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Pre-service ELT Teachers' Perceptions of Characteristics of Effective Teachers*

İngiliz Dili Eğitimi Öğretmen Adaylarının Etkili Öğretmen Niteliklerine Yönelik Görüşleri

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ABSTRACT

The present study aims to explore the quality of effective teachers from pre-service ELT teachers' point of view. Both qualitative and quantitative data are collected through survey and interview data collection techniques. Participants in this study are 4th year students (n=192) who are studying in the Department of English Language Teaching in two state universities in Turkey. The quantitative data reveals that being objective, competent and consistent are the most important characteristics of effective teachers according to pre-service teachers. The qualitative data collected for this study also provides a wider perspective emphasizing the importance of creating positive learning environment, getting prepared for lessons and managing classroom. It is hoped that this study contributes to the various groups of professionals including teacher educators, pre-service and in-service teachers and also researchers who conduct studies in the field.

Key Words: Effective teacher, Teacher education, Pre-service teachers

ÖZ

Bu çalışma, İngiliz Dili Eğitimi öğretmen adaylarının bakış açısından etkili öğretmen niteliklerini betimlemeyi amaçlamaktadır. Araştırmada görüşme ve anket yoluyla nitel ve nicel veriler elde edilmiştir. Çalışmanın katılımcıları Ankara'da iki üniversitenin İngiliz Dili Eğitimi Bölümünde okuyan 192 dördüncü sınıf öğrencisidir. Araştırmanın nicel verileri adaylara göre etkili öğretmenlerin en önemli özelliklerinin objektiflik, yeterlilik ve tutarlılık olduğunu göstermiştir. Çalışma için toplanan nitel veriler de olumlu sınıf ortamı oluşturma, derslere hazırlıklı olma ve

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sınıf yönetiminin önemini vurgulayan geniş bir perspektif sunmaktadır. Araştırmanın öğretmen eğitimcilerine, hizmet öncesi öğretmen adayları ve görev yapmakta olan öğretmenlere ve aynı zamanda bu alanda çalışan araştırmacılara katkı sağlayacağı umulmaktadır.

Anahtar Sözcükler: *Etkili öğretmen, Öğretmen eğitimi, Öğretmen adayları*

INTRODUCTION

The concept of “effective teacher” has drawn attention of many researchers and lead to controversial arguments among them. Literature in this issue shows that there has been an extensive research (e.g. Brophy, 1979, Guskey 1985; Miller, 1992; Beishuzien, Kutnick and Jules, 1993; Wilson and Cameron, 1996; Kızıltepe, 2002; Yates, 2005; Ansari and Malik, 2013) on the features of effective teaching in particular, on the characteristics of effective teachers. All these studies focus on defining the concept of “effective teacher”. Although there have been quite a few studies on this issue most of the studies highlight some specific characteristics of language teachers. In related literature a number of researchers (Brosh 1996; Brown 2009; Kelly 2007; Walls *et al.* 2002) have identified the characteristics of effective teachers. For instance, Vadillo (1999) made an extended review on good language teacher research and he drew attention to the importance of teacher personality. Similarly, Sutkin, Wagner, Harris and Schiffer (2008) state that the features of the most effective teachers are “recognition of a relationship, generating responsibility and having self-awareness and competence”. Bulger, Mohr and Walls (2002), on the other hand, state that a teacher's ultimate responsibility is to facilitate learning which highlights teacher’s role as a facilitator. As Badawood (2015) points out “some features of effective teachers are universal, but others are field-specific” (p.26). For example, Anderson (1991) defines an effective language teacher as someone who focuses on their students learning directly or indirectly. As discussed above, there have been many studies designed to get pre-service teachers’ perceptions on effective teachers. There have been some studies conducted in Turkish context about what constitutes an effective teacher and in one of these studies (i.e. Çelik, Arıkan and Caner, 2013) teachers’ ability to create a positive atmosphere in the classroom in which positive teacher-student interaction take place emerged as the most important aspect of an effective teacher.

Characteristics of The Effective Language Teacher

While the notion of “effective teachers” has been studied widely comparatively less research has been conducted on effective teaching in various disciplines, such as in the field of English language teaching. As Doro and Balla (2014) stated that what constitutes an effective teacher has been the target of large body of research over decades and a growing number of studies report on the view of learners concerning the skills and characteristics of foreign language teachers. Since this present study focuses on effective language teachers, several research studies on the features of effective language teachers were also reviewed for the study to present some viewpoints in this specific context. Literature indicates that an effective teacher has an important role in students’ performance and it is crucial to improve the qualities of EFL teachers in order to improve students’ attitudes and motivations to language learning (Zamani and Ahangari, 2016). For example, Prabhu (1990) indicated that the characteristics of EFL teachers with positive attitudes appeared to encourage the students’ learning and promote productive learning. Radmacher and Martin (2001) also claimed that good teachers should be motivating and inspiring their students both in class and out of class. Brosh (1996), for example, conducted a research in order to identify desirable characteristics of effective language teacher. The data were collected through questionnaires and interviews and the participants were both language teachers (n=200) and students (n= 406). The results indicated that mainly language teachers’ command of the target language; their abilities to organise, explain and clarify and their abilities to arouse and sustain interest and motivation have been associated with the effective characteristics of language teachers. In a different context, Chen and Lin (2009) designed a study to investigate junior high school students’ perceptions of the characteristics of effective English teachers in Tainan. This study was conducted via a 50-item questionnaire with 198 junior high school students. The findings of the study showed that being enthusiastic in teaching, friendly, open-minded, respecting students and caring about students were the most important characteristics of effective English teachers. In addition, students generally considered teachers’ personality and teacher-student relationship as very important characteristics of an effective language teacher.

However, as Aydın *et al.* (2009) emphasise that various groups of people, such as teachers, student trainees, and also students with different majors hold different perceptions about what constitutes an effective teacher. Students, teachers and teacher trainees might have various and sometimes conflicting views on the issue. A study, provided by Wichadee (2010), it was aimed to explore the characteristics of effective English teachers as perceived by students and teachers at Bangkok University in Thailand. The results were given in four categories: English proficiency, pedagogical knowledge, organization and communication skills, and socio-affective skills. The subjects were 400 students and 53 full-time teachers who took or taught four basic English courses in an academic year. The data was collected through questionnaire and the findings revealed that the students placed a high level of importance on all of the characteristics included in the survey, with the highest ranking given to organization and communication skills. In a quite recent study Zamani and Ahangari (2016) aimed to characterize and investigate qualities of an effective English language teacher. Iranian English language learners were directed at a questionnaire and the results showed that students expect a good English teacher to have the ability to communicate with students and develop proper relationships with them, ability to build students' confidence, to be able to maintain discipline in the classroom. Similarly, Zadeh (2016) suggested that learners believe that an effective teacher need to have a friendly relationship with students, should be able to speak well and pronounce words accurately. In a different study, Chen (2012) investigated the favourable characteristics of the EFL teachers perceived by Thai university students and concluded that the characteristics of favourable teachers were grouped into personal trait-related (i.e. emotion, kindness, fairness, lenience and responsibility) and the classroom teaching-related characteristics (delivery, language used in teaching, classroom activity organization and classroom atmosphere creation). Wichadee (2010) collected questionnaires from 400 participants in order to explore the characteristics of effective English teachers and the findings revealed that students placed a high level of importance on organization and communication skills. This conclusion was supported by Thompson (2008) who

claimed that good teachers have a combination of effective teaching skills and positive personality traits.

Finally, as stated by Bell (2005), there is no one single accepted definition of effective foreign language teacher in the related literature. In another study, Webrinska (2009) concluded that an effective language teacher is a language user, an empathetic and friendly psychologist. Shishavan and Sadeghi (2009) also reported that the distinguishing quality of effective language teacher is their familiarity with a foreign language and culture.

Limited research studies conducted in Turkish context to investigate characteristics attached to an effective foreign language teacher. For example, research on characteristics of effective language teachers in Turkey, conducted by Arıkan, Taşer and Saraç-Sezer (2008), has shown that there are a variety of qualities attached to an effective foreign language teacher. A survey administered to 100 foreign language learners studying in higher education. The data was collected through participants' written responses to describe the qualities attributed to the effective teacher. The findings indicated that an effective teacher is a friendly, young, enthusiastic, creative, and humorous person. The participants also reported that an effective English teacher was the one who integrated games into their teaching and used group/pair work activities in their teaching whereas, the participants of the study defined ineffective language teacher traits as mostly depending on the lesson plans and not using various methods and ignoring the learners' needs.

In the light of related literature has been discussed so far, the present study aims to investigate teacher trainees' perceptions of effective English language teachers in two different universities of education in Ankara, Turkey. Based on the research aim defined above, the following research questions are addressed: 1. What are the perceptions of pre-service teachers of the characteristics of an effective teacher? 2. What are the most effective and less effective features perceived by pre-service teachers?

To sum up, identifying main qualities of an effective teacher is a quite difficult task and being an effective teacher involves having a deep content knowledge, fair evaluation as well as effective communication skills (Rubio, 2009). Similarly, Gurney (2007) listed the foundation of a good teacher as teacher's knowledge, enthusiasm and responsibility for learning. Some other studies (Weinermann, 1998; Onwuegbuzie and Minor, 2001; cited in Zhang 2009) also revealed a few dimensions concerning people's conceptions of effective teachers, such as academic qualification, subject knowledge and personality trait. Similar aspects of effective teachers were also observed in research studies conducted in different disciplines. Singh, Verma, Sinha, Kaur and Abas (2013) investigated the perceptions of medical students of effective medical teacher's and they reported that subject knowledge appears to be the most important asset of an effective teacher. Similarly, Singh, Pai, Simha, Kaur, Soe and Barua (2013) explored medical teachers opinions of effective teacher and concluded that knowledge of subject, enthusiasm and communication skills were considered as the most important parameters by the participants of the study. Likewise, Polk (2006), based on his personal and professional experience, identified ten basic characteristics of effective teachers: good prior academic performance, communication skills, creativity, professionalism, pedagogical knowledge, through and appropriate student evaluation and assessment, self-development or lifelong learning, personality, talent or content area knowledge, and the model concepts in their content area.

METHODOLOGY

With the aim of the contributing to the prior literature, the present descriptive study seeks to understand language teacher candidates' notion of effective teacher in general rather than subject specific. In other words, the study aims to explore the quality of effective teachers from pre-service ELT teachers' point of view. Based on this main aim, using both qualitative and quantitative data collection tool was useful in order to validate findings in the study. Even though data gathered through both qualitative and quantitative techniques, separate analysis procedure is implemented in and the results were compared by the researchers. In teacher education, some studies focus on effective

teacher or teacher effectiveness also use both qualitative and quantitative research methods in the same study since to realize methodological integration as Day, Sammons and Gu (2008) stated in their research.

Participants in this descriptive study were undergraduate students in two state universities in Ankara, Turkey. The participants were selected through convenience sampling method and were 4th year students (n=192) in the Department of English Language Teaching who were about to complete their teaching practicum. This sampling method was the most appropriate one since both researchers were faculty members in the Faculty of Education. According to Patton (2015), this method enables researchers have an easy and simple access to the participants.

The main data collection techniques in this piece of reseach were both survey and interview. Effective teacher characteristics were drawn from research literature and a 65 item Likert scale questionnaire was used in an earlier study by one of the researchers of the present study, who focused on the perceptions of pre-service teachers in different disciplines in the field of education. After some amendments made on the questionnaire number of items decreased to 55 items in the final version of the questionnaire. Five-point Likert scale was used (1=not important, 5=very important) in the study. Cronbach-alpha coefficient of the tool was high which was also another indicators of validity of the scale. The questionnaires were delivered at the final phase of pre-service teachers' school practicum process in order to collect more reliable data since the students were assumed to be more experienced and knowledgeable in the field. The questionnaires were administrated to all the participants (n=192) whereas 13 voluntary teacher trainees were interviewed when they completed their practicum process. Individual interviews were carried out with the student teachers in a semi-structured manner to explore the participants' perceptions.

As Turner (2010) pointed out that preparing effective research questions for the interview process is one of the most important components in designing interview. During the interview process, the following two questions, which were prepared in the light of related literature and in relation with the aim of the research study, were

directed to student teachers as follows: (1) What are the most important features of an effective teacher in your opinion? (2) What are the least important features of an effective teacher in your opinion? The interview questions enable researchers reveal the differences as well as the similarities between questionnaire and interview data.

Interview, as Cohen and Manion (1980) suggest, can be used to “go deeper into the motivations of respondents and their reasons for responding as they do” (p.273). To have a deeper understand about the quantitative results, interviews of 10 minutes in length with student teachers were conducted. It was believed that analysing the data collected through interviews would help the researchers to get a more detailed perspective of the participants regarding to “an effective teacher”. The data collected through questionnaire in this study were supported by several interviewees. As Borg (2006) indicates in his study that the purpose of this piece of research was to identify what student teachers feel were effective or desirable characteristics rather than to define what was distinctive about language teachers.

Quantitative data was analyzed by using SPSS 11.0 package programme and content analysis was utilized to analyze qualitative data. All of the data were presented here with the permission of the participants. The following steps were followed in order to analyse the data as qualitative researchers (Miles and Huberman 1994; Robson 2011) suggest:

- The data were collected and transcribed.
- The researchers analysed the data and identified the main categories such as positive classroom environment, teacher-learner relationships, motivating students, classroom management, using technology. For this, first the researchers identified the codes and during the data analysis process, the researchers agreed on the categories emerged through data.
- Under the related categories sample extracts were presented in order to demonstrate the participants’ viewpoints about effective teacher.

All these stages implemented in analyses process of the data were very useful to obtain trustworthiness which is crucial for qualitative part in the study. Moreover, checking categories revealed by two researchers separately contributed to the trustworthiness of the data analysis process since to ensure reliability in qualitative research, examination of trustworthiness is crucial as Golafshani (2003) pointed out.

FINDINGS

In this chapter, the findings will be illustrated in an exploratory way, in other words, they will be revealed without any claim of generalisation to other pre-service teachers. Survey items are ranked from the highest to the lowest percent and the five questionnaire items with the highest and the lowest mean scores are presented in Table 1 below:

Table 1. Five Questionnaire Items with the Highest and the Lowest Mean Scores

The highest (the most effective) mean scores items	Mean	SD
▪ Effective teacher is objective (item 55)	4.63	.76
▪ Effective teacher is competent in his/her subject area (item 52)	4.58	.76
▪ Effective teacher is consistent (item 53)	4.57	.78
▪ Effective teacher arouses students' interest towards the class (item 3)	4.54	.75
▪ Effective teacher states the aim of the lesson (item 1)	4.53	.79
The lowest (the least effective) mean scores items		
▪ Effective teacher is authoritative (item 34)	3.38	1.25
▪ Effective teacher makes students take notes (item 35)	3.69	1.04
▪ Effective teacher gets students to do presentations in lessons (item 7)	3.77	1.05
▪ Effective teacher makes jokes (item 17)	3.90	.97
▪ Effective teacher is considered about his/her appearance (item 31)	3.96	1.04

The data collected through the questionnaire mainly revealed that the main asset of an “effective teacher” emerged as “being objective”, which had the highest mean ($M=4.63$, $SD=.76$). It can be inferred from this result that teacher trainees perceive objectivity as a very important trait in teaching profession. Although in the literature “being objective” is not considered as an important criteria for being effective teacher, in this piece of research study it emerges as a quite important characteristic of an effective teacher. That is to say, it is quite an interesting result from the teaching perspective that future teachers perceive the objectivity as the most important feature of an effective teacher among 55 items. In a similar study conducted by Bergman and

Gaitskill (1990) it was aimed to identify which characteristics of the effective clinical teacher were deemed as the most important by the nursing students and the faculty members and it was found out that both faculty members and students favored articulate, knowledgeable clinical instructors who were “objective and fair” in the evaluation of the students.

The results also revealed that the another highest (the most effective) item was “Effective teacher is competent in his/her subject area (item 52)”. Many of the studies (Singh et al. 2013a, 2013b; Zangh, 2009) in the literature reported that teacher’s competence in her/his field emerged as one of the most important quality which an effective teacher should possess. Among other five highest items teacher’s competence was the only item which other studies (e.g. Walshaw, 2012) also refer as the most important characteristic of an effective teacher. Moreover, according to Walshaw (2012), teacher’s subject knowledge plays a critical role in extending and challenging students’ conceptual ideas.

Apart from the quantitative data, the qualitative data collected in this study put forward some similar and also different features of an effective teacher. Both quantitative and qualitative data from this study revealed that some findings were in line with other research results. For example feature of “motivation” appeared to be quite important as some other previous studies concluded (e.g. Prabhu, 1990; Radmacher and Martin, 2001; Zamani and Ahangari, 2016). However, some different features such as, learning environment, integrating technology, which were not highly ranked in the questionnaire but were underlined by most of the students during the interview are also categorised and illustrated as follows:

POSITIVE LEARNING ENVIRONMENT: The prospective teachers in this study reported in their interviews that “learning environment” is a very important feature that an effective English teacher is to be expected to organise. This point can be illustrated by the following extracts:

Creating a positive atmosphere in the classroom can be considered as the most important feature of an effective teacher. When you have a positive atmosphere in the classroom students will get more motivated to learn and to be active in the classroom. And also using different materials, songs, plays, games are important to make lessons more enjoyable and comprehensible for learners.

I think the environment is very important. Teacher should create such a classroom atmosphere which would motivate students' interaction with each other and make them participate the lesson. I think, teacher's way to motivate the students make them participate actively. Integrating some techniques in their teaching such as, group tasks and games would be useful in that sense.

Previous studies (for example, Birjandi, 2014) emphasise “ability to create and sustain an effective learning environment” as one of the important constituents of an effective teacher. Teven (2001) also points out that establishing a climate of warmth, understanding and caring within the classroom is a vital element of effective teaching.

POSITIVE TEACHER-LEARNER RELATIONSHIPS: Positive teacher-learner relationships, as Mokhele (2007) emphasised, have the potential of creating a conducive learning environment in the classroom which a learner can benefit from the teaching-learning situation:

I think the most important thing for an effective teacher to build a good classroom environment. I think this is related to classroom management techniques. Not only language teachers but also other subject teachers should have classroom management skills. According to my observation, if a student dso not like her/his teachers s/he does not like studying English. That's why classroom management and teachers' attitudes towards students are the most important things to be an effective English teacher...

GETTING PREPARED FOR THE LESSON: Some other different variables of teaching, such as “getting prepared for the lesson”, were also highlighted by the student teachers through interviews as follows:

I think the most important thing is being prepared before the class because students can tell whether a teacher gets prepared beforehand or not.

When a teacher gets prepared well beforehand the lesson goes smoothly, s/he does not face many problems during the class time. I think being well-organised and well-prepared are the most important qualities of an effective teacher.

As Camp (2004, cited in Roberts and Dyer, 2004) had similar results in his research study and he categorised the characteristics of effective teachers into a working model by identifying eight categories including “effectively plans for instruction” as essential for teacher effectiveness in the area of agriculture.

MOTIVATION: Several trainee language teachers put more emphasis on “motivation” factor as exemplified below:

I think, motivating students, being friendly with them and also giving importance to students’ needs are the most important factors in English language teaching. I also think that smiling creates positive environment in the classroom and motivate the students to pay attention to the lesson.

I think it is essential for a teacher to have the ability which would motivate students and draw their attention to the lesson. Using different materials and integrating them into lessons are very important.

CLASSROOM MANAGEMENT: On the other hand, several participants stressed that managing classroom is an important characteristic of being an effective language teacher, as illustrated in the following extract given below:

The most important thing in the classroom is to manage the classroom. As a teacher, you should manage the classroom and know how to tackle a problem when it arises otherwise, you might waste lots of time.

TAKING STUDENT NEEDS INTO CONSIDERATION: On the other hand, several participants have more constructive perspective which highlights student-centred learning such as taking student needs into consideration. To give some example:

I think the most important thing is that caring students' interests and needs while you preparing a teaching task.

While preparing the lessons a teacher should take the needs of learners into consideration. Because, as a teacher, if we cannot understand our students' needs we cannot achieve our goals.

INTEGRATING TECHNOLOGY: The effective teaching requires that the teacher should have full command on the subjects and also keep herself/himself updated with the new emerging technologies (Ansari and Malik, 2013).

An effective teacher should be good at using the technology in the classroom. I think ... a teacher does not need to use technological devices in the classroom, unless it is necessary.

On the other hand, “being authoritative” is considered to be the least important future by prospective teachers in the quantitative part of the study. The qualitative data seems to support quantitative data regarding “being authoritative” for teachers. In order to illustrate these viewpoints, some sample extracts from qualitative data will be presented in this section. Some participants reported in their interviews that “being authoritative” is a feature that an effective English teacher is not expected to possess. However, it seems that most of the participants confused being “authoritative” with being “authoritarian” and they consider “being authoritative” something negative as they ignored some features attached to “being authoritative” such as, being issue-oriented and pragmatic, adjusting their expectations to the needs of students, etc.

In the analysis of qualitative data, it was also observed that some of the prospective teachers' perceptions of the authoritarianism concept as facilitating the study of rules in the teaching process and some of them also stressed the concern of not being able to

control the students when they were friendly because they were not experienced in the teaching process. This point can be illustrated by the following extracts:

Being authoritative in the class is the least important feature that an effective teacher should possess.

I think the least important characteristic of an effective teacher is trying to be the only authority in the classroom. Because being authoritative is not a feature that makes learning happen in the classroom.

A prospective teacher also emphasized the importance of being friendly to students in terms of communication dimension in foreign language teaching.

...As a teacher you should not try to establish strict authority in the classroom. You should focus on your students and you should not be the only leader in your classroom. You should be friendly with your students instead. The most important thing for language learners is to communicate in the target language so, you should use communicative methods in the classroom.

As Lee, Chang and Tsai (2009) report that students who are in favour of sharing authority tend to have more positive learning attitudes. In their work, students' preferred teacher authority is characterised as 'sharing authority', 'teacher-centred authority', and 'uncertain authority', as some of the students in this piece of research emphasised as "A feature I do not expect to see in an effective teacher is trying to be dominant, authority in the classroom. S/he should share the responsibilities with her/his students, so students can learn on their own. Teacher should not be the only source to get information from". As come out in other studies conducted in Turkey (for example, Arıkan, Taşer and Saraç-Sezer, 2008), there are a variety of qualities attached to an effective foreign language teacher, such as being friendly and humorous person, as illustrated "...One of the least important factors, I think, is "smiling" A teacher might have a smiley face all the time but this feature does not make her/him an effective teacher. A feature I do not want see in an effective teacher is being aggressive or having a discouraging attitude towards students, especially when they make a mistake."

Apart from these, providing feedback is also emphasised as an important factor of effective language teaching by the participants of the study in order to raise students' awareness about their language production.

DISCUSSION and CONCLUSION

In this study, it is aimed to gather data on how preservice teachers perceive the characteristics of effective teachers. With this study, it is expected to provide valuable implications to various groups of professionals: Teacher candidates, current and prospective language teachers, teacher educators and also researchers who can identify with this particular research study outcomes. In addition, this study is expected to contribute to the related literature. Even though the present study has some limitations (i.e. the present study is a small-scale study it should be taken into consideration that the results are limited to generalize) investigating the characteristics of effective teachers from the perspectives of teacher trainees can provide different viewpoints to researchers. The main findings of this study may be summarised as below:

- The quantitative data in this study show that an effective teacher is the one who is objective, competent and consistent. The identification of effective teacher in this study appears to be slightly different than the results of similar studies since a great deal of students rated “being objective” as the most important item among 55 items in the questionnaire. The participants in the present study placed a high level importance on teachers' competence as Singh, *et al.*, 2013a; 2013b found in their study. The student teachers in this study also perceived the ability to motivate learners as the most important characteristics of an effective teacher as it was suggested in some other previous studies (e.g. Prabhu, 1990; Radmacher and Martin, 2001; Zamani and Ahangari, 2016).
- The qualitative data in the present study provide a wider perspective regarding to the perception of effective teacher and the results are

consistent with the previous studies which emphasise the importance of positive learning environment (e.g. Birjandi, 2014), student motivation and student-centred learning, and technology integration into teaching.

- The qualitative data also suggested that of “being authoritative” is the least expected characteristic of an effective teacher, which is in line with the expectation of creating student-centred learning environment, as emphasised above.

Conducting a research study on the characteristics of effective teachers can also be beneficial to teachers as well as researchers. For teachers, they can have the opportunity to understand what their students expect from them and develop their practices through reflection on teaching (Park and Lee, 2006). As Sternberg and Horvath (1995; cited in Brosh, 1996) stressed that every teaching learning situation as well as the subjects differ from one another, which suggest that there are teaching behaviours that are considered to be effective in one setting yet less effective in another. That is to say, different characteristics of mathematics, the social studies and the language teachers may be judged with reference to different features of effective teaching.

In sum, since the present study mainly focuses on the perceptions of effective teacher of prospective English teachers in Turkish educational context, the outcomes of such studies may provide useful implications for teachers, teacher trainers, policymakers, curriculum developers, and pre-service teachers in EFL contexts and also may serve as a preliminary needs analysis of the initial teacher education system in the particular context, as Demiröz and Yeşilyurt (2015) noted. However, further studies are needed to clarify students’ perceptions of the qualities of effective foreign language teachers, in particular, in order to provide necessary information concerning the implementation of language teacher development programs.

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GENİŞ ÖZET

Bu araştırmanın temel amacı, İngiliz Dili Eğitimi öğretmen adaylarının “etkili öğretmen özellikleri” ne yönelik algılarını ortaya koymaktır. Bu temel amaca yönelik araştırmada aşağıda belirlenen sorulara cevap aranmıştır:

1. Öğretmen adaylarının etkili bir öğretmen özelliklerine ilişkin algıları nelerdir?
2. Öğretmenler tarafından algılanılan en etkili ve daha az etkili özellikler nelerdir?

"Etkili öğretmen" kavramı birçok araştırmacı tarafından dikkat çekilen ve uzun yıllardır tartışılan bir kavram olmuştur. İlgili literatür özellikle etkili öğretmenlerin özelliklerine ilişkin kapsamlı bir araştırmanın (örn., Miller, 1992; Wilson & Cameron, 1996; Ansari & Malik, 2013) yapılmış olduğunu göstermektedir. Bu çalışmaların temel noktasını "etkili öğretmen" in tanımlanması oluşturmaktadır. Örneğin, Sutkin, Wagner, Harris ve Schiffer (2008), etkili öğretmenlerin "öğretmen-öğrenci ilişkisinin farkında olan", "sorumluluk kazandıran" ve "öz farkındalık ve yetkinliğe" sahip olan öğretmenlerin "etkili öğretmenler" olarak algılandıklarını ortaya koymuştur. Türkiye’de yürütülen bir araştırmada da Çelik, Arıkan ve Caner (2013) sınıfta olumlu bir öğrenme ortamı oluşturma becerisinin etkili öğretmen özelliklerinin en önemlisi olduğunu vurgulamışlardır. "Etkili öğretmen" kavramı ilgili alanyazında yaygın olarak incelenirken, yabancı dil öğretimi gibi çeşitli disiplinlerde bu konuda daha az araştırma yapılmış olduğu gözlemlenmiştir. Badawood (2015) "etkili öğretmenlerin bazı özelliklerinin evrensel olduğuna ancak diğer bazı özelliklerinin de alana özgü olduğuna" (s.26) işaret etmektedir. Örneğin, Anderson (1991) etkili dili öğretmenini, öğrencilerinin doğrudan veya dolaylı olarak öğrenmelerine odaklanan kişi olarak tanımlamaktadır. Benzer şekilde, Vadillo (1999), "iyi bir dil öğretmeni"ni tanımlamayı amaçlayan araştırmalar üzerine kapsamlı bir çalışma yapmış ve bu araştırmalarda öğretmenin kişilik özelliklerinin ön plana çıktığını tespit etmiştir. Farklı bir bağlamda, Chen ve Lin (2009), Tainan’da öğrenim gören bir grup ortaokul öğrencisinin etkili İngilizce öğretmenlerinin özelliklerine ilişkin algısını araştırmış ve bu araştırmanın bulguları, "öğretmenlik mesleğine karşı istekli olma", "samimi", "açık görüşlü", "öğrencilere saygı gösterme" ve "öğrencileri önemseme" gibi özelliklerin etkili bir İngilizce öğretmeninde bulunması gereken en önemli özellikler olduğunu ortaya çıkarmıştır. Bununla birlikte, dil eğitimi alanında öğrenim gören öğretmen adaylarının "etkili öğretmen" algısına yönelik Türkiye’de yapılan çalışmalar sınırlı sayıda bulunmaktadır. Mevcut literatüre katkıda bulunmak amacıyla yapılan söz konusu bu betimsel çalışma, İngiliz Dili Eğitimi alanında öğrenim gören öğretmen adaylarının "etkili öğretmen" algısını belirlemeyi amaçlamaktadır.

Araştırmanın katılımcıları Ankara’da bulunan iki devlet üniversitesinde İngiliz Dili Eğitimi Anabilim Dalında öğrenim gören 4. sınıf öğrencileridir (n = 192). Bu çalışmada temel veriler anket ve görüşme teknikleriyle toplanmıştır. Araştırmada nicel veriler, bu çalışmanın araştırmacılarından birisi tarafından farklı disiplinlerde öğrenim gören öğretmen adaylarının "etkili öğretmen" algılarına yönelik farklı bir çalışma için hazırlanan ve uygulanan 65 maddelik Likert ölçeğinin üzerinde bazı değişiklikler yapılarak hazırlanan, 55 maddelik bir ölçek ile toplanmıştır. Bu çalışma için hazırlanan anket, daha güvenilir veriler toplayabilmek amacıyla, öğretmen adaylarına alanda daha deneyimli ve bilgili oldukları varsayılan okul uygulama

sürecinin son aşamasında verilmiştir. Anketler tüm katılımcılara (n=192) uygulanırken ayrıca, katılımcıların algılarını keşfetmek yönünde daha detaylı bilgiler edinebilmek için 13 gönüllü öğretmen adayı ile öğretmenlik uygulaması sürecini tamamladıktan sonra yarı yapılandırılmış bireysel görüşmeler yapılmıştır. Görüşme sürecinde, ilgili alanyazın ışığında hazırlanan ve araştırma çalışmasının amacı ile ilgili olarak hazırlanan şu sorular aday öğretmenlere yöneltilmiştir: (1) Etkili bir öğretmenin sizce en önemli özellikleri hangileridir? (2) Etkili bir öğretmenin size göre daha az önemli özellikleri nelerdir?

Araştırmada nicel veriler SPSS 11.0 paket programı kullanılarak analiz edilirken, nitel verileri analiz etmek için içerik analizi yapılmıştır. Bu araştırmada yer alan verilerin tümünün yayınlanabilmesi için katılımcılardan izin alınmıştır. Nitel verilerin analiz edilmesinde (Miles and Huberman 1994; Robson 2011) önerildiği gibi aşağıdaki adımlar takip edilmiştir:

- Verilerin toplanması ve deşifre edilmesi
- Araştırmacıların verileri analiz ederken “olumlu sınıf ortamı, “öğretmen-öğrenci ilişkileri” ve “öğrencileri motive etmek” gibi üzerinde anlaştıkları ana kategorileri belirlemeleri
- İlgili kategoriler altında katılımcıların etkin öğretmen hakkındaki görüşlerini gösteren örnek alıntılar sunmaları

Bu araştırmanın nicel verileri öğretmen adaylarının büyük bir bölümünün etkin öğretmenlerin en önemli özelliklerini “objektif”, “yetkin” ve “tutarlı” olmaları olarak tanımladıklarını ortaya koyarken bu çalışma için toplanan nitel veriler de, etkili bir öğretmenin “derslere hazırlıklı gelme” ile “pozitif öğrenme ortamı yaratma” ve “sınıf yönetimi” konusundaki becerilerinin önemine vurgu yapmıştır. Bu araştırmanın, öğretmen eğitimcileri, öğretmen adayları ve hizmet içi öğretmenler ile ilgili alanda çalışmalar yapan araştırmacılar da dahil olmak üzere alanda yer alan çeşitli paydaşlara katkıda bulunması beklenmektedir.