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WHAT MAKES AN EFFECTIVE EFL TEACHER? INVESTIGATIONS ON STUDENT AND TEACHER PERSPECTIVES

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ABSTRACT

Effective learning is generally derived from a good teacher and powerful teaching skills. From this point of view, qualities of teachers attract attention especially when the problems learners face and difficulties interfering in the learning process are concerned. As for the EFL teachers, the profile of an effective language teacher has been focused on since 1920s. Most of the studies in the literature have investigated either the students' or teachers' perception in the field. However, the present study attempts to present and compare both students' and teachers' point of views. Therefore, the primary goal of the current study is to investigate the Turkish university EFL students' and instructors' opinions of what makes a good EFL teacher and examine how these perceptions are related to each other. The participants of this study are 132 elementary and pre-intermediate students and 16 EFL instructors at a state university school of foreign languages. A questionnaire developed by Onem (2009) is administered to collect data and additionally to support the quantitative data, semi-structured interviews with 40 students and 4 instructors are carried out in the first term of the 2013 - 2014 academic year. The results have presented insight into students' and teachers' views about the personal traits, socio-affective qualities, academic qualities, and teaching qualities of an effective language teacher.

STRUCTURED ABSTRACT

Being a good teacher and having strong teaching skills have a deep impact on the learning process. With this in mind, teacher characteristics stand out especially when students facing learning difficulties during the process are taken into consideration. However, giving a proper definition for "good teachers" is not an easy task as the term "good" has many different connotations. Some scholars believe that the meaning changes

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depending on the context. Additionally, the question “good in terms of what?” flashes in the mind, when an appropriate definition is concerned. Good with regard to academic skills, good in terms of personal abilities or teaching qualities?

As for the foreign language teachers, the profile of an effective language teacher has been focused on since 1920s. Most of the studies in the literature have investigated either the students’ or teachers’ perception in the field. From the students’ perspective, good teachers are usually the ones who are distinctive in terms of nature of the subject, quality of the lessons, content of teaching, knowledge of pedagogy, use of specific techniques and methodology, and teacher - learner relationships. Some specialists, teachers and principals have similar opinions with students regarding good teacher qualities, however some certain differences between teacher and student perceptions are also observed in the literature. Herein, the present study attempts to present and compare both students’ and teachers’ point of views about qualities of a good teacher. Therefore, the primary goal of the current study is to investigate the Turkish university EFL students’ and instructors’ opinions of what makes a good EFL teacher and examine how these perceptions are related to each other. The research questions to be answered are 1. What are Turkish EFL students’ views about what makes an effective language teacher?, 2. What are Turkish EFL instructors’ views about what makes a good language teacher? 3. How do students’ and instructors’ views on the good language teacher relate to each other?

The participants of this study are 87 elementary and 45 pre-intermediate level prep school students and 16 EFL instructors at a state university school of foreign languages. The students having participated in the study are selected according to the procedures of convenience sampling.

Regarding the instrument, a questionnaire developed by Onem (2009) is administered to collect data. There are four themes in the questionnaire which are personal qualities, teaching features, academic skills and socio - affective qualities in 91 items as 4 - point Likert scale. However, it has been changed into a 5-point scale since 5 or 7 - point scale items are mentioned as the most effective kind of assessment. What is more, 3 open ended questions are also included in the questionnaire for in depth evaluation. In addition to the questionnaires, for triangulation of the collected data, 40 interviews with students (2 intact classes) and 4 interviews with instructors have been administered, as well. All the interviews are performed in mother tongue which is Turkish. During the administration process, all the interviews are tape-recorded and later they are transcribed.

After the questionnaires are administered, the collected data are transferred to the Statistical Package for Social Sciences 20 (SPSS) program to be analyzed in detail. Kolmogorov - Smirnov and Shapiro - Wilks tests are run to investigate whether the data were normally distributed or not. These tests have shown that the collected data are non - normally distributed. Therefore, the median scores of the four scales (personal qualities, socio-affective qualities, academic qualities and teaching qualities) in the questionnaire are considered to analyze the first

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and the second research questions. First, items in each scale are listed with regard to their median scores according to the participant students' and the instructors' responses. Then, the contents of all four scales are presented by classifying the median scores and the frequencies of the items in each scale with regard to the students' and the instructors' responses separately. Finally, for the third research question, all scales are compared for both students and instructors by utilizing Mann Whitney U tests. Particularly, Mann Whitney U tests are also administered for individual items in each scale in order to examine whether there is any significant difference between the students' and the instructors' responses.

As for the findings, the most interesting result of this study is the large degree of similarities between the students and the instructors as to perceived characteristics of a good language teacher although there are some small differences between them in terms of some individual items. Concerning personal qualities, considering the all findings, the questionnaires presented that "being talkative" is a significant quality of a good language teacher whereas the open - ended questions and interviews suggested that "being smiling and cheerful" is the most favorable characteristic that comes to mind. This item also indicates a significant difference between students and teachers in that students agree with it more than instructors do. As another personal quality, "patience" and "teacher enthusiasm" are also considered to be important by the students and the instructors. Regarding socio - affective qualities, according to both students and instructors in this study, the second highest median score belongs to these skills. Considering the related literature, it seems obvious that socio - affective skills play an important role in defining the characteristics of good language teachers. According to the results, the students favor socio-affective skills a bit more than the instructors do. It can be noted that the students might have thought that a language teacher should put themselves into students' places to notice how they feel and what they need during the language learning process. This may help instructors understand their students' affective needs. Additionally, it may be a precaution against the fact that instructors might not notice very well how students feel while learning a foreign language, and what needs they exactly have. As the third theme in this study, academic qualities had the highest median score in terms of instructors' and students' responses. Almost all academic qualities of a good foreign language teacher are regarded as important by the two groups, but the ranks of the qualities are a little bit different. The two groups particularly highlight the importance of "having good academic knowledge, speaking English fluently and clearly" and "having correct and clear pronunciation". The participants also agree on "having good academic knowledge". Furthermore, "speaking English fluently and clearly" and "having correct and clear pronunciation" are also proved to be important for both groups. It can be stated that since speaking and pronunciation are among the core skills of language teaching, they are also essential for effective communication more than in any other subject. On the other hand, participant instructors rank "being familiar with the current English teaching and learning approaches and methodologies" as the top item in the questionnaires. The reason why the participant instructors regarded this characteristic as vital might be their belief in

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monitoring themselves in terms of the innovations in English language teaching. As the last important aspect of being a good foreign language teacher for the students and the instructors, teaching qualities that are commonly put in the high ranks are: “making use of audio-visual materials when possible, guiding students to get some learning strategies, teaching a topic in accordance with students’ proficiency levels” and “watching and informing students about their progress in language learning”. However, both of the groups regard some teaching qualities, including “using the textbook constantly, believe using only text book and black/white board is enough” and “using Turkish nearly all the time” as undesired characteristics of a good language teacher, which reveals that students do not favor a teacher who adheres to the course book and not include any other materials during the lessons. Moreover, since they are aware of the language learning requirements, they prefer selective use of L1 during the lessons so that they can get used to the idea of communication in a foreign language.

Overall, the present study indicates an attempt to present and compare both students’ and teachers’ perceptions about qualities of a good teacher. The ongoing research into what constitutes an effective language teacher is necessary in order to maintain effective teaching in language classrooms due to the changing needs of the students with the developing technology and changing perspectives about who is a good language teacher. Language teachers and administrators should be careful about the students’ needs and expectations, so it is inevitable to have a kind of negotiation among the stakeholders about the language teaching and learning process for a better language education. Then, the role of research about the qualities and skills of an effective language teacher functions as an inspiration for novice, burnout or exhausted teachers to become better teachers or to apply better pedagogical practices in their language classes. Therefore, the results of such studies are necessary to inform teachers about better practices or let them question their own practices. In addition, in-service and pre-service EFL/ESL teachers can benefit from the research because the results can contribute to their self-improvement and efficacy of their teaching and instruction.

Keywords: Teacher qualities, good EFL teacher profile, teacher perceptions, student perceptions

ETKİLİ BİR İNGİLİZCE ÖĞRETMENİNİN EN BELİRGİN NİTELİKLERİ ÜZERİNE FARKLI BAKIŞ AÇILARI

ÖZET

Etkili öğrenme, genellikle iyi bir öğretmen ve etkili öğretme yetileri ile gerçekleşir. Bu noktada öğretmenin nitelikleri gerek öğrencilerin karşılaştığı problemleri çözmede gerekse öğrenme sürecinde ortaya çıkan zorlukları en aza indirmede önemli rol oynar. Daha dar kapsamda İngilizce öğretmenleri düşünüldüğünde ise 1920’den beri etkili bir İngilizce öğretmenin özellikleri üzerine odaklanılmıştır. Çalışmalar genellikle tek taraflı yürütülmüş, ya sadece öğretmen bakış açısı ele

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alınmış, ya da öğrencilerin bu konudaki fikirleri üzerinde durulmuştur. Bu makale iyi bir İngilizce öğretmeni nasıl olmalıdır sorusuna odaklanılarak hazırlanmıştır; fakat hem öğretmenlerin hem de öğrencilerin fikirleri alınarak karşılaştırmalı bir yol izlenmiştir. Bu sebeple, bu çalışmada Türkiye'deki bir devlet üniversitesinin yabancı diller yüksekokulunda görev yapan İngilizce okutmanlarının ve aynı okulda eğitim gören hazırlık sınıfı öğrencilerinin "Etkili bir İngilizce öğretmenin nitelikleri" konusundaki farklı bakış açıları karşılaştırılmıştır. Çalışmada 132 başlangıç ve orta seviye hazırlık sınıfı öğrencisi ile 16 İngilizce okutmanına yer verilmiştir. Önem (2009) tarafından geliştirilen bir anket hem öğrencilere hem de İngilizce okutmanlarına uygulanmıştır. Ayrıca elde edilen nitel datayı nicel bilgilerle de desteklemek amacıyla 40 öğrenci ve 4 öğretmenle yarı yapılandırılmış görüşmeler gerçekleştirilmiştir. Çalışmanın verileri 2013 - 2014 eğitim öğretim yılının güz döneminde toplanmıştır. Toplanan veriler dört ana başlık altında incelenmiştir: kişisel özellikler, duyuşsal nitelikler, akademik özellikler ve öğretim yöntemleri ile ilgili yaklaşımlar ve tutumlar.

Anahtar Kelimeler: Öğretmen nitelikleri, iyi bir İngilizce öğretmeni, öğretmen bakış açısı, öğrenci bakış açısı

Introduction

Defining the features of a good teacher is a very difficult task because the term "good" may have various connotations for different people. Korthagen (2004) believes that the meaning is changeable related to the context. He even insists on the fact that it is not possible to provide an exact definition for the term "good teachers" (p. 87). On the other hand, in literature, Koc (2012) gives reference to Kounin (1970), to define "good teachers" as those who "accurately handle inappropriate student behavior, manage competing or developing events more smoothly through instruction, maintain appropriate pacing, and maintain a group focus" (p. 117). Similarly, Arikan, Taser & Sarac - Suzer (2008) refer to Stronge (2002) in identifying the term "effective teachers" that these teachers are those who have a class of successful students or those who get positive feedback from their administrators or supervisors (p. 43). Moreover, Onem (2009) presents in her study that Ornstein and Lasley (2000) identifies good teachers as the ones who have good knowledge on teaching pedagogy and apply this knowledge as teaching practices. Additionally, these authors, as presented by Onem (2009), point out that good teachers are the ones being aware of the teaching goals and the way to guide students to meet those goals (p. 10).

A good teacher is definitely a prerequisite for effective teaching. However, being a good teacher is not as easy as assumed. From the students' perspective, good teachers are usually the ones who are distinctive in terms of nature of the subject, quality of the lessons, content of teaching, knowledge of pedagogy, use of particular techniques and methodology, and teacher - learner relationship (Hadley & Hadley, 1996; Cordia, 2003; Borg, 2006; Park & Lee, 2006; ; Arnon & Reicher, 2007; Ghashemi & Hashemi, 2007; Arikan, Taser & Sarac - Suzer, 2008; Boz, 2008; Brown, 2009; Shishavan & Sadeghi, 2009; Liando, 2010; Koc, 2012; Barnes & Lock, 2013;). Likewise, some specialists, teachers and principals share similar opinions with students concerning the features of good teachers with regard to the issues such as teaching intelligence, student needs and expectations, subject matter knowledge, teaching skills, and educational goals (Reber, 2001; Cordia, 2003; Andrews & McNeill, 2005; Azer, 2005; Bell, 2005; Darling-Hammond & Baratz-

Snowden, 2005; Borg, 2006; Park & Lee, 2006; Brown, 2009; Shishavan & Sadeghi, 2009; Harris & Sass, 2010; Liando, 2010).

What about the characteristics of a good (English) foreign language teacher? Although good language teachers should possess the characteristics of a good teacher in general, there are some certain differences between language teachers and teachers of other subjects with respect to educational goals, nature of content knowledge and use of particular techniques and methodology, as well (Onem, 2009). Since the profile of language teachers distinctively differ from teachers of other subjects, this study presents an overview on qualities of a good (English) language teacher from the perspective of both teachers and students.

Background to The Study

The literature holds plenty of research studies that have been carried out on the qualities of good teachers. In order to find out what makes a good teacher, metalanguage and awareness tests (Andrews & McNeill, 2005), writing assignments (Cordia, 2003), questionnaires (Park & Lee, 2006; Brown, 2009; Onem, 2009), interviews (Andrews & McNeill, 2005), workshops - seminars (Hadley & Hadley, 1996; Borg, 2006), observations (Andrews & McNeill, 2005), stimulated recalls (Andrews & McNeill, 2005), principals' views (Harris & Sass, 2010), students' views (Arnon & Reicher, 2007; Ghashemi & Hashemi, 2007; Boz, 2008; Koc, 2012), teachers' views (Bell, 2005), and both students' and teachers' views (Cordia, 2003; Borg, 2006; Park & Lee, 2006; Brown, 2009; Shishavan & Sadeghi, 2009; Liando, 2010) have been taken into consideration. These studies have presented some commonly shared aspects of being a good teacher such as (1) individual qualities, including being (a) warm, (b) patient, (c) understanding, (d) imaginative, (d) organized, (e) smiling, (f) talkative; (2) academic qualities, including having good academic knowledge on the subject, (3) socio - affective skills, including (a) being enthusiastic for teaching, (b) allocating time for students, (c) motivating students to do their best, (d) having friendly relationship with students, (e) giving praise and encouragement, (f) supporting weak students, (g) leading equal participation among students; and (4) teaching qualities, including (a) presenting the material interestingly, (b) using different teaching styles, (c) providing various classroom activities with students, and (d) preparing the lessons well.

However, each teaching and learning context is special and different from one another. Therefore, the characteristics of effective teachers may change amongst subject matter courses (Borg, 2006). That is to say, language teachers may have various other qualities in addition to those characteristics teachers of other subjects possess. So as to indicate the distinctive characteristics of foreign language teachers, Borg (2006) carried out a qualitative research with a lot of (English) experienced foreign language teachers from different countries, a number of pre-service teachers and a group of subject specialists from outside language teaching field who have been specialized in different subject areas like mathematics, history, science and chemistry. Borg's findings have shown that (English) foreign language teachers are distinctive with respect to such qualities as credibility, flexibility and enthusiasm, the nature of subject, error correction, content of teaching, teaching methodology, the process of training, the relationship between teachers and students and being native and non - native speakers of the target language.

Similar to the studies examining the qualities of good teachers in general, according to Onem (2009), the studies in the field of foreign language teaching have introduced four categories of being a good foreign language teacher; (1) personal qualities, (2) academic qualities, (3) socio-affective qualities and (4) teaching qualities.

The deep investigation into the characteristics of a good language teacher in the literature suggests that academic and teaching qualities are the most common and salient ones presented by different researches, such as (1) having good academic knowledge on the subject, (2) being proficient

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in the target language (3) preparing interesting materials and classroom activities (Cordia, 2003; Park & Lee, 2006; Koc, 2012; Barnes & Lock, 2013), (4) using meaningful communicative activities in the classroom, (5) using the target language most of time during the lessons, (6) focusing on students' needs, (7) supporting and encouraging learners (Reber, 2001; Borg, 2006; Arikan, Taser & Sarac – Süzer, 2008; Brown, 2009; Shishavan & Sadeghi, 2009).

The studies in the literature also indicated significant results with regard to individual qualities and socio-affective skills, including (1) rapport attributes like being friendly, patient, smiling, talkative (Cordia, 2003; Onem, 2009; Koc, 2012; Barnes & Lock, 2013), (2) treating students fairly (Arikan, Taser & Sarac – Süzer, 2008), (3) being enthusiastic for teaching (Onem, 2009), (4) providing stress-free class atmosphere (Cordia, 2003; Park & Lee, 2006; Onem, 2009), (5) being punctual (Hadley, 1996), and (6) being accessible after class (Cordia, 2003; Park & Lee, 2006; Onem, 2009).

As an example, Hadley (1996) has examined the relationship between learning and the good foreign language teacher from the students' perspectives in Japan. 165 Japanese college students have participated in the discussion forums to focus on the characteristics of a good language teacher. Students' responses revealed that the qualities of a good foreign language teacher favor the Japanese sempai approach to leadership. Moreover, according to them a good foreign language teacher should be kind-hearted, open-minded, sympathetic, punctual, understanding, knowledgeable, experienced, and a story-teller. As can be understood, this study suggests that the culture of learning the students have experienced affect their perceptions on the qualities of good teachers.

As another example, Cordia (2003) has conducted a study to examine the teachers' and students' perceptions of a good language teacher and to understand the differences between teachers and students of a good language teacher. As participants, 148 students and 14 teachers are supposed to write essays referring to the question "What is a good English teacher?". The findings have revealed some differences between students' and teachers' perceptions. Teachers' perceptions on good English teachers are related to their roles whereas students' perceptions on good English teachers are about teaching practices in the classroom. That is to say, according to the students some essential qualities a good English teacher should possess are being patient, being friendly and kind, being fair, being dedicated to teaching, and being willing to learn from mistakes/open to change and improve oneself. As for the professional development, students believe that a good teacher should have deep knowledge about the subject/have professional knowledge about teaching and the subject, have good command of English and speak fluent English, and use effective teaching skills/methods and presentation skills. Furthermore, students would like their teachers organize interesting classroom activities, give clear explanation, provide a variety of language activities, create relaxing learning atmosphere, use Cantonese to explain (mixed-code), give students' appropriate amount of homework, prepare well for the lessons, create an interesting and pleasurable learning environment, encourage students to speak English with praises/rewards, encourage students to speak English with praises/rewards, and control students' discipline. Regarding the relationship between teachers and students, students believe that a good teacher should Understand/Be sensitive to students' needs and abilities, be caring and understanding students, and be eager to share with students. On the other hand, teachers' priorities about good language teachers are as follows: Pay attention to students' progress and needs, motivate students to learn, prepare tailor-made/suitable materials and notes, and encourage students to speak English.

Similarly, Bell (2005) has carried out an empirical study to investigate teachers' perceptions concerning teaching behaviors and attitudes that contribute to effective foreign language teaching and learning. Among 1,000 names of post-secondary teachers of French, German, and Spanish in the ACTFL mailing list, 457 of them have responded to the questionnaires, with a response rate of 45.7%.

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The findings of the study addressed that teachers agreed with most of the items in the following categories: qualifications of foreign language teachers; general theories and behaviors related to communicative theories of foreign language teaching, the importance of small group work, and negotiation of meaning; selected strategies in foreign language learning; and assessment. On the other hand, on the categories such as error correction, focus on grammatical form, and individual differences of foreign language learners, subjects could not arrive at much agreement. The most significant results are about the items related to pedagogical behaviors and attitudes. All of 457 participants have agreed on these items. On the other hand, the most problematic results have come from 6 items about error correction, teacher behaviors or theories related to communicative approaches to foreign language teaching and learning and theories about SLA. The problem is that the subjects could not reach any agreement or disagreement on them.

Likewise, a more recent study on effective language teachers has been conducted by Brown (2009). As the research instrument, a questionnaire in Likert Type has been administered to 49 teachers and 1600 students as participants. The overall findings of the study have suggested that the students appear to prefer a grammar - focused approach whereas their teachers believe that effective foreign language teachers should integrate activities to enable students to practice those grammar points for communicative purposes. Another important difference between both groups' perceptions is about the target culture and error correction. While the teachers believe in the strength of being knowledgeable about the target culture and sparing time to culture, the students agree that this quality is not relevant for effective teaching. In terms of error correction, the study indicates that students favor explicit error correction whereas teachers do not agree with them.

Furthermore, there are some striking findings on the perceptions among students and teachers in literature with regard to the qualities of a good language teacher. Liando's (2010) study revealed that "giving lots of homework" and "being strict" were not categorized among the characteristics the best teachers have by the students. Similarly, but strangely, the quality of "giving lots of homework" did not receive many ratings by the teachers, as well; which indicated that teachers do not like giving homework because they require continuous checking and correction (p. 130).

In the Turkish context, there have been several studies in terms of the profile of an effective English teacher. Onem (2009) and Arikan, Taser & Sarac – Süzer (2008) carried out their studies to investigate the priorities of university students whereas Koc (2012) conducted her research to compare the perceptions of elementary, secondary and high school students.

Arikan, Taser & Sarac - Süzer (2008) designed a study to investigate the student perceptions on the topic. The findings of their study revealed that according to students, the most important characteristics a good EFL teacher should have are mentioned as friendly, young, enthusiastic, creative, humor, and fair. Concerning the personal qualities, students would rather Turkish teachers to native speakers only if they are fluent speakers of English. The students believe that teachers can be identified as "effective" if they include educational games into their language instruction. Similarly, teachers including both formal and informal English into their teaching process are believed to be more efficient by students. As for pedagogical skills, teaching grammar effectively, using real life situations to explain language items, having correct pronunciation of English, and making the students feel relaxed in the classroom were indicated to be the top characteristics an effective language teacher is supposed to have. In addition, Turkish students believe that teachers using authenticity in the classroom are very effective; however, those learners do not prefer high teacher talking time during language instruction. Finally, the participants of this study have found some traits as "ineffective" such as being heavily depended on lesson plans and disregarding the needs of the learners.

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Likewise, Koc (2012) conducted a study with students; however, her research focused on comparisons of the priorities of elementary, secondary and high school students in the field. The findings suggest that students think good teachers should be patient and fair. Also teaching skills and affective characteristics are proved to be differentiating factors for being a good teacher. Moreover, the students also expect their teachers to have the ability to maintain discipline, motivate students, learn about the learner's needs and establish good relations with them. Another important finding is that elementary school children believe that having a great deal of teaching experience is an important characteristic of being a good English teacher whereas high school students do not share the same opinions as elementary school students do. Students also think it is important for a good language teacher to consult other teaching aids in addition to text books.

On the other hand, Onem (2009) included teachers' perceptions in her study as well, because she believes that the responsibility of identifying a good language teacher belongs to not only students but also teachers. Moreover, she points out that similarities and differences between students' and teachers' expectations and beliefs may either enhance or inhibit the language learning process. Therefore, she believes in the significance of carrying out a comparative study with both students and teachers in Turkish context so as to reveal their perceptions about the qualities of a good (effective) language teacher. According to the results of her study, there are strikingly a large amount of similarities between student and teacher responses to the items in the questionnaires although some discrepancies occur, as well. As personal qualities, patience, being smiling and having a positive attitude towards new ideas were considered as the most important qualities effective teachers should possess. Regarding the socio-effective skills, the only significant difference was encountered in this category as it appears that students pay much more attention to these qualities than teachers. However, the findings also indicate that both of the groups believe in the efficiency of student motivation, teacher enthusiasm, stress-free classroom atmosphere and extra time spared for students. A surprising result is that neither the students nor the teachers find trying to make every student participate in the lesson equally item important for good teachers. On the other hand, having friendly relationship with students and enabling students to have a good time while learning English items were not agreed equally by these two groups since whereas students think learning English should be in an enjoyable way, teachers believe that it is a serious subject to take into consideration. Concerning the academic qualities, students believe that teachers should know lots of English words in terms of speaking while teachers think that all of the four skills, not just speaking, should gather attention for learning a language. Additionally, the results suggest that teachers favor be familiar with the current language teaching approaches item more than students because they are much more aware of the language learning pedagogy.

Statement of The Problem

The context of the study is a very recent institution which consists of approximately 30 EFL instructors and 500 students. Due to its regency, it appears to be significant to lead developmental investigations so as to foster language learning. Therefore, in order to enhance learning process, it seems sensible to investigate the students' and teachers' views about what constitutes good language teachers because inconsistencies between student and teacher expectations may end up with undesirable consequences. Keeping this in mind, the aim of this study is to examine both students' and instructors' opinions on the characteristics of good language teachers and to investigate the relationship between these two perspectives. With these purposes, the study is going to address the following research questions:

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

Methodology

Setting and Participants

This study was conducted at school of foreign languages (SFL) of a state university. This university is a Turkish - medium university and the English preparatory class is obligatory for the students of the Faculties of Western Languages, Education and International Trade. SFL gives English instruction to university students for two terms intensively. Novice students in the university are supposed to take a proficiency exam. The students whose average scores are 65 % or above pass the examination, and they can start their education directly in their departments. Students who fail are required to take another exam for placement administered at the beginning of the academic year. They are placed at appropriate levels from beginner to elementary via this placement test. Students take an achievement test once every eight weeks, and two in total each semester. They also take pre-determined quizzes once every two weeks. There is not any proficiency exam during the semester break. When the students meet the requirements of their levels, they can pass the following level. There is not a specific exam for this procedure, either.

The courses the students take are categorized as follows: Language Focus, Core Skills, Academic Skills and Way2Talk. Additionally, they take a 4-hour course for another language such as Russian, Spanish, French or German. The number of class hours is weekly 30 hours. The course book (Face2Face) which is followed is a communicative one, and especially gives importance to speaking and listening skills. The course book is supplemented by another book designed for reading purposes (Read This) and other materials.

The participants of the study were 87 students of elementary, 45 students of pre-intermediate classes and 16 instructors in the fall term of 2013-2014 academic year. The classes who participated in the study were chosen according to the procedures of convenience sampling. The students' age range is from 17 to 23 whereas teachers' is from 24 to 56. As for the teaching experience, most of the participant teachers are novice ones and the year of experience ranges from 2 to 33. Concerning the undergraduate education, 2 of the participant teachers are from Western Languages and Literature Department, 2 of them graduated from the Department of Translation and Interpreting and 12 teachers are from Foreign Languages Department. In addition to undergraduate education, most of the teachers are getting Master's Degree in different departments. Except three teachers, five teachers are working on Educational Sciences, another five are focusing on Foreign Language and Education, one of them is studying Literature, another teacher is interested in Educational Administration and the last participant teacher is working on Public Administration.

Instrument

In this study, a Likert type questionnaire developed by Onem (2009) was utilized as an instrument in order to gather the necessary data from the participants. Onem (2009) designed this questionnaire by giving importance to both literature and data collected. Most of the items were taken from other questionnaires in the literature (55 items) and some of them were formed according to the data collected during the pilot study in Bilkent University (25 items). She also conducted some interviews with some lecturers in Erciyes University to ask about their opinions on the clarity of the items formed. She categorized all the items according to the related literature as follows:

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

In order to increase the reliability of the items, Onem (2009) added some paraphrased versions of the same items, as well. Therefore, synonymous items were also included in the questionnaire. It was first prepared in English and then Onem translated it into Turkish to eliminate some misunderstandings. In addition to that, since questionnaires are not reliable sources of data collection alone, some open – ended questions have been included to Onem's (2009) questionnaire, as well. Three open ended questions have been taken from another thesis dissertation by Ahmad (2011), which explains the characteristics of effective Arabic language teachers and some adjustments have been implemented. They have been translated into Turkish by five different language teachers to eliminate reliability problems. Moreover, Onem's (2009) designed a 4 - point Likert Type questionnaire; however, according to the literature, since 5 or 7 - point Likert Type questionnaires are the most effective ones, it has been changed into a 5 – point Like Type scale. In the end, the questionnaire administered is composed of 94 items, 91 of them are 5 – point Likert Type and 3 of them are open – ended questions. (Cronbach's Alpha = .941)

In addition to the questionnaires, for triangulation of the collected data, 40 interviews with students (2 intact classes) and 4 interviews with instructors have been administered, as well. All the interviews were performed in mother tongue – Turkish. During the administration, all of the interviews were tape-recorded and transcribed.

Data Analysis

After the questionnaires were administered, the collected data were transferred to the Statistical Package for Social Sciences 20 (SPSS) program to be analyzed in detail. Kolmogorov - Smirnov and Shapiro - Wilks tests were run to investigate whether the data were normally distributed or not. These tests showed that the collected data were non - normally distributed. Therefore, the median scores of the four scales (personal qualities, socio-affective qualities, academic qualities and teaching qualities) in the questionnaire were considered so as to analyze the first and the second research questions. Firstly, items in each scale were listed with regard to their median scores according to the participant students' and the instructors' responses. Then, the contents of all four scales were presented by classifying the median scores and the frequencies of the items in each scale with regard to the students' and the instructors' responses separately. Finally, for the third research question, all scales were compared for both students and instructors by utilizing Mann Whitney U tests. Particularly, Mann Whitney U tests were also administered for individual items in each scale in order to examine whether there was any significant difference between the students' and the instructors' responses.

Results

Analysis of Quantitative Data (Questionnaires)

In this section, instead of explaining research questions in separate sections, the scales of personal qualities, academic qualities, socio-affective skills and teaching qualities were considered to express students' data, instructors' data and the comparison of both groups' data for each scale. Firstly, the median scores of the scales in the questionnaire were calculated and listed according to

the students' and the instructors' responses. Secondly, the percentages and the median scores of the individual items in each scale were explained to provide more specific information. Finally, the students' and the instructors' data were compared. Similarities were reported with regard to the median scores, the percentages and the ranks of the items in each scale for both groups. As for the differences, they were presented by administering Mann Whitney U Tests for all scales as well as each individual item in these scales because the non-normal distribution was observed in the data collected.

When the median scores of both student and instructor participants were calculated, all four scales were proved to be important and the ranking was the same as follows: The scale of academic qualities had the highest median score, socio-affective skills had the second highest score, teaching qualities third, and personal qualities fourth. Overall, both of the groups agreed on the ranking of scales. However, it is significant to keep in mind that, although the median scores of the scales were not the same for both groups, ranking them in the order of importance with a holistic view might be misleading, and it seems necessary to compare the groups in terms of the individual items in each scale in order to give a more explicit explanation of the data. Therefore, the Mann Whitney - U test was applied to the data collected in order to find out whether there was a significant difference between students' and the instructors' opinions with regard to each individual scale.

When the personal qualities, which comes at the bottom of the ranking, are concerned, it seems obvious that both groups of participants believe that a good language teacher should necessarily be patient, smiling and have a positive attitude toward new ideas. However, there was a statistically significant difference between the group responses in terms of "be talkative" item (U=716, $p < .05$), indicating that students generally prefer chatty language teachers.

Regarding the socio-affective skills, both groups revealed that an effective language teacher should "spare time for students when they ask for help, provide a stress-free classroom atmosphere for students, support slower ones and motivate them, point to students' positive points before criticizing them when possible" and "be enthusiastic for teaching." However, some significant differences were observed between groups. As an example, students stated more than the instructors that good teachers should "enable them to have a good time while learning English" and "make them like learning English", (U=489, $p < .001$ and U=618, $p < .001$ respectively). Another significant difference between the groups was revealed by the item "have a friendly relationship with students" (U= 719, $p < .05$), which has shown that students (96.4%) believe more than the instructors (89.6%) that good language teachers should have a good and close relationship with their students.

As for academic qualities, both groups either strongly agreed or just agreed that good EFL teachers should "have good academic knowledge on foreign language teaching and be familiar with current English teaching/learning approaches/methodologies, and also show this knowledge to the students, have information about British /American culture and speak English fluently and clearly", which means that no statistically significant differences were revealed in terms of academic qualities scale.

Finally, with reference to teaching qualities, instructors and students agreed on most of the teacher qualities except "use of L1 (Turkish)" (U=600, $p < .005$) and "giving background information before starting the lesson" (U=707, $p < .05$). Use of L1 makes everything easier for students during language lessons. Therefore, as a student trait, they believe a good teacher should use L1 in the class, which was revealed in the current study, as well. Likewise, significant difference in the other item suggested that students believed in the importance of giving background information about the new topic more than instructors.

Analysis of Qualitative Data (Open-Ended Questions and Interviews)

Qualitative data, open - ended questions and interviews, were analyzed in terms of four major themes, scales of personality traits, socio - affective skills, academic skills and teaching skills, mentioned in the questionnaire. For establishing inter-rater reliability, another rater, who was an expert regarding the analysis of qualitative data, was involved for determining the meaningful units of the responses and assigning those responses to four main themes. The inter-rater reliability was calculated and found to be .91.

Personal Qualities

In the quantitative data analysis, “being talkative” was proved to be statistically significant when students' and instructors' responses were compared in terms of the qualities of a good English teacher. However, these findings were not supported by the qualitative data obtained via open-ended questions and interviews. That is to say, neither students nor instructors mentioned that a good language teacher should be extrovert or talkative. Instead, as can be noted in the following excerpts from students, being smiling and cheerful was proved to be the most frequent theme emerged.

Excerpt 1:
RESEARCHER: Peki ını... kişilik özellikleri nasıl olmalı? (All right, what about the personal traits?)
STUDENT 6: Kişilik özellikleri ını... güler yüzlü olmalı. Öğrenci baktığında nasıl söyliyim hocanın yüzüne baktığında öyle içi açılmalı. Karşısında somurtan bi insan olduğunda doğal olarak karşıdaki de etkileniyo. (Personal traits..., be smiling. When students see him/her, how to say, they will cheer up. Seeing a teacher with a sulky face, naturally, affects you in a negative way.)

Excerpt 2:
RESEARCHER: Peki burada nasıl olmalı, hazırlıktaki öğretmenlerin özellikleri neler olmalı ? (All right, what about here in prep school? What kind of qualities teachers should have?)
STUDENT 7: Öncelikle güleryüzlü olmalı bence sonra sempatik olmalı, hmm yani alanlarında iyi olmaları başka ya öğretmek istemeliler. (First of all, they should be smiling, I think. Then, they should be sympathetic, hmm, and they should be experts in their field; additionally, they should be enthusiastic to teach.)

Patience is the second most frequent personal trait open - ended questions presented by students' responses. Interviews with instructors as well as students also supported these findings.

Excerpt 4:
RESEARCHER: Kişilik özellikleri nasıl olmalı? (How should their personal traits be like?)
STUDENT 14: Kişilik özellikleri , sabırlı... (Personal traits, patient...)

Excerpt 5:

INSTRUCTOR 4: Sabırlı olması da önemli tabi. En nihayetinde her seviyedeki seviye grupları aynı olmuyor. Bazı öğrenciler düşük bazı öğrenciler ise daha ileride oluyorlar.
(*Being patient is also important of course. Once for all, each group of levels are not equal to each other. Some students are not proficient enough while others are far ahead of them.*)

The students also stressed that teachers should be devoted. In other words, they state, as response to open - ended questions, that being enthusiastic for teaching can easily be understood from teachers' behaviors.

Excerpt 6:

Student response to an open - ended question: Çok isteksizler. Canları ders anlatmak istemediği için derste başka işlerle uğraşıyorlar, bizimle ilgilenmiyorlar.
(*They are not willing to teach. Because they do not want to teach, they deal with different subjects other than real teaching during the class hour, they don't care about us.*)

On the other hand, “*having positive attitude toward new ideas*” and “*being innovative*” items have not been supported by the qualitative data.

Apart from themes assessed through questionnaires, the responses in open - ended questions and interviews put forward that students regard the quality of being fair as one of the important characteristics of a good language teacher. As presented in the following excerpts, they believe that, in addition to enabling equal student participation during the lessons, instructors should be careful about the grading procedures in terms of fairness.

Excerpt 7:

Student response to an open - ended question: Öğretmen adil olmalıdır. Herkese eşit yaklaşmalı, öğrenci kayırmamalıdır, ayrımcılık yapmamalıdır.
(*A teacher should be fair. They should treat everybody equally, they should not favor some of them and let others go and they should not make discrimination.*)

Socio-Affective Qualities

The qualitative data analysis with regard to socio-affective qualities of a good language teacher has revealed that both students and instructors think the most important quality is that teachers should be intimate and friendly, which supports the findings in the quantitative data.

Excerpt 8:

RESEARCHER: Cana yakın olmalı, öğrenci - öğretmen ilişkisi?
(*They should be friendly, what about teachers-student relationship?*)

STUDENT 39: Evet, hmm, hani anlayabilmeli daha çok öğretmen öğrenci değil de arkadaş olabilmeli.
(*Yes, hmm, they can understand us, that is, they can behave not like a teacher but like a friend.*)

Excerpt 9:
RESEARCHER: Peki bizim burada, çalıştığımız yerde, nasıl olmalı? ... Öğretmenlerin özellikleri? (All right, what about here, where we work? Teachers' qualities?)
INSTRUCTOR 1: Yani bence öğrencilerle ilişkisi iyi olmalı çünkü öğrencilerin motivasyona ihtiyacı var özellikle Kütahya'da. (I think, there should be a good relationship between students and teachers because students need motivation, especially in Kütahya.)

However, some of the students and some other teachers stated that there should be a balanced relationship between students and teacher.

Excerpt 10:
RESEARCHER: Yani mesela nasıl diyim derste size yaklaşımı nasıl olmalı, öğrenciye yaklaşımı nasıl olmalı, derse yaklaşımı nasıl olmalı? (For example, how to say, how should they approach you during the class, the students, the lessons?)
STUDENT 15: Mutlaka arada bi öğrenci öğretmen arasındaki seviye olmak zorunda onun dışında öğretmen öğrenciye ee.. daha doğrusu öğrenci öğretmene saygı duyduktan sonra arada hani mutlaka iletişim kopukluğu olmaması gerekiyor çokta sıkı fıkı ilişki olması gerektiğini düşünmüyorum. (There should be a balance in the student - teacher relationship. If the student respect their teachers, there should not be any miscommunication, I think there should not be a very close relationship.)

Excerpt 11:
Instructor response to an open - ended question: Öğrenci ve öğretmen arasında arkadaşça bir ilişki değil, dengeli bir ilişki olmalıdır. Öğrenci nerede duracağını bilmelidir. (There should be not a friendly but a balanced relationship between students and teachers. Students should know where to stop.)

Other statistically significant ideas related to socio-affective qualities were “making students like learning English” and “enabling students to have good time”, which were also proved to be the most frequent themes emerged in the qualitative data obtained via open - ended questions and interviews. However, there is a mismatch between students' and instructors' opinions in terms of these items. Students strongly agreed or just agreed that their language teachers should make such arrangements and plans that they will have fun during the lessons whereas instructors seemed to disagree on that point with the students as presented in the following excerpts. It appears that instructors thought learning a language is not a game, thus the students should take it serious.

Excerpt 12:
STUDENT 8: (aynı anda) Güler yüzlü. Dersi sevdirmeli. (SIMULTANEOUSLY- be smiling. They should make me love the lesson.)

Excerpt 13:
STUDENT 13: Dersler çok eğlenceli geçiyor, bu eğlenceli olmasıyla birlikte... (The courses are enjoyable. In addition to that,...)

Excerpt 14:

INSTRUCTOR 4: Hiç ders işlemeyen bir öğretmen öğrencinin gözünde muhteşem, iyi bir öğretmene dönüşebilir.

(A teacher who does not teach may be a perfect teacher according to students.)

RESEARCHER: Evet, kesinlikle.

(Yeah, absolutely.)

INSTRUCTOR 4: Çünkü çok iyi konuşuyordur, eğlencelidir, yüksek not veriyordur, kolay soruyordur ve öğrenciler onu çabuk sever. Yanlış asıl buradan kaynaklanıyor. Yani öğrencilerin çok sevdiği, iyi bir öğretmendir diye bir şey söz konusu değil.

(Because they speak fluently, they are funny, they give high grades, they ask easy questions in the exam and thus the students love them. That is the mistake. It is not the case that teachers whom students like very much are the best.)

Academic Qualities

The qualitative analysis related to academic qualities of a good language teacher supported the items found to be significant in the quantitative data analysis although it did not reveal any statistically significant difference. These themes emerged most frequently in both instructor and student participants' responses were "knowing the subject matter well, having good pronunciation skills, adequate vocabulary" and "speaking English fluently and clearly".

Excerpt 15:

STUDENT 40: Benim için kelime çok biliyorsa sıkıntı da olmaz.

(For me, if she knows a lot of vocabulary, it is not a problem.)

RESEARCHER: Kelime çok bilecek, kültürü bilecek, alanında bilgili olacak. Anladım. Bilmiyorsa kötü öğretmendir?

(She will know enough vocabulary, she will be knowledgeable about the target culture, she will be an expert in her field. Then, if not is she a bad teacher?)

STUDENTS 40: Bir şey sorulduğu zaman onu da cevaplayamaz eksik olur.

(When asked something, she won't be able to answer it, which is a problem.)

Teaching Qualities

In the quantitative analysis, "using LI selectively" and "giving background information before starting the lesson" were proved to be statistically significant when instructors' and students' responses were compared. They were supported in interviews and open - ended questions; however, the themes using different techniques and giving examples were found to be the most frequent qualities of a good English language teacher in the qualitative data.

Excerpt 16:
STUDENT 40: Ya Halil hoca mesela, siz de öyle tabi de, derse girerken ilk ısındırma hareketleri yapıyor... (For example, Halil Hoca, you too, but he starts the lesson with warm - ups.)
RESEARCHER: Isındırma hareketleri! Beden eğitimi gibi yani. Anladım ön bilgilerle başlıyor. (Warm - ups! Like physical education. Got it, he starts with background information.)
STUDENTS 40: Hafta sonu ne yaptınız sürekli sorar, bu derse ısındırma açısından bence çok iyi bir sey. Ön bilgi çok önemli. (He always asks "What did you do in the weekend?. This is, I think, very important for warming up. Background knowledge is important."

Excerpt 17:
STUDENT 17: ... Bir şey anlamadığımda başka şekilde, hani anlayabileceğin şekilde örnekler veriyor. (... When we did not understand the topic, he gives examples in the way we can understand.)
RESEARCHER: Hımm, Farklı tekniklerle, farklı örneklerle? (Hmm, different techniques, various examples?)
STUDENT 17: Evet. Farklı teknikler. Basit kalıplar veriyor, aynı kalıplar vermiyor. Değişik kalıplar veriyor. Aklımızda kalıyor. (Yes, different technique. He teaches simple forms, not the same forms. Various forms. They are remembered easily.)

What is more, the theme “teaching grammar” was mentioned quite often by the student participants; however, instructor participants did not think it is a quality of a good English teacher to teach grammar.

Excerpt 18:
Student response to an open - ended question: Gramer kurallarını iyi anlatmalıdır. (They should teach grammatical rules appropriately.)

Additionally, as presented by the low ratings of item 44 - use the textbook constantly in the quantitative data, student participants stated in interviews that they favor English language teachers who do not use the course book all the time. Similarly, instructors believe that they should be allowed to choose the materials they want to use. They think they should have this opportunity because they know their students very well.

Excerpt 26:
INSTRUCTOR 4: Öğretmenler materyaller konusunda ve müfredat konusunda birazcık boşluğa ihtiyaç duyuyorlar diye düşünüyorum. Ben mesela öğrencilerimi konuşturmak istediğim konuyu kendim belirlemeliyim. Kitaptaki işte (eee) ne vardı en son mesela ‘and dangerous animals’. Ben bununla ilgili konuşmak istemiyorum diyebiliyor bir öğrenci. İlgisini çekmiyor olabiliyor. Seçilebileceğini düşünüyorum. Kendim seçip kendim götürmeyi, kendim materyaller oluşturmayı tercih ederim bazılarında.

(I think teachers need some freedom in terms of materials and syllabus. I should have the opportunity to decide on the topic on which I want my students to speak. What was the last topic in the book, 'and dangerous animals'. A student may not want to talk about this theme. They may not be interested. They should have the opportunity to choose. I prefer choosing my own materials and leading discussions on them, sometimes.)

Overall, in this section, all three research questions of the study were answered by presenting the students' data, the instructors' data and the comparison of the two groups' data in terms of qualitative and quantitative analysis. In the next section, the findings of the study will be discussed with reference to the related literature.

Discussion

This study was carried out to investigate (1) What Turkish university EFL students' views are about what makes a good (English) foreign language teacher, (2) What Turkish university EFL instructors' views are about what makes a good (English) foreign language teacher, and (3) How students' and instructors' views on what makes a good (English) foreign language teacher relate to each other. The participants of this study were 132 elementary and pre-intermediate students, and 16 instructors working at school of foreign languages at a Turkish state university in the first term of the 2013 - 2014 academic year. The research instrument administered was a 91 - item Likert scale that was developed by Onem (2009) referring to a group of students' and instructors' opinions in addition to the literature. Plus, 3 open - ended questions were included from another study by Ahmad (2011) to eliminate reliability problems. The data collected through questionnaires were entered into the Statistical Packages for Social Sciences 20 (SPSS) in order to be analyzed quantitatively. The analysis of quantitative was explained in five main sections by pointing out students' data, instructors' data, and the comparison of students' and instructors' data: (1) the median scores of the scales, (2) the content of the scale of personal qualities, (3) the content of the scale of socio-affective skills, (4) the content of the scale of academic qualities, and (5) the content of the scale of teaching qualities. After the quantitative analysis, qualitative data, open - ended questions and interviews were analyzed in terms of the four themes mentioned in the questionnaire.

When the responses to questionnaire and the open - ended questions as well as the interviews are considered, it can be concluded that most of the items were responded with "strongly agree" and "agree" by both students and instructors. As a result, the most interesting finding of this study is the large degree of similarities between the students and the instructors as to perceived characteristics of a good language teacher although there are some small differences between them in terms of some individual items.

As for the personal qualities, considering the all findings, the questionnaires presented that *being talkative* is a significant quality of a good language teacher whereas the open - ended questions and interviews suggested that "*being smiling and cheerful*" is the most favorable characteristic that comes to mind. The findings are compatible with the results of Gültekin (2015), Koc (2012) and Onem (2010), in that students expect their teachers to be smiling and warm in order to give necessary affective support to learners. It is not surprising to see this trait as the most desirable quality because learning process especially language learning, may be really difficult and frustrating for the learners and they may need a more stress - free environment and by that way they will feel more motivated during the lessons.

Concerning “*being talkative*”, there is a significant difference with regard to this quality that students agree with it more than instructors do. As Borg (2006) put forward, because oral production is the key factor in foreign language teaching more than in any other subject, a good language teacher should be talkative in order to lead communication with students in an effective way.

Another personal quality, “*patience*”, was also considered as important by the students and the instructors. The previous studies by Barnes & Lock (2013) and Cordia (2003) support these results, as well. The importance the students attach to “*patience*” may indicate that the students need more tolerance while coping with challenging nature of language learning. Therefore, it seems quite natural for the participants to state that language teachers should be tolerant with L2 learners during the learning process, especially for beginner and adult learners as presented by Cordia (2003).

Moreover, “*teacher enthusiasm*” was also favored by the student participants in the study. Similar to the findings of Arikan, Taser and Sarac – Süzer (2008) and Borg (2006), students believe that the more devoted the teachers to their jobs, the more motivated they become and by that way they can transfer this motivation to their students.

As for the socio - affective qualities, according to both students and instructors in this study, the second highest median score belongs to these skills. Considering the related literature, it seems obvious that socio - affective skills play an important role in defining the characteristics of good language teachers. According to the results, the students favored socio-affective skills a bit more than the instructors did. It can be noted that the students might have thought that a language teacher should put themselves into students' places to notice how they feel and what they need during the language learning process. This may help instructors understand their students' affective needs. Additionally, it may be a precaution against the fact that instructors might not notice very well how students feel while learning a foreign language, and what needs they exactly have.

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

It does not seem surprising for the participants to regard “*motivating students*” as one of the top qualities of a good language teacher because it is well accepted that motivation in second language acquisition is an important factor in learning process, and effective language teachers are also suggested to be good motivators by a number of studies (Brown, 2009; Cordia, 2006; Park & Lee, 2006).

“*Sparing time for students when they ask for help*” was also suggested by the two groups as essential to be a good language teacher. It may put forward that the participants, especially the students, give great significance of the teacher's availability in and outside the classroom. They may believe that just one hour of class is not the real teaching, and a good language teacher should allocate extra time for students when they need as suggested by Cordia (2003), and Park and Lee (2006).

Cordia (2003) and Park and Lee (2006) also supported the findings of this study in that they found “*providing a stress-free classroom atmosphere*” as an important aspect of being a good (English) foreign language teacher. Moreover, Ozaydınlık, Kabaran, Göçen and Altıntaş (2014) state that good teachers should provide the necessary environment in order to potentize their students. It can be concluded that good language teachers are responsible for making their students psychologically feel good in class by comforting and establishing rapport.

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On the other hand, some socio-affective skills were not equally agreed by the groups, including “*enabling students to have a good time while learning English, having a friendly relationship with students*” and “*making students like learning English*”. As quantitative data analysis presented, the students favored these characteristics more than the instructors. It is obvious that the students want to regard learning English language as fun. Therefore, they want to have a good time while learning English. On the other hand, the instructors believe that the concept of learning English is a subject that should be taken seriously rather than a fun experience. Furthermore, it can be deduced from the findings that students want to be closer (like a friend) to their language teachers to ask for help when necessary whereas instructors prefer proximity control. The findings of Onem's (2009) and Liando's (2010) study is congruent with these results in that there is not an agreement between students and instructors in terms of the degree of proximity.

As the third theme in this study, academic qualities had the highest median score with regard to instructors' and students' responses. Parallel to these findings, according to Park and Lee (2006) and Maden, Durukan and Aslan (2010), demonstrating the knowledge of the subject area is also seen as an important dimension of being a good foreign language teacher described in the literature.

Almost all academic qualities of a good foreign language teacher were regarded as important by the two groups, but the ranks of the qualities are a little bit different. The two groups particularly highlighted the importance of “*having good academic knowledge, speaking English fluently and clearly*” and “*having correct and clear pronunciation*”. The participants' agreement on *having good academic knowledge* seems quite reasonable, because a teacher should know what s/he teaches very well. Therefore, as Park and Lee (2006) in addition to Maden, Durukan and Aslan (2010) suggest it should be noted that a teacher's subject matter knowledge has a direct effect on the success of what and how s/he teaches. Furthermore, “*speaking English fluently and clearly*” and “*having correct and clear pronunciation*” are also proved to be important for both groups. It can be stated that speaking and pronunciation constitutes the core skills of language teaching and therefore essential for effective communication more than in any other subject, as Borg (2006) pointed out.

On the other hand, participant instructors ranked “*being familiar with the current English teaching and learning approaches and methodologies*” as the top item in the questionnaires. The reason why the participant instructors regarded this characteristic as vital might be their belief in monitoring themselves in terms of the innovations in English language teaching. As Borg (2006) stated, the field of foreign language teaching is advanced and innovative in its approach to teaching and learning and thus unless the teachers keep up with these advances, they will not be able to survive as a professional educator.

As the last important aspect of being a good foreign language teacher for the students and the instructors, teaching qualities that were commonly put in the high ranks are: “*making use of audio-visual materials when possible, guiding students to get some learning strategies, teaching a topic in accordance with students' proficiency levels*” and “*watching and informing students about their progress in language learning*”. Arikian, Taser and Sarac – Süzer (2008) supported these findings in that according to their findings, the students believe that teachers can be identified as “effective” if they *include educational games into their language instruction*. Similarly, Cordia (2003) puts forward that so as to organize more interesting materials, it is important to include audio materials (music, tape recording), video aids (overheads, slides, pictures) or mixed media aid (movies, web-based instruction) to the language lessons.

On the other hand, both of the groups regarded some *teaching qualities*, including “*using the textbook constantly, believe using only text book and black/white board is enough*” and “*using Turkish nearly all the time*” as undesired characteristics of a good language teacher. As Onem (2009)

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advocated students do not favor a teacher who adheres to the course book and not include any other materials during the lessons. Moreover, since they are aware of the language learning requirements, they prefer selective use of L1 during the lessons so that they can get used to the idea of communication in a foreign language. Similarly, according to Barnes and Lock' (2013) findings, students prefer the use of L1 where necessary. It may be because they know unless they use the language, it won't help them develop their language proficiency.

Pedagogical Implications

Since English is accepted to be the lingua franca, it is specifically important for Turkey as a developing country. Therefore, English language teaching has a key role in the Turkish education system. Since the education process requires both students and teachers, and teachers are in the center as the source of information, being an effective language teacher is required to have new responsibilities, such as helping students to use the target language in real - life contexts by providing authentic materials in various activities, giving importance to students' personal experiences in classroom environment, using audio - visual technology as a source of native speech, and focusing on meaning instead of expecting students to develop perfectly grammatical sentences. For sure, naturally students and teachers have different expectations and if there are mismatches between these expectations, it may affect students' performance in a negative way. Therefore, good language teachers cannot put student's beliefs aside. They should take these expectations into consideration so as to facilitate the learning process.

Considering the findings of this study, it seems obvious that for most of the qualities instructors' and students' were compatible with each other to a great extent, which suggests that in terms of expectations there is a perfect match.

Even so, to be able to have an effective language teaching approach with regard to students' expectations of a good language (English) teacher, not only teachers at DPU SFL but also all teachers of English as a foreign language should pay attention to the results of this study. It seems significant that they may attend some workshops and seminars arranged to inform teachers about current trends in English language teaching field, use of various authentic materials and technology, and learner autonomy. Moreover, most significantly, these workshops and seminars may be effective in that teachers become aware of students' needs thus they can meet those needs since students believe in the fact that their teachers do not understand them. Additionally, by sharing the acquired information with colleagues, teachers can establish a concept of mutual understanding.

Suggestions for Further Research

It seems possible to make various suggestions in the light of what was obtained and revealed in this study. Firstly, a large - scale study can be carried out in more than one institution in order to yield more generalizable findings. Secondly, in order to lead more in - depth analysis, participant responses can be evaluated based on the following questions; *"Who is a good student?, What are the qualities of good students?, How do the qualities of good students and teachers relate to each other?"*.

Conclusion

The ongoing research into what constitutes an effective language teacher is necessary in order to maintain effective teaching in language classrooms due to the changing needs of the students with the developing technology and changing perspectives about who is a good language teacher. Language teachers and administrators should be careful about the students' needs and expectations, so it is inevitable to have a kind of negotiation among the stakeholders about the language teaching and learning process for a better language education. Then, the role of research about the qualities

and skills of an effective language teacher functions as an inspiration for novice, burnout or exhausted teachers to become better teachers or to apply better pedagogical practices in their language classes. Therefore, the results of such studies are necessary to inform teachers about better practices or let them question their own practices. In addition, in-service and pre-service EFL/ESL teachers can benefit from the research because the results can contribute to their self-improvement and efficacy of their teaching and instruction.

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