were found to be comparatively more important than the others. In other words, except for three qualities (gender, being young, having lived in an English speaking country), others were perceived as important by the students.

Additionally, the students, instructors and alumni believed that knowledge of language, knowledge of pedagogy, personality of the teacher and the way he/she behaves the students are the most important qualities that make an English language teacher the best. According to the participants of the study, the combination of all qualities are needed to be an effective English language teacher.

The results also reveal that the perceptions of each group of participants differed from each other. More specifically, according to the students and alumni, in order to be an effective English language teacher, possessing professional qualities, pedagogical skills and classroom behaviors were more important than having desired personal qualities. In contrary, instructors attached importance to the combination of professional qualities, pedagogical skills, classroom behaviors and personal qualities.

The findings of the present study have some similarities and differences with the findings of some related studies in the literature. The highest ranked quality of the present study was *fairness* (M=5.00), which was also found to be the most important quality of an effective English language teacher in many studies (Arıkan, Taşer & Süzer, 2008; Shishavan & Sadeghi, 2009; Wichade, 2010; Barnes & Lock, 2013; Çelik, Arıkan & Caner, 2013, Koç, 2013). Moreover, professional qualities such as being able to teach speaking, pronunciation, grammar, reading, and listening effectively, having sound knowledge of grammar and vocabulary showed great similarities with the findings of Çelik, Arıkan and Caner (2013).

When compared with the previously done study by Arıkan, Taşer and Saraç-Süzer (2008), surprising results were found as regards the importance of gender and age

(i.e. being young). In their study, those two qualities were perceived as very important, whereas in the present study, gender and being young were not considered as important by all groups of participants.

Lastly, the participants were asked to evaluate the 4- year ELT program of EMU in terms of training effective English language teachers, and according to their responses, the program trains highly effective English language teachers who are well-equipped in the field of English language teaching. At the same time, the findings revealed that the 4- year ELT program of EMU has some weaknesses in terms of practical issues. In other words, the vast majority of the students, instructors and alumni stated that the Teaching Practice course should start earlier in the program. The reason behind this idea is explained as having lack of practical knowledge, thus facing with difficulties in the real teaching environment. Although the participants found the theoretical, pedagogical and language improvement courses sufficient, they believed that the number of teaching practice sessions should be increased.

## 5.3 Implications of the Study

The findings of the present study may provide some implications for pedagogy and further research.

### 5.3.1 Pedagogical Implications

The results of the present study may have a number of pedagogical implications. First of all, the study can raise the awareness of the students, instructors and alumni regarding who an effective English language teacher is. Consequently, this may get them to search for the ways of being a more effective English language teacher. Moreover, the findings of the study can provide some feedback for improving the

existing undergraduate ELT program of EMU in terms of training effective English language teachers so that the program better addresses the needs and expectations of the stakeholders. Additionally, the suggestions as regards providing more teaching practice opportunities for better training can be considered, and the number of formal teaching sessions in the Teaching Practice course can be increased, or more courses on teaching practice can be added to the curriculum. Lastly, those qualities emphasized by the participants could be reflected in the methodology courses and they could also be added to the micro-teaching evaluation criteria in these courses.

## 5.3.2 Implications for Further Research

The findings of the study indicate that there are differences between the perceptions of students, instructors and alumni regarding who an effective English language teacher is. In the present study, because of the insufficient number of the participants, the perceptions of the students, instructors' and alumni could not be compared statistically. Future studies may try to make an in depth investigation into the differences between students', instructors and alumni's perceptions of an effective English language teacher through statistical analysis. Moreover, a longitudinal case study may be conducted in order to investigate whether or not the perceptions of ELT students change in the first, second, third and the fourth years.

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**APPENDICES**

# Appendix A: Student Questionnaire

**Dear ELT student,**

As part of my MA studies, I am conducting a research to identify qualities of an effective English language teacher as perceived by the students (student teachers), instructors and the alumni (graduates) of the English Language Teaching (ELT) Department at Eastern Mediterranean University (EMU). The aim of this questionnaire is to identify your perceptions of an effective English language teacher. Your identity and individual responses will be kept confidential, and the data will be used only for research purposes.

Thank you for your cooperation.

Selden YAĞCIOĞLU

MA Students

English Language Teaching Department

Faculty of Education, Eastern Mediterranean University

e-mail: selden.yagcioglu@emu.edu.tr

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**CONSENT FORM**

I have read and understood the purpose of this study and how my responses will be used. Therefore, I agree to participate in this study.

Name-surname: _____

Signature: _____

Date: _____

# Appendix A: Student Questionnaire (cont.)

**Part I: Background Information**

**Please put a tick (✓) as appropriate.**

1. Gender : ☐ Female ☐ Male

2. Age: _____ (please specify)

3. Nationality: ☐ TRNC ☐ TR ☐ Other _____ (please specify)

4. Mother tongue: ☐ Turkish ☐ English ☐ Other _____ (please specify)

5. Class: ☐ First year ☐ Second year ☐ Third year ☐ Fourth year

The aim of this questionnaire is to identify your opinion about the qualities of an effective English language teacher. Please indicate *the degree of importance* of the following factors that make an English language teacher an effective one.

**Please put a tick (✓) as appropriate.**

5=Very Important, 4= Important, 3= Moderately Important, 2= Slightly Important, 1= Not Important

| A. | Personal Qualities | Very Important 5 | Important 4 | Moderately Important 3 | Slightly Important 2 | Not Important 1 |
|----|----|----|----|----|----|----|
| 1. | Friendly | | | | | |
| 2. | Creative | | | | | |
| 3. | Caring (i.e. cares about students) | | | | | |
| 4. | Patient | | | | | |
| 5. | Gender | | | | | |
| 6. | Enthusiastic | | | | | |
| 7. | Young | | | | | |
| 8. | Experienced | | | | | |
| 9. | Fair | | | | | |
| 10. | Entertainer | | | | | |
| 11. | Has a sense of humor | | | | | |
| 12. | Has lived in an English speaking country | | | | | |

# Appendix A: Student Questionnaire (cont.)

|  | Personal Qualities | Very Important 5 | Important 4 | Moderately Important 3 | Slightly Important 2 | Not Important 1 |
|---|---|---|---|---|---|---|
| 13. | Approachable (i.e. accessible, reachable) | | | | | |
| 14. | Encouraging | | | | | |

| B. | Professional Qualities, Pedagogical Skills and Classroom Behavior | Very Important 5 | Important 4 | Moderately Important 3 | Slightly Important 2 | Not Important 1 |
|---|---|---|---|---|---|---|
| 1. | Native speaker of English | | | | | |
| 2. | Native speaker of Turkish, fluent in English | | | | | |
| 3. | Has good knowledge of vocabulary | | | | | |
| 4. | Has good knowledge of grammar | | | | | |
| 5. | Has correct pronunciation | | | | | |
| 6. | Uses lesson plans | | | | | |
| 7. | Good at classroom management | | | | | |
| 8. | Uses technology and visual materials well | | | | | |
| 9. | Gives real-life examples while teaching | | | | | |
| 10. | Makes learners discover language (i.e. systems, rules of the language) | | | | | |
| 11. | Teaches formal and informal English | | | | | |
| 12. | Teaches pronunciation well | | | | | |
| 13. | Teaches speaking skills well | | | | | |
| 14. | Teaches reading skills well | | | | | |

# Appendix A: Student Questionnaire (cont.)

| | Professional Qualities, Pedagogical Skills and Classroom Behavior | Very Important 5 | Important 4 | Moderately Important 3 | Slightly Important 2 | Not Important 1 |
|---|---|---|---|---|---|---|
| 15. | Teaches listening skills well | | | | | |
| 16. | Explains grammar rules well | | | | | |
| 17. | Teaches the target culture well | | | | | |
| 18. | Corrects without offending | | | | | |
| 19. | Knows students' names | | | | | |
| 20. | Gives clear instructions | | | | | |
| 21. | Acts as the only authority in the classroom | | | | | |
| 22. | Makes students correct each other's work | | | | | |
| 23. | Gives assignments regularly | | | | | |
| 24. | Takes attendance | | | | | |
| 25. | Gives tests/quizzes regularly in class | | | | | |
| 26. | Uses games in teaching | | | | | |
| 27. | Reduces students' anxiety (makes students feel at ease) | | | | | |

Part III: Open-ended Questions

Please answer the following questions about an effective English language teacher.

1- What other qualities do you believe an effective English language teacher should have?

2- Which qualities do you believe an effective English language teacher should NOT have? Why not?

3- What is/are your metaphor(s) for an effective English language teacher? Please give reasons. (E.g. *An effective English language teacher is like a candle, because....*)

Thank you for your cooperation.

# Appendix B: Instructor Questionnaire

Dear instructor,

As part of my MA studies, I am conducting a research to identify qualities of an effective English language teacher as perceived by the students (student teachers), instructors and the alumni (graduates) of the English Language Teaching (ELT) Department at Eastern Mediterranean University (EMU). The aim of this questionnaire is to identify your perceptions of an effective English language teacher. Your identity and individual responses will be kept confidential, and the data will be used only for research purposes.

Thank you for your cooperation.

Selden YAĞCIOĞLU

MA Students

English Language Teaching Department

Faculty of Education, Eastern Mediterranean University

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## CONSENT FORM

I have read and understood the purpose of this study and how my responses will be used. Therefore, I agree to participate in this study.

Name-surname: _____

Signature: _____

Date: _____

# Appendix B: Instructor Questionnaire (cont.)

**Part I: Background Information**

**Please put a tick (✓) as appropriate.**

1. Gender : ☐ Female   ☐ Male

2. Age: _____ (please specify)

3. Nationality: ☐ TRNC   ☐ TR   ☐ Other _____ (please specify)

4. Mother tongue:   ☐ Turkish   ☐ English   ☐ Other _____ (please specify)

5. Years of teaching experience: _____ (please specify)

**Part II: The Questionnaire**

The aim of this questionnaire is to identify your opinion about the qualities of an effective English language teacher. Please indicate *the degree of importance* of the following factors that make an English language teacher an effective one.

**Please put a tick (✓) as appropriate.**

5=Very Important, 4= Important, 3= Moderately Important, 2= Slightly Important, 1= Not Important

| A. | Personal Qualities | Very Important 5 | Important 4 | Moderately Important 3 | Slightly Important 2 | Not Important 1 |
|---|---|---|---|---|---|---|
| 1. | Friendly | | | | | |
| 2. | Creative | | | | | |
| 3. | Caring (i.e. cares about students) | | | | | |
| 4. | Patient | | | | | |
| 5. | Gender | | | | | |
| 6. | Enthusiastic | | | | | |
| 7. | Young | | | | | |
| 8. | Experienced | | | | | |
| 9. | Fair | | | | | |
| 10. | Entertainer | | | | | |
| 11. | Has a sense of humor | | | | | |
| 12. | Has lived in an English speaking country | | | | | |

# Appendix B: Instructor Questionnaire (cont.)

| | Personal Qualities | Very Important 5 | Important 4 | Moderately Important 3 | Slightly Important 2 | Not Important 1 |
|---|---|---|---|---|---|---|
| 13. | Approachable (i.e. accessible, reachable) | | | | | |
| 14. | Encouraging | | | | | |

| B. | Professional Qualities, Pedagogical Skills and Classroom Behavior | Very Important 5 | Important 4 | Moderately Important 3 | Slightly Important 2 | Not Important 1 |
|---|---|---|---|---|---|---|
| 1. | Native speaker of English | | | | | |
| 2. | Native speaker of Turkish, fluent in English | | | | | |
| 3. | Has good knowledge of vocabulary | | | | | |
| 4. | Has good knowledge of grammar | | | | | |
| 5. | Has correct pronunciation | | | | | |
| 6. | Uses lesson plans | | | | | |
| 7. | Good at classroom management | | | | | |
| 8. | Uses technology and visual materials well | | | | | |
| 9. | Gives real-life examples while teaching | | | | | |
| 10. | Makes learners discover language (i.e.systems/rules of the language) | | | | | |
| 11. | Teaches formal and informal English | | | | | |
| 12. | Teaches pronunciation well | | | | | |
| 13. | Teaches speaking skills well | | | | | |
| 14. | Teaches reading skills well | | | | | |

# Appendix B: Instructor Questionnaire (cont.)

| | Professional Qualities, Pedagogical Skills and Classroom Behavior | Very Important 5 | Important 4 | Moderately Important 3 | Slightly Important 2 | Not Important 1 |
|---|---|---|---|---|---|---|
| 15. | Teaches listening skills well | | | | | |
| 16. | Explains grammar rules well | | | | | |
| 17. | Teaches the target culture well | | | | | |
| 18. | Corrects without offending | | | | | |
| 19. | Knows students' names | | | | | |
| 20. | Gives clear instructions | | | | | |
| 21. | Acts as the only authority in the classroom | | | | | |
| 22. | Makes students correct each other's work | | | | | |
| 23. | Gives assignments regularly | | | | | |
| 24. | Takes attendance | | | | | |
| 25. | Gives tests/quizzes regularly in class | | | | | |
| 26. | Uses games in teaching | | | | | |
| 27. | Reduces students' anxiety (makes students feel at ease) | | | | | |

## Part III: Open-ended Questions

Please answer the following questions about an effective English language teacher.

1- What other qualities do you believe an effective English language teacher should have? Why?

2- Which qualities do you believe an effective English language teacher should NOT have? Why not?

3- What is/are your metaphor(s) for an effective English language teacher? Please give reasons. (E.g. *An effective English language teacher is like a candle, because….*)

Thank you for your cooperation.

# Appendix C: Alumni Questionnaire

**Dear ELT graduate,**

As part of my MA studies, I am conducting a research to identify qualities of an effective English language teacher as perceived by the students (student teachers), instructors and the alumni (graduates) of the English Language Teaching (ELT) Department at Eastern Mediterranean University (EMU). The aim of this questionnaire is to identify your perceptions of an effective English language teacher. Your identity and individual responses will be kept confidential, and the data will be used only for research purposes.

Thank you for your cooperation.


Selden YAĞCIOĞLU

MA Students

English Language Teaching Department

Faculty of Education, Eastern Mediterranean University

e-mail: selden.yagcioglu@emu.edu.tr


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**CONSENT FORM**

I have read and understood the purpose of this study and how my responses will be used. Therefore, I agree to participate in this study.


Name-surname: _____

Signature: _____

Date: _____

# Appendix C: Alumni Questionnaire (cont.)

## Part I: Background Information

**Please put a tick (✓) as appropriate.**

1. Gender : ☐ Female ☐ Male

2. Age: _____ (please specify)

3. Nationality: ☐ TRNC ☐ TR ☐ Other _____ (please specify)

4. Mother tongue: ☐ Turkish ☐ English ☐ Other _____ (please specify)

5. Institution: _____ (please specify)

6. Your last academic qualification: ☐ Bachelor ☐ Master ☐ Doctorate (Phd)

7. Year of graduation from the ELT Department at EMU: _____ (please specify)

## Part II: The Questionnaire

The aim of this questionnaire is to identify your opinion about the qualities of an effective English language teacher. Please indicate *the degree of importance* of the following factors that make an English language teacher an effective one.

**Please put a tick (✓) as appropriate.**

5=Very Important, 4= Important, 3= Moderately Important, 2= Slightly Important, 1= Not Important

| A. | Personal Qualities | Very Important 5 | Important 4 | Moderately Important 3 | Slightly Important 2 | Not Important 1 |
|---|---|---|---|---|---|---|
| 1. | Friendly | | | | | |
| 2. | Creative | | | | | |
| 3. | Caring (i.e. cares about students) | | | | | |
| 4. | Patient | | | | | |
| 5. | Gender | | | | | |
| 6. | Enthusiastic | | | | | |
| 7. | Young | | | | | |
| 8. | Experienced | | | | | |
| 9. | Fair | | | | | |

# Appendix C: Alumni Questionnaire (cont.)

| | Personal Qualities | Very Important 5 | Important 4 | Moderately Important 3 | Slightly Important 2 | Not Important 1 |
|---|---|---|---|---|---|---|
| 10. | Entertainer | | | | | |
| 11. | Has a sense of humor | | | | | |
| 12. | Has lived in an English speaking country | | | | | |
| 13. | Approachable (i.e. accessible, reachable) | | | | | |
| 14. | Encouraging | | | | | |

| | Professional Qualities, Pedagogical Skills and Classroom Behavior | Very Important 5 | Important 4 | Moderately Important 3 | Slightly Important 2 | Not Important 1 |
|---|---|---|---|---|---|---|
| B. | | | | | | |
| 1. | Native speaker of English | | | | | |
| 2. | Native speaker of Turkish, fluent in English | | | | | |
| 3. | Has good knowledge of vocabulary | | | | | |
| 4. | Has good knowledge of grammar | | | | | |
| 5. | Has correct pronunciation | | | | | |
| 6. | Uses lesson plans | | | | | |
| 7. | Good at classroom management | | | | | |
| 8. | Uses technology and visual materials well | | | | | |
| 9. | Gives real-life examples while teaching | | | | | |
| 10. | Makes learners discover language (i.e. systems/rules of the language) | | | | | |
| 11. | Teaches formal and informal English | | | | | |

# Appendix C: Alumni Questionnaire (cont.)

| | Professional Qualities, Pedagogical Skills and Classroom Behavior | Very Important 5 | Important 4 | Moderately Important 3 | Slightly Important 2 | Not Important 1 |
|---|---|---|---|---|---|---|
| 12. | Teaches pronunciation well | | | | | |
| 13. | Teaches speaking skills well | | | | | |
| 14. | Teaches reading skills well | | | | | |
| 15. | Teaches listening skills well | | | | | |
| 16. | Explains grammar rules well | | | | | |
| 17. | Teaches the target culture well | | | | | |
| 18. | Corrects without offending | | | | | |
| 19. | Knows students' names | | | | | |
| 20. | Gives clear instructions | | | | | |
| 21. | Acts as the only authority in the classroom | | | | | |
| 22. | Makes students correct each other's work | | | | | |
| 23. | Gives assignments regularly | | | | | |
| 24. | Takes attendance | | | | | |
| 25. | Gives tests/quizzes regularly in class | | | | | |
| 26. | Uses games in teaching | | | | | |
| 27. | Reduces students' anxiety (makes students feel at ease) | | | | | |

# Appendix C: Alumni Questionnaire (cont.)

**Part III**: **Open-ended Questions**

**Please answer the following questions about an effective English language teacher.**

1- What other qualities do you believe an effective English language teacher should have? Why?

2- Which qualities do you believe an effective English language teacher should NOT have? Why not?

3- What is/are your metaphor(s) for an effective English language teacher? Please give reasons. (E.g. *An effective English language teacher is like a candle, because....*)

Thank you for your cooperation.

# Appendix D: Student Interviews

Dear ELT student,

As part of my MA studies, I am conducting a research to identify qualities of an effective English language teacher as perceived by the students (student teachers), instructors and the alumni of the English Language Teaching (ELT) Department at Eastern Mediterranean University (EMU). The aim of this interview is to identify your perceptions of an effective English language teacher in detail. Your identity and individual responses will be kept confidential, and the data will be used only for research purposes.

Thank you for your cooperation.

Selden YAĞCIOĞLU

MA Students

English Language Teaching Department

Faculty of Education, Eastern Mediterranean University

e-mail: selden.yagcioglu@emu.edu.tr

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## CONSENT FORM

I have read and understood the purpose of this study and how my responses will be used. Therefore, I agree to participate in this study.

Name-surname: _____

Signature: _____

Date: _____

## Appendix D: Student Interviews (cont.)

**Semi-structured Interview Questions for Students**

**1**. What are the qualities of the best English teacher you have ever had?

**2**. Do you think you are going to be an effective English language teacher? Why? Why not?

**3.** Which of the following characteristics make an English language teacher the best: knowledge of language, knowledge of pedagogy or his/her personality and the way he/she behaves the students? Why?

**4.** Do you think the 4-year ELT program of EMU trains effective English language teachers? Please explain your answer.

**5.** In your opinion, how should student teachers be trained in order to be effective English language teachers?

# Appendix E: Instructor Interviews

Dear ELT instructor,

As part of my MA studies, I am conducting a research to identify qualities of an effective English language teacher as perceived by the students (student teachers), instructors and the alumni of the English Language Teaching (ELT) Department at Eastern Mediterranean University (EMU). The aim of this interview is to identify your perceptions of an effective English language teacher in detail. Your identity and individual responses will be kept confidential, and the data will be used only for research purposes.

Thank you for your cooperation.

Selden YAĞCIOĞLU

MA Students

English Language Teaching Department

Faculty of Education, Eastern Mediterranean University

e-mail: selden.yagcioglu@emu.edu.tr

## CONSENT FORM

I have read and understood the purpose of this study and how my responses will be used. Therefore, I agree to participate in this study.

Name-surname: _____

Signature: _____

Date: _____

## Appendix E: Instructor Interviews (cont.)

**Semi-structured Interview Questions for Instructors**

**1.** What are the qualities of an effective English language teacher?

**2**. Do you think your students (i.e. ELT students) will be effective English language teachers? Why? Why not?

**3.** Which of the following characteristics make an English language teacher the best: knowledge of language, knowledge of pedagogy or his/her personality and the way he/she behaves the students? Why?

**4.** Do you think the 4-year ELT program of EMU trains effective English language teachers? Please explain your answer.

**5.** In your opinion, how should student teachers be trained in order to be effective English language teachers?

# Appendix F: Alumni Interviews

**Dear ELT alumni,**

As part of my MA studies, I am conducting a research to identify qualities of an effective English language teacher as perceived by the students (student teachers), instructors and the alumni of the English Language Teaching (ELT) Department at Eastern Mediterranean University (EMU). The aim of this interview is to identify your perceptions of an effective English language teacher in detail. Your identity and individual responses will be kept confidential, and the data will be used only for research purposes.

Thank you for your cooperation.

Selden YAĞCIOĞLU

MA Students

English Language Teaching Department

Faculty of Education, Eastern Mediterranean University

e-mail: selden.yagcioglu@emu.edu.tr

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**CONSENT FORM**

I have read and understood the purpose of this study and how my responses will be used. Therefore, I agree to participate in this study.

Name-surname: _____

Signature: _____

Date: _____

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**Appendix F: Alumni Interviews (cont.)**

**Semi-structured Interview Questions for Alumni**

**1.** What are the qualities of an effective English language teacher?

**2**. Do you think you are an effective English language teacher? Why? Why not?

**3.** Which of the following characteristics make an English language teacher the best: knowledge of language, knowledge of pedagogy or his/her personality and the way he/she behaves the students? Why?

**4.** Do you think the 4- year ELT program of EMU trains effective English language teachers? Please explain your answer.

**5.** In your opinion, how should student teachers be trained in order to be effective English language teachers?

# Appendix G: Permission Letter

Gönderilen:   Doç. Dr. Javanshir Shibliyev,

İngiliz Dili Eğitimi Bölüm Başkan Vekili

Gönderen:   Selden Yağcıoğlu

Tarih:   21.05.2015

Yüksek Lisans eğitimimin parçası olan "Teachers' and Student' Perceptions of Effective English Language Teacher" konulu tez çalışmamı tamamlamak için Doğu Akdeniz Üniversitesi İngiliz Dili Eğitimi Bölümü'nde araştırma yürütmem gerekmektedir. Bu bağlamda, aşağıdaki uygulamaları yapabilmem için izin talep etmekteyim:

a) İngiliz Dili Eğitimi Bölümü'nde ders veren öğretim elemanları ve bölümün lisans öğrencilerine anket uygulamak;

b) İngiliz Dili Eğitimi Bölümü'nde ders veren öğretim elemanları ve bölümün lisans öğrencileri ile mülakatlar yapmak.

Yukarıda belirttiğim uygulamaları İngiliz Dili Eğitimi Bölümü'nde gerçekleştirebilmem için gereğini saygılarımla arz ederim.
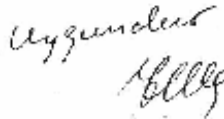
Selden Yağcıoğlu

(St. No. 125677)

Tel: 0533 859 5454

E-mail: sldny@hotmail.com

Ek: Anket Örneği

Mülakat Soruları

Uygundur

22.05.2015

## Appendix H: Changes after Piloting Procedure

| Items | Previous Form | Corrected Form (Additions) |
|---|---|---|
| Item A13 | Approachable | Approachable (i.e. accessible, reachable) |
| Item B10 | Makes learners discover language | Makes learners discover language (i.e. systems/rules of the language) |