EFFECTIVE TEACHERS' BEHAVIOR IN ELT FROM STUDENTS' PERSPECTIVES

ÖĞRENCİLERİN BAKIŞ AÇISINDAN İNGİLİZCE ÖĞRETİMİNDEKİ ETKİLİ ÖĞRETMEN DAVRANIŞLARI

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Abstract

In this research, it was aimed to find out the "Effective Teachers' Behavior (ETB)" used by the teachers in preparatory classes of Higher School of Foreign Languages in University of Gaziantep (HSFLUG). This study was carried out from students' perspective since they are at the core point of the teaching/learning process. 170 preparatory students at HSFLUG (n= 56 females and n= 114 males) participated in the study. Data was collected through a developed questionnaire which had thirty-five items. The reliability of the questionnaire was .96. The data analyses were conducted by descriptive and inferential statistics. Chi-square was applied for each item and it was understood that there were no significant difference between the English proficiency level of students and the way they evaluated their teachers. Significant difference was found only for eight items. Students' success was correlated with the scores that they gave to their teachers (r = -.063 and .411). As a result, no significant relationship between students' success and teachers' effectiveness was found. It was found that effective teachers' behavior does not have effect on students' success (t=14.87 and p= .62).

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

Öz

Söz konusu çalışmada, Gaziantep Üniversitesi Yabancı Diller Yüksek Okulu hazırlık sınıflarındaki öğretmenlere yönelik "Etkili Öğretmen Davranışları"nı belirlenmesi amaçlanmıştır. Öğrenme-öğretme sürecinin merkezinde öğrenciler olduğu için, bu çalışma öğrencilerin bakış açılarına göre yapılmıştır. Gaziantep Üniversitesi Yabancı Diller Yüksek Okulunda bulunan 170 öğrenci çalışmaya katılmıştır (56 kız ve 114 erkek). Araştırmada veriler, 35 önermeden oluşan bir sormacayla toplanmıştır. Anketin güvenilirlik değeri .96 olarak bulunmuştur. Veri analizi betimsel ve çıkarımlarla gerçekleştirilmiştir. Ki-kare uygulamasıyla her bir madde için, öğrencilerin İngilizce yeterlilik seviyeleri ile öğretmenlerini değerlendirmeleri arasında istatiksel olarak anlamlı bir farklılık olmadığı incelenmiştir. Sadece sekiz madde de fark bulunmuştur. Öğrencilerin başarıları, öğretmenlerine verdikleri puanlamalara ilişkilendirilmiştir (r = -.063 ve .411). İlişkilendirme sonucunda, akademik başarı ile öğretmen etkililiği arasında istatiksel olarak anlamalı bir ilişkinin olmadığı sonucuna varılmıştır. Etkili öğretmen davranışlarının öğrencilerin başarısı üzerinde etkisi olamadığı sonucuna varılmıştır (t=14.87 ve p= .62).

Anahtar kelimeler: Etkili öğretmen, Öğretmen davranışı, Öğrenci görüşü, İDE

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1. INTRODUCTION

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

Teachers have a powerful, long-lasting influence on their students. This influence can be either positive or negative. But, they directly affect how students learn, what they learn, how much they learn, and the ways they interact with one another and the world around them (Stronge, 2004). We can easily remember our primary school teachers and what we did together. Teachers have such an influence on students that we cannot forget their attitudes and behaviors even decades have passed. But, who is an "effective teacher"? Tatar answers that

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

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

Keskinkılıç (2007) answers that effective teacher is someone who know how to educate people and how to solve the problems during the education. Without question, if you are dealing with people, you will inevitably face with different problems. Whenever a problem occurs, teacher effectiveness is the important factor that directly affects how this problem will be solved. Yüksel (2003) says effective teacher enables students to develop themselves according to the future and gain the objectives and features stated in the schedule effectively and productively. Also, "great teachers remain intellectually alive and open to responsible change grounded in theory, research, and practice" (Scherer, 2003). Along with these definitions, Darling-Hammond and Baratz-Snowden defines the effective teacher as follow;

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

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

We can conclude from definitions stated above that there is not a certain definition for "effective teacher" or "teacher's effectiveness". Scherer (2003) claims that "no one can produce a complete and definitive list of the characteristics of great classroom teaching". Afyon (2005) expressed that effectiveness is an elusive concept when the complex task of teaching is considered. This is why there are many researchers who believe that it is impossible to give a universal description of an effective, good teacher. Each of the teachers and students has different physical and psychological features; thus, each of the teachers uses different techniques and behaves differently according to their classes. While some techniques working in a class it may become useless in another one and, we think, that is why there are so many different definitions for effective teachers and their behaviors. It is nearly impossible to find a universal description of effective teaching or effective teacher, like Webb (2005) stated, "the basic guidelines of effective teaching can be communicated".

Being a good model

Özsoy (2004) alleges that "students copy their teachers' behaviors not their statements. As teachers, "students imitate our behaviors whether we like it or not" (Goodwin and Coates, 1976), especially at the early stage of schooling. Hence, teachers should be careful about their attitudes when they are with their students. "Throughout history, modeling has been a prevalent and effective method of instruction" (Polk, 2006). Thus, teachers' speech should be consistent with their behaviors.

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

Sincerity

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

Patience

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

Honesty and reliability

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

Fairness

Afyon (2005) explains that students aged between 10 and16 consider bad teacher as someone who does not treat fairly. Students get irritated when one of them treated differently. They want their teachers to be fair. "Teachers do not interact differentially with particular groups of students" (Arends and others, 2001). Above quote is correct without questioning. If a teacher ignores this rule, it influences the effectiveness of the teacher negatively.

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

Enthusiasm

Attitude of the teacher reflect on his/her classroom; that is to say, if a teacher eager to teach, students will be enthusiastic to learn. "Effective teachers are enthusiastic toward the students they teach and can demonstrate this enthusiasm to their students" (Arends and others, 2001). A teacher should explain the lesson vigorously, and even if s/he is tired, s/he does not let students understand it

inasmuch as students does not have difficulty in distinguishing enthusiastic and unwilling teachers (Özsoy, 2004).

Using students' names

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

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

Using humor

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

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

In general, while humor can happen spontaneously, effective teachers use it on purpose to make the lesson entertaining. Erden (2007) illustrates that teachers who have the sense of humor are beloved by their students, and with this ability they make the course enjoyable. Özsoy (2004) warns that teacher should laugh when it is necessary; however, never be cavalier and loose out the control. Furthermore, if the teacher does not use humor when necessary, it may cause him/her to be understood as a boring teacher by the students.

Using effective body language

People communicate with each other verbally, non-verbally, or both. Non-verbal messages are given by means of our body language (Altıntaş and Çamur, 2005). There are some other ways to convey our massages non-verbally together with body language. These ways are our clothes and accessories, colors we choose, and our friends (Kaşıkçı, 2006). These non-verbal ways signal some

ideas about a person. For example, you may sense a person's financial situation from the way they dress.

Another important element of non-verbal communication is the eye contact. In non-verbal communication, the first connecting point is the eyes (Özer, 2002). As a teacher, you can control your students by checking them with your eyes, or you can show your anger by frowning, or you can demonstrate your approval by blinking. Özsoy (2004) expresses that when a teacher comes into the classroom, s/he should establish communication very quickly. Then, s/he should enable eye contact as many students as possible since it is the first step of effective communication. Eye contact not only points out that you pay attention to the person but also means your sayings are vital (Işılak and Durmuş, 2004). If the people try to tell a lie, the body language discloses it. Body language reveals the real feelings of the people opposite (Dicleli and Akkaya, 2000). Consequently, it is better to understand and use body language effectively.

Speaking well

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

Not making fun of students

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

Classroom management

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

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

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

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

Knowledge of the subject matter

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

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

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

Motivation

Epstein and Rogers (2001) says that motivation is an internal state of arousal that often precedes behavior. As it has been described above, a motivated person behave willingly, which comes from inside. Arends (2000) suggests that no single dramatic event will produce motivation. He adds that many ingredients make up a student's motivation to learn. For instance, while you are teaching, you may use not only visual but also audio materials in order to stimulate your students. Together with

them, you may use audiovisual materials for the sake of students' motivation. Unmotivated students do poor work or no work, learn very little, and often behave in irresponsible or disruptive ways; on the other hand, motivated students do quality work, learn well, and behave responsibly (Erwin, 2004).

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

- "Challenges: Some people are motivated by challenges others are scared of them.

- Friendship: Companionship and camaraderie produce that great feeling of wanting.

- Kindness: Some people will do anything for a kind word and for some decent treatment.

- Security: Most people want to feel safe and secure.

- Authority: A few people are highly motivated by power.

- Independence: Some of us value autonomy, ownership, and independence above everything else.

- Pleasant Environment: Many people need colors, sounds, and textures of the workplace to feel right.

- Creative Expressions: Welcome new ideas.

- Meaning: For some, the guest for meaning is the greatest motivate of all." (pp. 4-10)

As above quote reveals, there isn't one resource of motivation. In different situations, each individual can be motivated in varied ways by their teachers. We can be good at motivating our students, yet does this motivation long last? According to our observations, motivation doesn't generally continue long. Whereas, Arends and his friends (2001) strongly allege that warm and caring teachers are better at motivating students to work harder and to preserve on academic tasks for longer periods of time. Effective teachers have a personality that motivates and stimulates students (Cruickshank and others, 2003). Most of the time, they don't have any problems about motivation because of their experiences and efficiency. They refresh the students' motivation without any difficulties.

Feedback

Feedback is commonly used in educational terminology, but what is feedback? Demirel (2004) defines feedback as informing the students whether they have behaved according to the purpose of education or whether they have gained the aimed behavior or not. Students can improve themselves in the classroom by getting feedback from their teachers. Effective language teachers give feedback in different ways. Şenel (2006) states that teachers give feedback on oral work and on written work through writing; and although there are occasional situation where teachers may do it the other way

round, for example, discuss an essay with student in a one-to-one tutorial, or write a letter providing feedback.

Generally, feedback is given at the end of the each part of teaching-learning process, and it reveals what students have learned and what have not (Demirel, 2004). On account of this, feedback enable teachers to help students compensate inadequate part of their courses. Teachers should give detailed enough feedback because it impresses students' accomplishment. Since achievement is likely to increase when students get clear, specific, productive feedback about their answers, it is important for teachers to reduce "OK" reaction and to be more varied and specific in the feedback they provide (Sadker and Sadker, 2003).

Statement of the Problem

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

Consequently, this study was carried out from students' perspective due to the fact that they are at the core point of the teaching/learning process. Since people have negative attitude towards foreign languages, we, more strikingly, need "effective teachers" who make the learning effective, attractive, and easy. Hence, the premise issue of "effective teachers' behaviors" is worth being researched.

Purpose and Significance of the Study

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

Another point that we wanted to learn through carrying out this research is whether there are any differences between the students' level of proficiency and their evaluation of teachers. Additionally, we intended to find out whether there is a relationship between success and teacher effectiveness. Specifically, the study addresses the following questions:

✓ Is there a significant difference between students' proficiency levels and evaluation of their teachers' effectiveness by means of behavior?

✓ Is there any relationship between the students' success and the way they assess their teachers?

✓ Does effective teachers' behavior affect students' success?

2. METHODOLOGY

Participants

In this investigation, 170 students participated from a student population of about 1090 preparatory level students at Higher School of Foreign Languages in University of Gaziantep (HSFLUG). According to our observation the students' ages vary from 17 to 25 years old. Most of the students were studying different branches of engineering and some were medicine. In terms of gender, 56 of the participants were female students and 114 of them were males. While determining all our subjects, we used random cluster sampling method. The participants were chosen from three different English language proficiency level groups: Level A, Level B, and Level C. At the very beginning of the education year, students are conducted a placement test assumed valid and reliable. Level A students are regarded as Intermediate level learners of English language, Level B students as Pre-intermediate, and finally Level C students as Elementary Level.

Data Collection Tools and Evaluation Method

A developed questionnaire was used in an attempt to gain information from students. This questionnaire providing information for the survey had thirty-five items which were close questions. The reliability of the questionnaire is 0.96. Respondents indicated their level of agreement to the statement on a 5-point Liker-type scale, 'Strongly disagree', 'Disagree', 'Undecided', 'Agree', 'Strongly agree'. We believe that each of the students answered all the items in questionnaire with great sincerity.

The data collected through the questionnaires was typed into SPSS 15.0. First of all, the results of the questionnaires were analyzed to explore the frequency distributions of each item. Because we need to find out to what extent teachers have each behavior from students' point of view. Afterwards, the researchers calculated the chi-square values for each of the in order to find out whether there is a significant difference between students' English proficiency levels and the way they evaluate their teachers. Finally, the correlation between students' grades and the teachers' questionnaire scores that was given by the students was analyzed.

3. RESULTS

The significant difference between students' English proficiency levels (Level A, B, and C) and assessing their teachers by means of effectiveness was analyzed through chi-square analyses of the data obtained via questionnaire for each item. Of the items included in the questionnaire, only eight of them have higher value than the critical value. (Xc^2= 15.51, but Xo^2 for item eight= 17.81, for item twelve= 18.57, for item seventeen= 20.66, for item eighteen= 18.38, for item twenty-one= 16.81, for item twenty-five= 21.24, for item twenty-nine= 36.99). On the other hand, Xo^2 for item twenty is 15.38. Since it was very close to the critical value, we claim that there is also significant difference for item twenty. Thus, we can say that there was not a significant difference between students' English proficiency level and the way they assessed their teachers. We hypothesized that there was no significant difference between students level and the way they evaluated their teachers.

Since our questionnaire is Likert-type, our grade ranged 1 to 5. When the student chose option "Strongly Disagree", that means she/he gave his/her teacher 1 point. When he/she chose option "Strongly Agree", he/she gave 5 points. "Disagree" 2, "Undecided" 3, and "Agree" is 4 points. Therefore, teachers' scores could range between 35 which is minimum score to 175 that is maximum score.

Table 3.1. Correlation results

	N	Mean scores of questionnaire	Mean of students' marks	r	p
Students	170	150.22	69.02	-.063	.431

As it is shown on table 3.1, the correlation between students' grades that they got at the end of the educational year and the questionnaire scores that students give their teachers' through questionnaire. Mean score of the teachers was 150.22, and mean scores of the students' marks was 69.02. Additionally, the significant value was .411, and *r* value was -.063. As a result of this, we concluded that there was no relationship between the success of the students and students' evaluations of their teachers

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

Table 3.2. Independent sample t-test results

Students	Number	Mean of scores questionnaire	sd	df	t	p
Highest	40	147.05	17.33	-.49	14.87	.62
Lowest	40	148.85	15.41			

According to Table 3.2., it can be clearly seen that mean score of the questionnaire that highest forty students evaluated their teachers is 147.05 and mean score of the questionnaire that lowest forty students assessed is 148.85. As it can be understood, they are very close to each other. Furthermore, the significant value is .62 (p<.62). Thus, it can be said that teacher effectiveness does not have any effect on students' success. It can be inferred that two groups of the students have the same attitudes towards evaluating their teacher effectiveness.

4. CONCLUSION

Present study showed that there is no significant difference between students' proficiency level of English and the way they evaluate their teacher. In their study, Murphy and his friends (2004) highlighted that when they analyzed the data for individuals groups, they realized that there was remarkable similarities among students' beliefs about characteristics of good teachers. Like that of Murphy and his friends' study, there was no significant relationship between students' level of English and the way they evaluated their teachers. Finding in this research is in agreement with Okoye (2008) who found that there was a high degree of unanimity among students from various disciplines in their conception of what an effective university teacher should be.

In order to understand whether there was a relationship between students' success and teachers'' effectiveness, we examined the correlation between students' grades that they got at the end of the educational year and the questionnaire scores that students give their teachers' through questionnaire. Mean score of the teachers was 150.22, and mean scores of the students' marks was 69.02. Additionally, the significant value was .411, and r value was -.063. As a result of this, we reached the conclusion that there was no relationship between students' success and the way they evaluated their teachers. This is not in line with Wayne and Youngs' (2003) contention that students learn more from teachers with certain characteristics. Unlike what we discovered, Palardy and Rumberger (2008) stated that the achievement gain discrepancy could easily exceed an entire grade level in a single year if one child has highly ineffective teacher, and the other, a highly effective teacher.

To find out whether teachers' effectiveness has any effect on students' success, students were put into two groups. The first group was formed from forty students who had highest grades at the end of the educational year. The second group was formed from forty students that had lowest grades. We analyzed the relationship between highest-grade students' questionnaire scores which they evaluated their teachers and lowest-grade students' questionnaire scores. Mean scores of the first group on questionnaire is 147.05 and mean scores of the second group is 148.85. Mean scores of both groups are very close to each other. Additionally, the significant value is .62 which is higher than .05. Henceforth, what this investigation found is that effective teachers' behavior does not have any effect on students' success. Ghanizadeh and Moafian (2009) claimed that the more the teacher attempts to

establish rapport and create a mutually satisfying atmosphere, the more successful she/he is from students' perspective. However, it is completely different from what we discovered. Sowden (2007) describes the good teacher as "the key to overall success". In contrast, the students from the both first and second group assessed their teachers' effectiveness in a similar way.

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