

THE EFFECTS OF PERCEIVED
TEACHER NON-VERBAL BEHAVIORS, TEACHER BEHAVIORS AND
PREFERRED LEARNING STYLES ON
ENGLISH PROFICIENCY LEVEL

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
THE MIDDLE EAST TECHNICAL UNIVERSITY

93945

BY

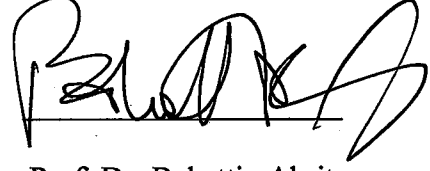
FEYZA DOYRAN

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY
IN
THE DEPARTMENT OF EDUCATIONAL SCIENCES

JULY 2000


**T.C. YÜKSEKÖĞRETİM KURULU
DOKÜMANTASYON MERKEZİ**

Approval of the Graduate School of Social Sciences



Prof. Dr. Bahattin Akşit
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of
Doctor of Philosophy.



Prof. Dr. Meral Aksu
Head of Department

This is to certify that we have read this thesis and that in our opinion it is fully
adequate, in scope and quality, as a thesis for the degree of Doctor of Philosophy.



Prof. Dr. Fersun Paykoç
Supervisor

Examining Committee Members

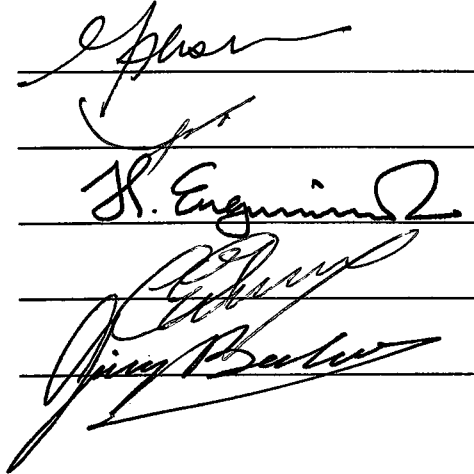
Prof. Dr. Meral Aksu

Prof. Dr. Fersun Paykoç

Prof. Dr. Hüsnü Enginarlar

Prof. Dr. Özcan Demirel

Prof. Dr. Giray Berberoğlu



ABSTRACT**THE EFFECTS OF PERCEIVED TEACHER NON-VERBAL BEHAVIORS,
TEACHER BEHAVIORS AND PREFERRED LEARNING STYLES ON
ENGLISH PROFICIENCY LEVEL**

Doyran, Feyza

Ph.D., Department of Educational Sciences

Supervisor: Prof. Fersun Paykoç

July 2000, 183 pages

The purpose of this study is to investigate the effects of perceived teacher non-verbal behaviors, perceived teacher behaviors and preferred learning styles of the students on the English proficiency level and to what extent these perceptions differ in relation to student sex and department. It is also aimed to find out about the classroom teaching aids and activities of the teachers and to see if there is consistency among teachers' self perceptions, students' perceptions and their preferences of the use of these aids and activities. Student needs and preferences of these dimensions, namely teacher non-verbal behaviors, teacher behaviors and classroom teaching aids and activities in regard to their preferred styles of learning are also investigated.

Three instruments, Questionnaire on Student Perceptions of Language Teachers' Non-verbal Behaviors, Questionnaire on Student Perceptions of Teacher Behaviors, and Barsch LSI, were administered to 314 students, and a Rating Scale on Classroom Teaching Aids and Activities was given to 27 teachers in the Department

of Basic English at METU. Student interviews were conducted to collect data on the variables of the study.

Based on quantitative and qualitative techniques, the results indicated that there were significant correlations between teachers' use of 'coverbal behaviors' and English proficiency exam scores. Moreover, negative correlations were found between teachers' use of proxemics behaviors, students' department, kinesthetic learning style and proficiency exam scores. The perceptions of female and science students, in relation to teachers' use of 'coverbal behaviors', were significantly different from the other students.

The results also indicated that teachers' use of classroom teaching aids and activities was traditional and according to the student interviews the teachers' self perceptions of their use of these aids and activities did not match with the student perceptions. The interviews also revealed that students have different needs with respect to their learning styles and for more frequent and effective use of general and non-verbal teacher behaviors.

In conclusion, the study had important implications for teacher development process.

Key Words: Teacher Behaviors, Teacher Non-Verbal Behaviors, Preferred Learning Styles, Classroom Teaching Aids and Activities, Teaching Styles, Student Instructional Needs and Preferences.

ÖZ

ÖĞRENCİ ALGILARINA GÖRE GENEL VE SÖZSÜZ ÖĞRETMEN DAVRANIŞLARININ VE ÖĞRENCİLERİN TERCİH ETTİKLERİ ÖĞRENME STİLLERİNİN İNGİLİZCE YETERLİLİK DÜZEYİNE ETKİLERİ

Doyran, Feyza

Doktora, Eğitim Bilimleri Bölümü

Tez Yöneticisi: Prof. Dr. Fersun Paykoç

Temmuz 2000, 183 sayfa

Bu araştırmanın amacı; sözsüz öğretmen davranışlarının, öğretmen davranışlarının ve tercih edilen öğrenme stillerinin, öğrencilerin İngilizce yeterlilik düzeyi üzerine etkilerini ve bu algıların öğrenci cinsiyeti ve bölümlerine bağlı olarak ne derece farklılıklar gösterdiğini araştırmaktır. Çalışmanın diğer bir amacı da; öğretmenlerin sınıfıçi öğretim materyalleri ve faaliyetlerini incelemek ve öğretmenlerin bu konuda kendi algıları, öğrenci algıları ve öğrencilerin tercihleri arasında uyum durumunu saptamaktır. Öğrencilerin, tercih ettikleri öğrenme stillerine bağlı olarak genel ve sözsüz öğretmen davranışları ve sınıfıçi öğretim materyal ve faaliyetleri ile ilgili ihtiyaç ve tercihleri de araştırılmıştır.

Öğrenci Algılarına Göre Sözsüz Öğretmen Davranışları Anketi, Öğretmene İlişkin Öğrenci Algıları Ölçeği ve Barsch Öğrenme Stili Envanteri 314 öğrenciye uygulanmış ve Sınıfıçi Öğretim Materyalleri ve Faaliyetleri Ölçeği 27 Orta Doğu Teknik Üniversitesi, Yabancı Diller Yüksek Okulu, Temel İngilizce Bölümü öğretim görevlisine verilmiştir. Ayrıca öğrencilerin öğrenme stillerine bağlı olarak ihtiyaç duydukları ve tercih ettikleri genel ve sözsüz öğretmen davranışları ve sınıfıçi

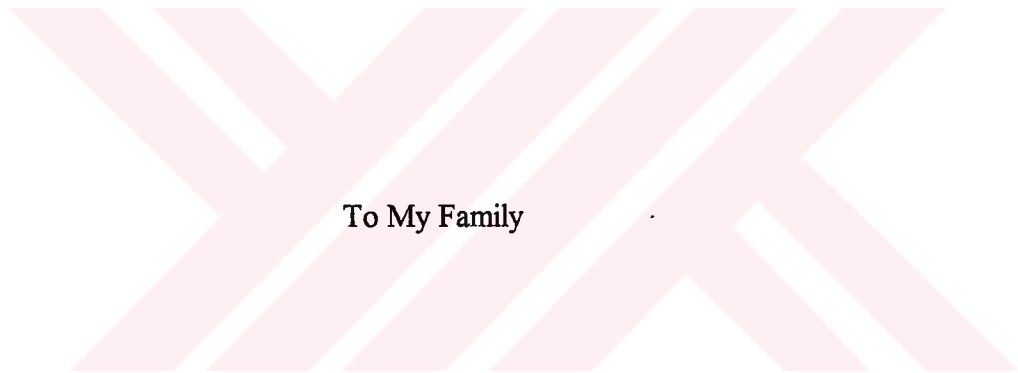
öğretim materyalleri ve faaliyetleri hakkında öğrenci mülakatları yolu ile veri toplanmıştır. Verilerin analizinde betimleyici ve yordayıcı istatistik yöntemleri kullanılmıştır.

Bulgular; öğretmenlerin konuşmaya eşlik eden sosyal davranışları ile İngilizce yeterlilik sınavı sonuçları arasında birebir ilişki olduğunu göstermiştir. Ayrıca öğretmenlerin sınıfıçi alanı kullanma davranışları, öğrencinin bölümü, kinestetik öğrenme stili ve yeterlilik sınavı puanları arasında olumsuz yönde ilişki bulunmuştur. Bulgular aynı zamanda öğretmenlerin konuşmaya eşlik eden sosyal davranışları kullanışları konusunda kız öğrencilerin ve fen ile ilgili bölümlerdeki öğrencilerin algılarının diğer öğrencilere göre farklılık gösterdiğini ortaya çıkarmıştır.

Araştırmanın sonuçları, öğretmenlerin sınıfıçi öğretim materyalleri ve faaliyetlerini kullanmada geleneksel tarzı benimsediklerini göstermiş ve öğrenci mülakatlarına göre öğretmenlerin bu materyal ve faaliyetleri kullanmaları ile ilgili kendi algılarının öğrenci algılarıyla uyumlu olmadığı görülmüştür. Ayrıca, öğrenci mülakatları; öğrencilerin öğrenme stillerine göre farklı ihtiyaç ve tercihleri olduğunu, genel ve sözsüz öğretmen davranışlarının daha sık ve etkili olarak kullanılmasına ihtiyaç duyduklarını ortaya çıkarmışlardır.

Sonuç olarak; öğrencilerin öğrenme stilleriyle bağlantılı olarak farklı ihtiyaçlarını karşılamak için, bu araştırmada incelenen değişkenlerin öğretmen yetiştirme programlarında dikkate alınması önerilmiştir.

Anahtar Kelimeler: Öğretmen Davranışları, Sözsüz Öğretmen Davranışları, Öğrenme Stilleri, Sınıfıçi Öğretim Materyalleri ve Faaliyetleri, Öğretim Stilleri, Öğretime İlişkin Öğrenci İhtiyaç ve Tercihleri



To My Family

ACKNOWLEDGEMENTS

I would initially like to express my deep gratitude to my thesis supervisor Prof. Dr. Fersun Paykoç for her insightful guidance, ongoing support, and invaluable suggestions. I am also grateful to her for the empathy that she displayed whenever I needed.

I am grateful to Prof. Dr. Giray Berberoğlu and Yaşar Kondakçı for their invaluable help in statistical analysis and Prof. Dr. Meral Aksu, Prof. Dr. Hüsni Enginarlar and Prof. Dr. Özcan Demirel for their valuable comments and suggestions.

I am also thankful to the students, my colleagues, the administrators, the teacher trainers and communication experts who took part in this study.

I wish to give special thanks to my friends Hakan Günel and Sevda Tavhan who were extremely helpful during the writing process of this study.

Finally, I owe my thanks to my family and my friends for their ongoing encouragement throughout the long process of this study.

TABLE OF CONTENTS

ABSTRACT	iii
ÖZ.....	v
ACKNOWLEDGMENTS	viii
TABLE OF CONTENTS.....	ix
LIST OF TABLES.....	xii
LIST OF FIGURES	xv

CHAPTER

I. INTRODUCTION.....	1
1.1 Background to the Study	2
1.2. Purpose of the Study	10
1.3 Significance of the Study	11
1.4 Definition of Terms.....	11
II. REVIEW OF LITERATURE.....	15
2.1. Teacher Roles.....	15
2.2. Effective Teacher Behaviors and Assessment of these Behaviors.....	19
2.3. Teacher Behaviors in Classroom Management	22
2.4. Teacher Non-verbal Behaviors.....	23
2.5. Non-verbal Behaviors in Classroom Management	33
2.6. Preferred Learning Styles.....	35
2.7. Classroom Teaching Aids and Activities Used by the Teachers.....	42
2.8. Relationship Between Teaching Styles / Classroom Teaching Aids/ Activities and Preferred Learning Styles.....	43
III. METHOD.....	55
3.1. Overall Design of the Study	55
3.2. Research Questions.....	57

3.3. Variables	59
3.4. Subjects.....	61
3.5. Data Collection Instruments.....	64
3.5.1. Questionnaire on Student Perceptions of Language Teachers' Use of Non-verbal Behaviors	65
3.5.2. Questionnaire on Student Perceptions of Teacher Behaviors	73
3.5.3. A Learning Style Inventory for the Students.....	79
3.5.4. A Rating Scale on the Classroom Teaching Aids and Activities for the Language Teachers.	81
3.5.5. Student Interviews	82
3.5.6. English Proficiency Exam.....	83
3.6. Data Collection Procedures.....	84
3.7. Data Analysis Procedures	84
3.7.1. Quantitative Data Analysis	84
3.7.2. Qualitative Data Analysis	85
3.8. Limitations	86
IV. RESULTS	87
4.1. Results Related to Perceived Teacher Non-verbal Behaviors.	88
4.2. Results Related to Perceived Teacher Behaviors.	91
4.3. Results Related to Preferred Learning Styles of the Students.....	96
4.4. Results Related to the Effects Of Perceived Teacher Non-verbal Behaviors, Teacher Behaviors and Preferred Learning Styles of the Students on the English Proficiency Level of the Students.	96
4.5. Results Related to the Differences in the Perceived Teacher Non- verbal Behaviors and Teacher Behaviors in Relation to Student Sex and Department.	100
4.6. Results Related to Classroom Teaching Aids and Activities of the Language Teachers.....	108
4.7. Results Related to Student Needs and Preferences of Teacher Non-verbal Behaviors, Teacher Behaviors and Classroom Teaching Aids and Activities in Regard to their Preferred Styles of Learning.	115
4.8. Summary of the Results	126

V. CONCLUSIONS AND IMPLICATIONS	128
5.1. Conclusions and Interpretations of the Findings	128
5.1.1. Interpretation of the Results Related to Perceived Teacher Non-verbal Behaviors.	129
5.1.2. Interpretation of the Results Related to Perceived Teacher Behaviors	131
5.1.3. Interpretations of the Results Related to Preferred Learning Styles of the Students.....	133
5.1.4. Interpretation of the Results Related to the Effects of Perceived Teacher Non-verbal Behaviors, Teacher Behaviors and Preferred Learning Styles on the English Proficiency Level of the Students.....	134
5.1.5. Interpretation of the Results Related to the Differences in the Perceived Teacher Non-verbal Behaviors and Teacher Behaviors in Relation to Student Sex and Department.....	138
5.1.6. Interpretation of the Results Related to the Classroom Teaching Aids and Activities of the Language Teachers	139
5.1.7. Interpretation of the Results Related to Student Needs and Preferences of Teacher Non-verbal Behaviors, Teacher Behaviors and Classroom Teaching Activities in Regard to Students' Preferred Styles of Learning.....	144
5.2. Implications for Teacher Development	149
5.3. Implications for Further Research	154
 REFERENCES	 161
 APPENDICES	
A. Questionnaire on Student Perceptions of Language Teachers' Use of Non-verbal Behaviors.....	171
B. Questionnaire on Student Perceptions of Teacher Behaviors	173
C. Barsch Learning Style Inventory	177
D. Turkish Version of Barsch Learning Style Inventory	179
E. Rating Scale on the Classroom Teaching Activities for the Language Teachers.....	182
 VITA.....	 183

LIST OF TABLES

TABLE

3.1.	Subjects Involved in the Study.....	62
3.2.	Interviewed Students.....	64
3.3.	Variables.....	64
3.4.	Instruments Developed and Used	65
3.5.	Principle Component Analysis Results with Varimax Rotation for 20-item Student Perceptions on Teacher Non- verbal Behaviors.....	71
3.6.	Principle Component Analysis Results with Varimax Rotation for 70-item Student Perceptions on Teacher Behaviors.....	75
3.7.	Mean Scores of the English Proficiency Exam in Relation to Student Sex and Department Groups.....	84
4.1.	Means and the Standard Deviations of the “Paralanguage” Dimension.....	88
4.2.	Means and the Standard Deviations of the “Coverbal Behaviors” Dimension.....	89
4.3.	Means and the Standard Deviations of the “Proxemics” Dimension.....	90
4.4.	Means and the Standard Deviations of the “Designing and Conducting Engaging Learning Activities” Dimension.....	91
4.5.	Means and the Standard Deviations of the “Affective Behaviors in Communicating With The Students” Dimension.....	92
4.6.	Means and the Standard Deviations of the “Creating a Favourable Classroom Climate” Dimension.....	93
4.7.	Means and the Standard Deviations of the “Classroom Teaching Skills” Dimension.....	94

4.8.	Distribution of Students According to their Preferred Learning Styles	96
4.9.	R and R Square Change Table.....	98
4.10.	B and Beta Coefficients and their Significance.....	98
4.11.	R and R Square Change Table.....	99
4.12.	B and Beta's Correlations and Significance.....	99
4.13.	Means and Standard Deviations of the Students' Perceptions of 'Paralanguage' Dimension in Relation to Sex and Department	101
4.14.	Means and Standard Deviations of the Students' Perceptions of 'Coverbal Behaviors' Dimension in Relation to Sex and Department	101
4.15.	Means and Standard Deviations of the Students' Perceptions of 'Proxemics' Dimension in Relation to Sex and Department	102
4.16.	The Means and Standard Deviations of the Students' Perceptions of 'Designing and Conducting Engaging Learning Activities' Dimension in Relation to Sex and Department	102
4.17.	Means and Standard Deviations of the Students' Perceptions of 'Affective Behaviors in Communicating with the Students' Dimension in Relation to Sex and Department	103
4.18.	Means and Standard Deviations of the Students' Perceptions of 'Creating a Favourable Climate in the Classroom' Dimension in Relation to Sex and Department.....	104
4.19.	Means and Standard Deviations of the Students' Perceptions of 'Classroom Teaching Skills' Dimension in Relation to Sex and Department.....	104
4.20.	Result of Multivariate and Univariate F-Tests Employed to and "Teacher Behaviors"(TB) and "Teacher Non-verbal Behaviors" (NVB) Dimensions.....	105
4.21.	Means and Standard Deviations of "Coverbal Behaviors" According to Student Sex.....	106
4.22.	Means and Standard Deviations of "Coverbal Behaviors" According to Student Department.....	107
4.23.	Means and Standard Deviations of "Creating a Favourable Classroom Climate" According to Student Sex * Department.....	107

4.24.	Summary of the Results Concerning the Differences in the Student Perceptions of Teacher Behavior (TB) and Teacher Non-verbal Behavior (TNVB) Dimensions with Respect to Sex and Department.....	108
4.25.	Means and Standard Deviations of the Aids and Activities Used by the Language Teachers	109
4.26.	Means and Standard Deviations of the Classroom Teaching Aids/Activities Which are Suitable for the Learners with Different Learning Style Preferences.....	111
4.27.	Summary of the Results Related to Teachers' Use of Classroom Aids and Activities in Regard to Students' Different Learning Style Preferences.....	112
4.28.	Summary of the Students' Perceptions of Their Teachers' Use of Classroom Aids and Activities and the Teachers' Self Perceptions of their Use of Classroom Aids and Activities	113
4.29.	Summary of the Interview Results Related to Students' Analysis of Their Teachers' Use of Classroom Aids and Activities and their Preferences for these Activities.....	114
4.30.	Needs and Preferences of Teacher Non-Verbal Behaviors, Teacher Behaviors and Classroom Teaching Aids / Activities of Student 1 in Regard to her Preferred Learning Style.....	116
4.31.	Needs and Preferences of Teacher Non-Verbal Behaviors, Teacher Behaviors and Classroom Teaching Aids / Activities of Student 2 in Regard to his Preferred Learning Style.....	118
4.32.	Needs and Preferences of Teacher Non-Verbal Behaviors, Teacher Behaviors and Classroom Teaching Aids / Activities of Student 3 in Regard to his Preferred Learning Style.....	120

LIST OF FIGURES

FIGURE

1.1. Teaching Learning Process	4
1.2. Communication Process.....	6
1.3. Communication Process in a Teaching-learning Situation	7
3.1. Design of the Study	56



CHAPTER I

INTRODUCTION

This is a study mainly to investigate the effects of perceived teacher non-verbal behaviors, perceived teacher behaviors and preferred learning styles of the students on the English proficiency level and to what extent these perceptions differ in relation to student sex and department. It is also aimed in the study to find out about the classroom teaching aids and activities of the teachers and to see if there is consistency among teachers' self perceptions, students' perceptions and their preferences of the use of these aids and activities. Student needs and preferences of these dimensions, namely teacher non-verbal behaviors, teacher behaviors and classroom teaching aids and activities in regard to their preferred styles of learning are also investigated.

First, a brief statement of the problem is given. Next, the related literature is reviewed and presented in the second chapter. The third chapter deals with the methodology followed during the study. The results of the research are presented in the fourth chapter and in the final chapter the final conclusions are drawn and implications for practice and research are presented.

In this chapter, first the background to the study is given. Then, the purpose and significance of the study, and the terms which need to be clarified are presented.

1.1. Background to the Study

Education has been assigned the highest and most ambitious task possible: to prepare and help every single man and every woman to achieve self-fulfilment, to live in harmony with the environment and with other people, and to advance, in their company, along the road to greater justice and happiness. The new methodology should be suitable to that task (Ochs in Busshoff, 1981, p. 28).

This quotation means caring about individual differences and respecting every single student in our classes and preparing the lesson plans according to the needs of the students. There are two main reasons given by Cangelosi (1988) for the teacher if he/she wants to perform his/her art in the classroom smoothly. The first one is that if the teacher develops efficient methods leading the students to actively take part in the classroom activities, then this in return will give the teacher satisfaction and enjoyment. Secondly, it is the responsibility of the teacher to provide the students with a learning environment which is suitable for achievement and which is free from disruptions.

Grinder (1989) points out that “the primary engine in education” that is to say the teacher- student interaction is extremely complex. He also states that the most influential variable in the context in which teaching takes place is the relationship between the student and the teacher. If this relationship is established in a strong way, only then the students will learn and more important than that they will learn how to learn (Grinder, 1989).

Throughout the history of teaching and learning, this relationship has always been pinpointed by various people concerned with education in one way or another. As human beings are dealt with in education, the most important factor to keep in mind while teaching should be the interaction between the students and the teachers and the interaction among all students.

The individual characteristics of the students and the teachers play a very important part in the way leading to success. This point has been mentioned by many researchers in the literature related to education.

As it has been mentioned by Davies (1971) the students are not used to their full capacity. The learning tasks are prepared in such a way that the students can only perform the minimum of their capability. Consequently, if the teachers want to realize the learning potential of their students fully and effectively, then the learning tasks should be enriched and revalued (Davies, 1971).

If the teachers have no idea about how to organize their materials according to the needs of their individual learners, then it is inevitable that life will be difficult not only for themselves but for the students as well. For every profession the following symbolic question should be the starting point : “Does the d.j. know enough about his audience to properly choose which records to play?” (Grinder, 1989, p. 1). If the d.j. wants to be listened, he has to gather information about the audience. In the context of teaching and learning, the interpretation of the above question is simple. Needless to say, the teachers should have profound knowledge about their students before they start teaching. The students’ background, their learning styles, and individual characteristics all play a very important role in the teaching-learning process.

The teaching-learning process, as can be seen in the following figure, not only involves learner characteristics but also teacher characteristics, and methodology. The whole process is a combination of all these complex dimensions.

It is known that in some classrooms, teachers conduct the lessons in such a way that all the students follow the process of learning smoothly and efficiently with minimum disruptive behaviors (Cangelosi, 1988). Then, it is inevitable to ask the question which dominates most of the minds : Is there a magic that some teachers know and some do not? If the answer is positive to this question, then such teachers

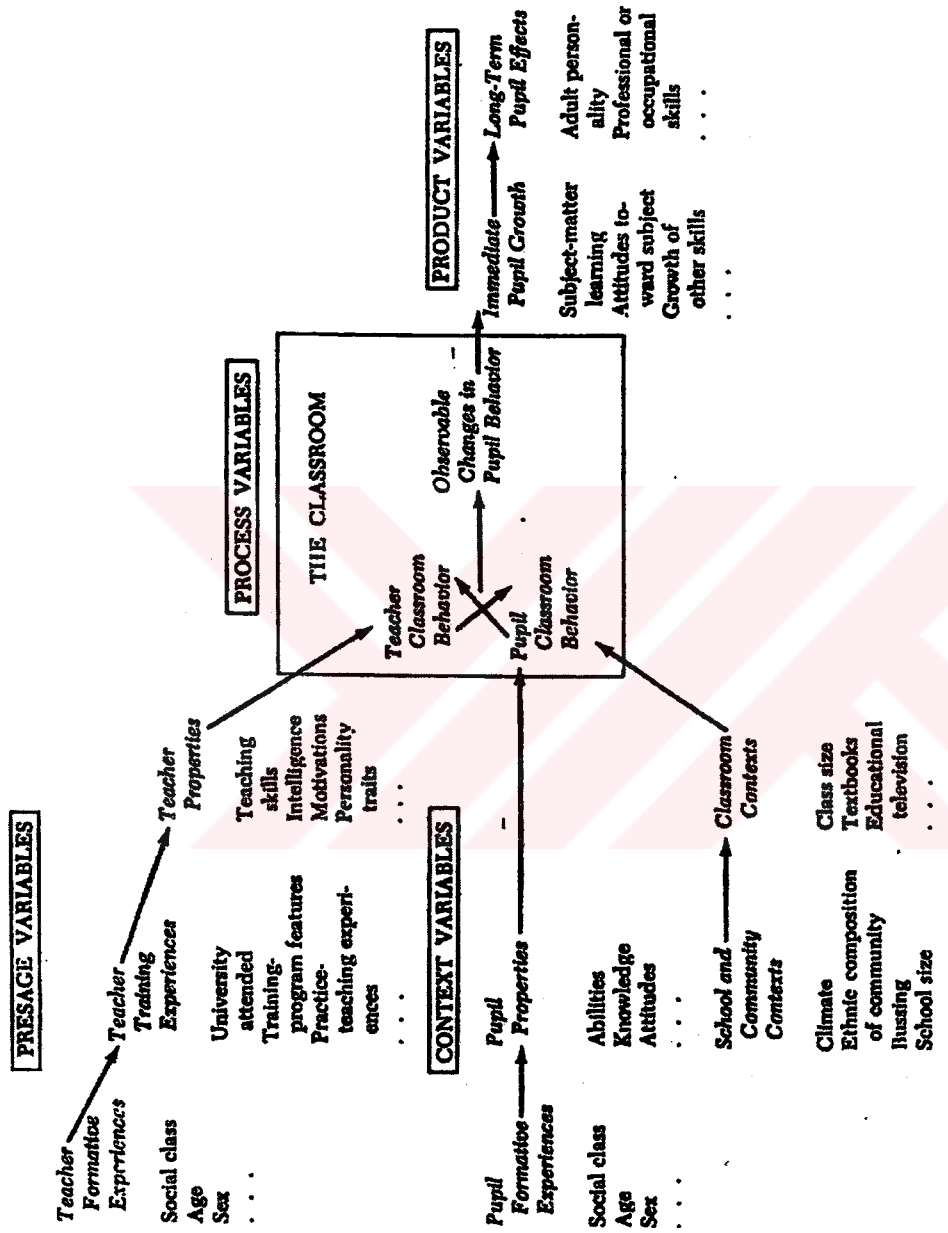


Figure 1.1. Teaching-Learning Process

(Source: Dunkin and Biddle, 1974)

should share this knowledge with all the others. In one way or another, there are different factors affecting the success of the students. These factors should be brought into daylight from the closed doors of the classrooms. The efforts of all the studies conducted in the domain of education aim to achieve one part of this enlightenment process. Each study takes the teachers and learners one step closer to success, provided that necessary importance is given to the results of these studies, for sure.

Teaching, taking into consideration all the dimensions mentioned above, is not easy, but for some others it is enjoyable as they apply some proven classroom management ideas and principles for gaining students' cooperation (Cangelosi, 1988).

If there are proven ways of providing students with better ways of teaching, all the teachers and teacher trainers should be aware of these ideas and principles in order to make the teaching-learning process an enjoyable and successful one. Some of these principles are explored in the context of classroom management. Classroom management has various aspects and these aspects, if applied by the teachers, contribute to the success of the students and satisfaction of the teachers. Teachers' behaviors in general and their non-verbal behaviors in particular play a very important part in the road taking the students to success.

Proudromou (1991) points out that especially in the mixed ability classes, i.e. in classes full of students with individual differences, aspects of classroom management are extremely important. Among these aspects, he particularly mentions the use of space and time, the use of students' names, eye contact, the use of the blackboard, and the way checking is conducted. These aspects all lead to the 'cohesion' and 'togetherness' of the class (Prodromou, 1991).

As Prodromou (1991) also mentions not only the general behaviors of the teachers but also the non-verbal behaviors are among the most important factors dealt with in the literature related to education. Together with these behaviors, the teachers' use of classroom activities and the learners' individual preferences or styles of learning

should all be taken into consideration if the main aim of teaching will be the students' success i.e. learning the subject matter.

The non-verbal aspects of classroom management or teacher behavior have been mentioned as one of the most important stepping stones which provide a warm atmosphere in the classroom and which establish a strong interaction between the students and the teachers. This in return triggers the motivation of the students towards learning as their interests are kept awake by the use of these aspects.

The general process of human communication involves the following aspects shown in the Figure 1.2.

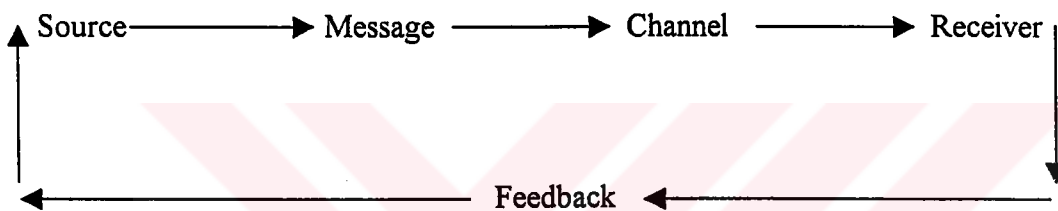


Figure 1.2. Communication process

(Source : Nacino-Brown et al., 1982, p. 16)

The rules in the general domain of “Communication” are also valid in terms of communicating with the students and the general communication is mainly actualized non-verbally. Communication process in a teaching-learning situation is shown in Figure 1.3 and it can be seen that most of the communication is achieved through non-verbal behaviors of both the teachers and the students.

According to Mehrabian the total impact of a message is :

- 7 per cent verbal (words only)
- 38 per cent (including tone of voice, etc.)
- 55 per cent non-verbal (cited in Pont, 1991, p. 79).

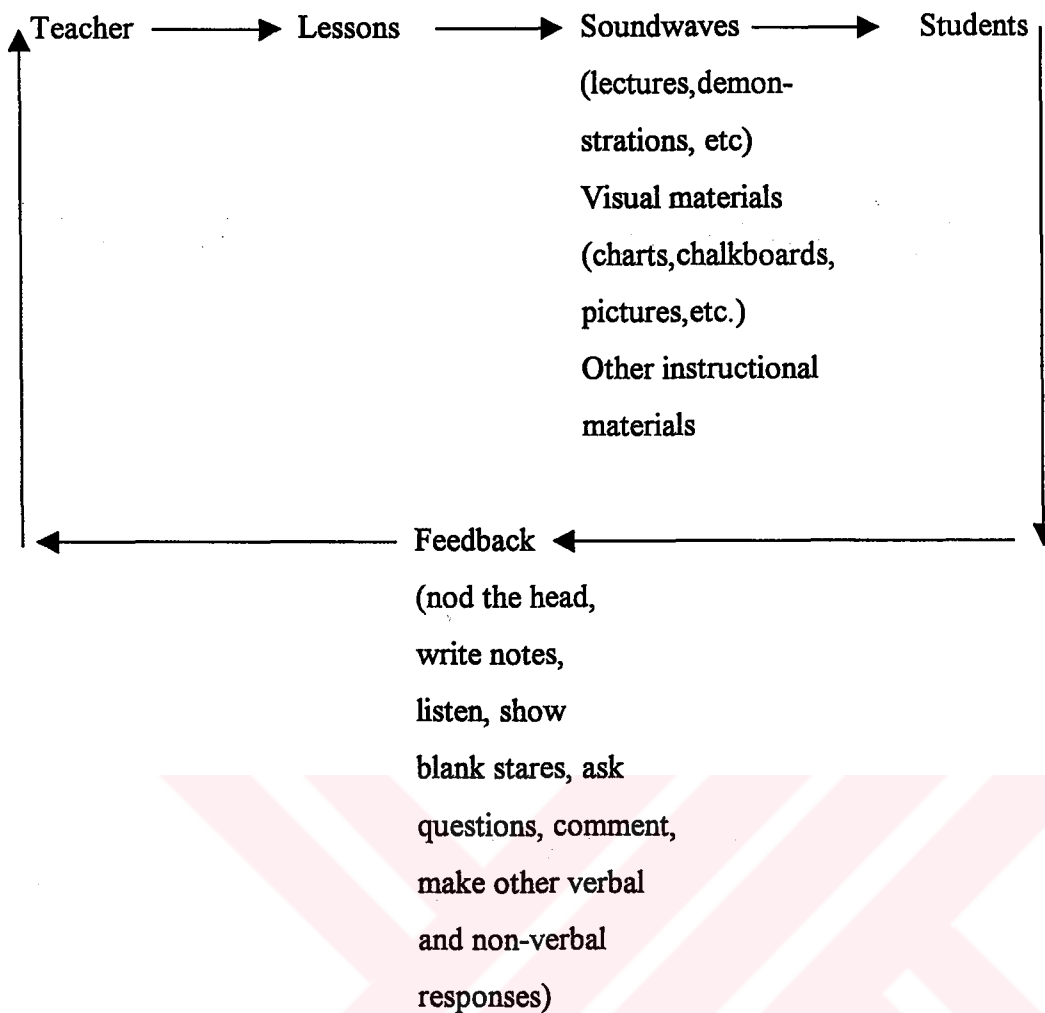


Figure 1.3. Communication process in a teaching-learning situation

(Source : Nacino-Brown et al., 1982, p.17)

Mehrabian's findings were supported by Birdwhistel (cited in Pont, 1991) as he found that

the verbal component of face-to-face conversation was 35 per cent and that 65 per cent of communication was done non-verbally (Pont, 1991, p. 79).

According to another research conducted by National Research Association 82 % of all teaching communication is non-verbal (Grinder, 1989). Therefore, there is no

doubt that non-verbal aspects of communication should also be given utmost importance in education.

Sometimes even only one aspect of non-verbal communication e.g. 'how you position your body' while speaking to students plays a very important role in sending the desired message to the students. As Cangelosi (1988) points out teachers may sometimes say one thing to students, but communicate another as a consequence of their body language. Consequently, students may have difficulties in concentrating on the subject matter being mentioned at that moment. As Neill and Caswell (1993) state no matter how well the teacher is prepared and how well the content is established, success is never guaranteed; the only way to send the message across is through non-verbal behaviors.

In order for the teachers to have close connections with their students, Argyle points out that they have to include in their repertoire of behaviors physical proximity, certain kinds of body language, eye contact, smiling, a friendly tone of voice, and conversation about personal topics (cited in Saunders, 1979). Argyle also suggests that although these variables are usually used together, they can also act as alternatives and compensate the others which are lacking (cited in Saunders, 1979).

As Doyle (1986) mentions "because individuals rather than groups learn, an analysis of learning directs attention to individual processes" (Doyle, 1986, p. 395). If the learning styles of the students are investigated before the teaching starts, then the tasks and behaviors can be organized accordingly.

Therefore, when individual learners are examined, it is clearly seen that students have different styles of learning or a combination of learning styles, which is also emphasized by many researchers (Braine et al., Cake, 2000; 1990; Davis et al., 1994; Felder and Brent, 2000; Maggioli, 1996). These students, therefore, also have different needs and preferences depending on their preferred learning styles. These needs also become apparent in their teachers' way of using non-verbal behaviors, teacher behaviors and classroom teaching aids and activities, i.e, teaching styles as

different non-verbal behaviors, teacher behaviors and teaching styles reach and capture the attention of different learners.

When these needs and preferences are met by the teachers or when teaching styles and learning styles match, this brings about an increase in student motivation, interest in the subject and learning (Cake, 2000; Cangelosi, 1988; Felder and Brent, 1999; Grinder, 1989; Nacino-Brown, 1982; Neill and Caswell, 1993; Woolfolk and Brooks, 1985). These non-verbal behavior, teacher behavior and classroom teaching aids and activity needs of different learners with different needs will be investigated throughout this research, taking into account the following remarks made by Mager (1970) :

If an instructor is truly to be a conductor of the educational orchestra, he must perform functions other than those performed by the instrumentalists themselves. If he is to consider himself a head man on the educational scene, his repertoire must include all the skills of that position, rather than just those that allow him to be one of the resources he is supposed to manage. He needs to be able to carry out those functions which will allow him to make more effective decisions for, and with, that primary reason for the existence of the entire educational enterprise—the student (Mager, 1970, cited in Davies, 1971, p. ix).

To sum up, depending on the evidence given in the related literature, it can be stated that all the aspects of non-verbal communication and general communication skills are indispensable parts of teaching-learning process leading to success and thus they should be incorporated in the complex structure of this process keeping in mind the individual differences of the students.

As Hall and Hall (1988) state, teachers should find out “ways of individualizing the learning” and they should have a “humanistic” approach to teaching-learning process as this approach “places a strong emphasis on establishing good relationships” through effective use of inter-personal skills. Teachers, in that respect, should receive training on “developing relationships and establishing a positive climate” (Hall and Hall, 1988, p. 15). Neill and Caswell (1993) also emphasize the “valid and

useful role” of communication training and especially non-verbal communication training within the pre-or in-service teacher training programmes.

1.2. Purpose of the Study

The purpose of this study is to investigate the effects of perceived teacher non-verbal behaviors, teacher behaviors, learning styles, student sex and department on the English Proficiency level of the students and to what extent these perceptions of teachers’ use of non-verbal behaviors and teacher behaviors differ in relation to student sex and department. The secondary aim is to find out about the classroom teaching aids and activities of the teachers and to see if there is consistency among teachers’ self-perceptions, students’ perceptions and their needs and preferences of the use of these aids and activities. In addition, student needs and preferences of teacher non-verbal behaviors, teacher behaviors and classroom teaching aids and activities in regard to their preferred styles of learning are also investigated.

More specifically, this study will attempt to answer the research questions under the following headings. The detailed research questions will be presented in Chapter 3.

1. perceived teacher non-verbal behaviors
2. perceived teacher behaviors
3. preferred learning styles
4. the effects of perceived teacher non-verbal behaviors, teacher behaviors, learning styles, student sex and department on the English proficiency level
5. the differences in the perceived teacher non-verbal behaviors and teacher behaviors in relation to student sex and department
6. classroom teaching aids and activities used by the language teachers and consistency among a) teachers’ perceptions b) students’ perceptions and c) students’ preferences of the use of these activities
7. student needs and preferences of teacher non-verbal behaviors, teacher behaviors and classroom teaching aids and activities in regard to their preferred styles of learning

1.3 Significance of the Study

In the light of the literature surveyed, it can be said that there is certainly a need for classroom research to identify the perceived teacher non-verbal behaviors, teacher behaviors and preferred learning styles in an ELT setting of a Turkish University and to find out the effects of these behaviors and learning styles on the English proficiency level of the students. There is also a need to find out about the classroom teaching aids and activities of the teachers and when they are brought into daylight to see if there is consistency among teachers' self-perceptions, students' perceptions and their needs and preferences of the use of these aids and activities. In addition to this, it is also necessary to know about the student needs and preferences of teacher non-verbal behaviors, teacher behaviors and classroom teaching activities in regard to students' preferred styles of learning.

Most of the studies carried out so far on these issues mostly investigated either the teachers or the learners in a narrow perspective. Therefore, this study is hoped to contribute to the literature on the above mentioned dimensions since it will investigate the issues both in qualitative and quantitative terms.

It is also hoped that after sharing the results of the study, the teacher trainers and the teachers will start paying more attention to the different needs of their students knowing that they do have different styles and preferences in learning and they may need different teaching behaviors or activities used by the teachers.

1.4 Definition of Terms

Non-verbal communication:

As defined by Richmond et al. (1991) non-verbal communication is the process of one person stimulating meaning in the mind of another person (or persons) by means of non-verbal messages.

Non-verbal teacher behaviors: The observable non-verbal teacher behaviors which are grouped under the following dimensions:

1. Paralanguage

2. Coverbal Behaviors

3. Proxemics

(Woolfolk and Brooks, 1985)

1. Paralanguage:

As also defined by Richmond et al. (1991) 'paralanguage', or vocal behavior, includes all oral cues in the stream of spoken utterances except the words themselves. This includes rate of speaking, voice tone, tempo, pitch level etc.

2. Coverbal behaviors:

These are the non-verbal behaviors which accompany speech such as gestures, facial expressions, eye gaze, etc.

3. Proxemics:

According to Richmond et al. (1991) the ways humans use and communicate with space is referred to as 'proxemics'.

Another definition is presented by Richards et al. (1985) as 'physical distance between people when they are talking to each other and whether or not there is physical contact during their conversation' (Richards et al., 1985, p. 234).

Teacher behaviors: The observable teacher behaviors which are grouped under the following dimensions:

1. Designing and conducting engaging learning activities
2. Affective behaviors in communicating with the students
3. Creating a favourable climate in the classroom
4. Classroom teaching skills

(Cangelosi, 1988)

1. Designing and conducting engaging learning activities:

Cangelosi (1988) defined these behaviors as the behaviors that are used by the teachers to cooperatively and enthusiastically engage the students in learning activities. These behaviors motivate the students to be 'on-task'.

2. Affective behaviors in communicating with the students:

As pointed out by Cangelosi (1988) these are the behaviors showing that the teacher knows how to carefully select what to say and when to say it, utilize active listening techniques, and utilize supportive replies so that the students will choose to pay attention to the teacher when s/he speaks. Related to these behaviors, the teachers also demonstrate behaviors that avoid the characterization and labeling that lead the students to be defensive about engaging in learning activities; gain students' trust; avoid the resentment and power struggles that occur as a consequence of students feeling embarrassed (Cangelosi, 1988, p. 82).

3. Creating a favourable climate in the classroom:

Behaviors that are used to establish a classroom atmosphere that encourages student cooperation, on-task behaviors, and engagement. In this kind of classroom atmosphere students fear neither being embarrassed nor harassed and they clearly understand how they are expected to conduct themselves as well as the consequences of their behaviors (Cangelosi, 1988, p. 51).

4. Classroom teaching skills:

These are the general skills of the teachers demonstrated in the classroom which make the students follow the lessons easily and lead to productivity in class.

Preferred learning styles:

Kinsella (1995, cited in Moh-Leen et al., 1998) defines 'preferred learning styles' as "An individual's natural, habitual, and preferred way of absorbing, processing and retaining new information and skills which persist regardless of teaching methods or content area" (Kinsella, 1995, cited in Moh-Leen et al., 1998, p. 3).

According to Moh-Leen et al. (1998), the educators briefly define the preferred learning styles which are visual, auditory, tactile and kinesthetic as follows:

Visual learners:

Learners who like to see words or pictures, and often prefer to work alone, especially before discussion with others.

Auditory learners:

Learners who like to hear the spoken word, and often prefer activities such as debates, individual conferences, and small group work.

Tactile learners:

Learners who like to touch, and often prefer hands-on activities such as building models and doing laboratory experiments.

Kinesthetic learners:

Learners who like experiential learning, and often prefer physical activities such as field trips, role play, and drama.

(In the present study, as in most of the related literature, tactile and kinesthetic learners will be taken into consideration together as they share common characteristics.)

Learners with a combination of styles:

Learners who like to have a combination of the learning styles.

In the next chapter, the related literature survey will be presented.

CHAPTER II

REVIEW OF LITERATURE

This chapter presents the related literature survey on the teacher roles, effective teacher behaviors and their assessment, teacher non-verbal behaviors, preferred learning styles, and relationship between teaching styles and learning styles.

2.1. Teacher Roles

In terms of factors contributing to effective teaching, 'teacher' is given as "the greatest single factor in the teaching process" by Brown et al. (1982). They point out that there is no technique, no method, no device or no gadget that can guarantee success. Nevertheless, the teacher has this power as s/he is the "greatest motivating device yet discovered". Brown et al. group successful teacher characteristics in two main headings:

1. Personal characteristics
2. Professional characteristics

The most highly ranked personal characteristics that were indicated by the students in some researches conducted are listed by these authors as follows: sympathy and kindness, helpfulness, patience, a pleasing personal appearance and manner, emotional stability and self control.

Some other characteristics which were ranked lower than these but still important were: fairness and impartiality, a sense of humour, honesty, enthusiasm, creativeness and resourcefulness.

In regard to professional characteristics, the authors point out the importance of the following qualities:

- a. A mastery of the subject matter to be taught.
- b. An understanding of the basic principles of children's growth and development
- c. A good general knowledge.
- d. A knowledge of methods and techniques.
- e. A positive attitude to the work.
- f. A willingness to adapt his or her teaching to local needs taking into account the materials available.
- g. Courage to struggle for better standards and conditions in the school (Brown et al., 1982, p. 8)

The activities related to teaching are also another dimension which makes the teaching-learning process effective. In this respect the teacher is responsible for the following points mentioned by Brown et al.

1. Understanding students
2. Planning:organising experiences
3. Selecting and utilising instructional materials
4. Management and dicipline of the students
5. Choosing and implementing appropriate teaching strategies
6. Evaluating students' progress.

Teacher roles are generally divided into two in the literature. These are :

1. The roles of the teacher in the classroom, and
2. The roles of the teacher outside the classroom.

The characterictics of the effective teachers also fall into these two broad categories. For example, in order to be an effective teacher, s/he will be expected to have knowledge about the world in general and follow the events, be sensitive to the problems of the society s/he is living in, follow the recent developments in science

and technology, art and literature. These are related to the characteristics of teachers outside the classroom. The research conducted by Açıkgöz (1990, cited in Açıkgöz, 1996) also supports these points.

Another research conducted by Fikelstein (1984, cited in Açıkgöz, 1996) in the USA reveals the fact that Professors in the teaching profession lead a more different life style than the other people.

Other characteristics of the effective teachers observed in the classroom fall into the following headings (Ausubel, 1969, cited in Açıkgöz, 1996):

1. Cognitive Skills
2. Personal characteristics
3. Teaching Style
4. Dicipline

Küçükahmet (1976, cited in Açıkgöz, 1996) presents the following list:

1. Teacher as an individual
2. Professional and academic preparation
3. Professional attitudes
4. Relations with the environment
5. Personal development

According to Davies (1971) “the teacher is seen not only as a learning resource, but as a manager of learning resources, able to balance and reconcile the conflicting task needs of the curriculum with the personal and group needs of his students” (p. 14).

Nunan (1987) assigns two main roles to the teachers. These are ‘creating the conditions under which learning can take place:the social side of teaching’ and ‘imparting, by a variety of means, knowledge to their-learners: the task-oriented side of learning.’ In either role of the teacher, the learning styles of the students play a very important part. In order to create these suitable conditions, he/she should be

aware of the students' different learning styles and different needs for non-verbal behaviors as a consequence of their learning styles.

Teacher roles according to Legutke and Thomas (1991) are as follows:

1. The general role of the teacher as coordinator and facilitator
2. The teacher as manager and organizer which involves creating the project framework, creating and managing the learning climate, and structuring and guiding the learning process.
3. The teacher as instructor
4. The teacher as investigator and researcher.

Braine et al. (1990) emphasize the complexity of the teachers' roles which need organizational, administrative and inter-personal skills. Only if the teacher understands the importance of these roles or skills, then he/she will be able to create effective learning environment. In the experience of Braine et al. the effectiveness of the teacher as a classroom manager is measured by the ability to use skill, judgement and knowledge in these three areas.

Dunkin and Biddle (1974) draw the attention to the classroom's being an organized social system, and they point out that "it is reasonable to presume that its members are affected by the forms of that organization. To put it another way, it is reasonable to presume that teaching, and teaching effectiveness, will be influenced by the structured forms of classroom interaction" (p. 177).

According to Harley et al. (1984, cited in Lange, 1990) effective language teachers function with five different categories of teaching that direct student attention to learning. These categories are as follows:

1. Effective teachers engage students with academic learning time.
2. Effective teachers credit student learning that meets desired outcomes.
3. Effective teachers engage students interactively.

4. Effective teachers maintain and communicate high expectations for student performance.
5. Effective teachers maximize learning time by the use of instructional setting appropriate to the tasks being pursued. These teachers analyse their students and the tasks they are using to see if the tasks are appropriate for large groups, small groups, or to individuals. The decision taken at the end leads to appropriate teaching strategies.

2.2. Effective Teacher Behaviors and Assessment of these Behaviors

One of the earliest studies on interaction in the classroom i.e. verbal and non-verbal behaviors used was conducted by Flanders (1970, cited in van Lier, 1988) who identified 10 behaviors to be observed in order to assess the climate of the classroom, the relations between teacher and learners and social networks between groups of learners (p. 19). Flanders' 10-category schedule was as follows:

- | | |
|---------------|--|
| Teacher Talk: | <ol style="list-style-type: none"> 1. Accepts feelings 2. Praises or encourages 3. Accepts or uses ideas of pupils 4. Asks questions 5. Lectures 6. Gives directions 7. Criticizes or justifies authority |
| Pupil Talk | <ol style="list-style-type: none"> 8. Pupil response 9. Pupil initiation 10. Silence or confusion |

(Flanders, 1970)

Another systematic observation instrument developed by Casteel and Stahl (1973) was the Social Science Observation Record (SSOR) which identified verbal and non-

verbal behaviors during classroom discussions. This instrument helped the teachers to plan, implement and analyze classroom verbal and non-verbal behaviors.

Teacher behaviors have been assessed through other instruments. Some of these Inventories / Questionnaires / scales reviewed by Açıkgöz (1996) are as followed: Cusgrove's (1959) 150-item "Descriptive Ranking Form" which involves the subscales:

- a. Subject Area
- b. Student-Teacher Relationship
- c. Planning procedures in the classroom
- d. Enthusiasm

Solomon's (1966) 69-item Scale which has the following factors:

1. presentation or student involvement
2. being active, easy flow of interaction
3. criticism, denial, hostility, and tolerance
4. control, directing, being uncontrolled
5. intimacy, approval, distance
6. being reserved, having difficulty in presenting, being clear.
7. being imperfect or colorful
8. being planned, tidy or untidy
9. being nervous or calm
10. being self-interested, talking about her/himself.

Williams and Ware's (1977) "Student Evaluation of Instruction Questionnaire" has some items on subject area knowledge, presentation style, sense of humour and enthusiasm.

Murray's (1983) "Teacher Behaviors Inventory" has 60 items on the following categories:

1. Speech
2. Non-verbal Behavior

3. Presentation
4. Interest
5. Job involvement
6. Relationship with friends
7. Involvement

Gibson and Dembo's (1984) "Teacher Efficacy Scale" is a 30-item likert type scale. According to the results of the factor analysis, two factors, namely, personal teaching effectiveness and teaching effectiveness have been identified.

Marsh's (1984) "Students' Evaluations of Educational Quality" is one of the most detailed questionnaires which involves nine factors:

1. Learning
2. Enthusiasm
3. Tidiness
4. Group interaction
5. Personal pleasure
6. Flexibility
7. Exams
8. Homework assignments
9. Work load.

Alverman's (1984) "Assesment of Classroom Interaction Dynamics" measures only one aspect of teacher behaviors and this aspect is 'how the teacher leads discussions.' Zeidner's (1988) 24-item likert type scale also measures only one aspect of teacher behavior which is 'Classroom Management Strategies' and it has been developed and used in Israel. Ertürk (1970) developed a detailed questionnaire to find out the teaching behaviors of teachers along with the other aspects like measurement, classroom management, subject area. The aim of the questionnaires developed by Açıkgöz and Ün (1984) and Bilen (1989) was to evaluate classroom teaching behaviors of teachers. Kılıçcı's (1989) inventory has been developed to evaluate student-teacher interaction in Turkey.

The above mentioned questionnaires and inventories have been designed to evaluate only one aspect of teaching. Kavak (1986) developed a questionnaire to evaluate the teachers on the following categories:

1. Subject area
2. Measurement and evaluation
3. Research
4. Human relations
5. Teaching methods

Açıkgöz (1990) developed a 70-item likert type questionnaire with the following subscales:

1. Student-teacher interaction
2. Classroom teaching behaviors
3. Classroom management
4. Personal characteristics.

This questionnaire has been chosen to be used in this study as it covers most of the dimensions of teacher behaviors. In the next Chapter more details will be given about the questionnaire. Non-verbal behaviors will be dealt with separately as this questionnaire does not fully cover this aspect of teacher behavior.

2.3. Teacher Behaviors in Classroom Management

Certain teacher behaviors are used in the classrooms in order to ‘communicate with the students,’ ‘organize the classrooms’ and ‘design and conduct lessons so that the students choose to be cooperative and involved’ (Cangelosi, 1988, p. xiv). According to Cangelosi, in terms of classroom management effective use of teacher behaviors “prevent discipline problems and inattentiveness from ever occurring.” Such behaviors are also “solutions to problems of disruptive student behaviors, lack of student engagement in lessons, and poor student cooperation.”

Cangelosi (1988) explains the features of classrooms and effective behaviors in regard to the questions How teachers get students to cooperate and How teacher keep discipline problems from occurring. Classroom management strategies used in order to gain and maintain students' cooperation and thus conduct lessons conducive to learning are grouped by the same author under the following headings:

1. Creating a favourable climate
2. Communicating with the students
3. Establishing procedures and rules for conduct
4. Designing and conducting engaging learning activities

Among the strategies which help to maintain effective classroom management, Rancifer (1995, cited in Turanli, 1997) points out that behaviors related to creating a positive classroom climate are among the most important ones.

Throughout the related literature, it was seen that different dimensions related to teacher behaviors were identified and many instruments were developed to measure some of these dimensions. One aspect of teacher behaviors, however, was emphasized commonly. This is explained by Harmer (1995):

The use of appropriate performance skills will make this (learner-centredness), as many other tasks, easier to achieve. But appropriate teacher performance will also engage, encourage, and motivate students. If one of the teacher's main responsibilities is to create the right conditions for learning, then the manner of his or her performance will be critical for the establishment of such conditions (p. 89).

2.4. Teacher Non-verbal Behaviors

It is a well known fact that in the classroom whatever the teacher says is only part of the message that is being sent. Most researchers emphasize the importance of the teacher's non-verbal behavior as information for students. The works of these researchers are summarized in the article by Woolfolk and Brooks (1985). For the significance of non-verbal communication in classroom interactions, they point out the following studies:

- Perceptive educators describing the non-verbal aspect of teaching (e.g., Beebe, 1980; Galloway, 1974; 1976; Grant and Hennings, 1971; Miller, 1981; Richey and Richey, 1978; Wolfgang, 1979).
- Social and educational psychologists conducting controlled research in laboratories (e.g., Chaikin, Sigler and Derlega, 1974; Feldman and Donohoe, 1978; Woolfolk, Woolfolk and Garlinsky, 1977). They identified ‘particular teacher behaviors that are associated with specific attitudes toward individual students and that appear to influence student perception’ (p. 514).
- Researchers using the process-product paradigm examining teacher-student interactions in the classroom (e.g., Brophy, Evertson, Anderson, Baum and Crawford, 1981; Brophy and Good, 1974; Simpson and Ericson, 1983). They have found differences in teachers’ non-verbal responses to different type of students.
- Ecological and sociolinguistic approaches indicating the influence of teachers’ non-verbal behaviors on student-teacher interaction (e.g., Brooks and Wilson, 1978; Green, 1983; Kounin and Sherman, 1979; Shultz and Florio, 1979). Findings from ecological and sociolinguistic examinations of classroom life show that classroom activities play a very important role in organizing, structuring, directing, and constraining both verbal and non-verbal communication between teachers and students (Barker, 1968; Doyle, 1977; 1979; Erickson, 1982; Green, 1983; Gump, 1971; Wilkinson, 1982).
- Research on classroom activity structure supporting the importance of non-verbal behavior in teaching (Doyle 1977; 1979; 1981). In order for the student to be able to participate in these activities, he/she must recognize the non-verbal cues of the teacher that provide information about the type of the activity which is taking place, the expectation of the teacher in the situation, likelihood of the teacher’s response to different behaviors (Bremme and Erickson, 1977; Erickson, 1982; Green, 1983; Mehan, 1979).
- Results of other researches , as given by Woolfolk and Brooks, indicate that ‘the non-verbal behavior of teachers can be a primary source of cues about teachers’

attitudes and feelings, as well as teachers' expectations for appropriate participation in the activities of the class' (p. 514).

- Three major categories of behavior have been focused on by the researchers examined in the article by these two authors. These are: proxemics (physical space and interpersonal distance), coverbal behavior (gesture, facial expression, eye gaze, etc.), and paralanguage (voice tone, rate of speaking, pauses, etc.). These behaviors are important in all kinds of human interaction but particularly important functions in teaching are:

1. 'indicating expectations and attitudes (Mehrabian, 1972),
2. revealing emotional states and attraction (Ekman and Friesen, 1975),
3. supplementing, reinforcing, or regulating verbal exchanges (Ekman and Friesen, 1969),
4. being persuasive (McGinley, LeFevre, and McGinley, 1975), and
5. influencing the performance of others (Imada and Hakel, 1977, cited in Woolfolk and Brooks, 1985, pp. 514-515).

In the light of the researches reviewed by Woolfolk and Brooks, it can clearly be stated that the students' perceptions of their teachers' attitudes and performance almost entirely depend on their use of non-verbal behaviors. 'Students evaluate their teachers more positively and feel more liked by their teachers when the teachers lean forward, smile, nod affirmatively, and maintain eye contact' (p. 518).

Some research findings emphasize the effects of teacher non-verbal behavior on student learning. There is evidence that students learn more from teachers who are non-verbally active and dramatic (Driscoll, 1978; Kaufman, 1975) and who have positive facial expressions (Fried, 1976). Teacher warmth and enthusiasm and student learning have also been found to be connected by the researchers Rosenshine and Furst (1973, cited in Woolfolk and Brooks, 1985, p. 520).

Classroom management is another area in which the link between teacher non-verbal behavior and student learning can be found. If the students cooperate and participate

in the activities designed by the teacher, they are more likely to learn. For them to be able to cooperate and participate during instructional activities, non-verbal expressions of the teachers play an important role. Some studies have shown that effective teachers, especially at the beginning of the school year, address their students in a "business-like tone" (Brooks and Hennington, 1981, cited in Woolfolk and Brooks, 1985, p. 521), teach rules and procedures through modeling and demonstration, train students to respond to particular non-verbal signals (Emmer, Evertson, and Anderson, 1980), and vary voice, movement, and pace to refocus wandering student attention (Brophy, 1983, cited in Woolfolk and Brooks, p. 521).

The importance of 'face-to-face interaction' and 'appropriate use of interpersonal skills' are two criteria mentioned by Felder and Brent (2000) in order for the teachers to get students cooperate and actively involved in learning.

In the research conducted by Brooks (1984, cited in Woolfolk and Brooks, 1985, p. 521), the amount of eye contact established with the students was observed and it was concluded that the teachers who received the lowest student ratings for task orientation and enthusiasm were the ones who maintained the least eye contact during the first weeks of instruction. It is difficult to say that only the amount of eye contact was the reason why the teachers had difficulties in terms of interaction. But it is indicated by other researchers, such as Keith, Tornatzky, and Pettigrew (1974, cited in Woolfolk and Brooks, 1985) that 'the role of gaze in establishing and maintaining accountability for participation in an interaction' can not be ignored.

Based on the research results conducted in the area of 'Classroom Management' (such as Kounin and Doyle, 1975; Kounin and Gump, 1974), it can be said that other non-verbal behaviors used by the teachers also encourage students to remain engaged in the class activities, and thus prevent disruptive behaviors.

In the field of anthropology, Hall (1977) 'describes the evolution of a successful communication system as being the movement away from relying on the content of verbal messages to relying on non-verbal contextual cues when conveying

information about what is or should be happening' (cited in Woolfolk and Brooks, 1985, p. 521). For the teachers to be effective managers of their classes, such a system should also be established in the classroom in explaining instructional processes. Effective teachers give their students non-verbal indicators which are associated with the teachers' expectations for appropriate participation in each type of instructional activity. As time passes, the students come to recognize the importance of these non-verbal cues and can easily understand what the teacher expects from them.

Byers and Byers (1972, cited in Woolfolk and Brooks, 1985) draw attention to the successful teachers' communication skills by pointing out 'The more successful teacher, despite her focus on language presentation, is one who is able to participate with children in far more than language communication alone. Such a teacher enables children to learn her non-verbal communication coding and thereby learn how to learn the subject matter she is teaching' (p. 522).

Watzlawick et al. (1967, cited in Woolfolk and Brooks, 1985) state that '...all teacher behaviors are potentially communicative if students ascribe meanings to the behaviors. In the classroom, as in all social situations, it is impossible not to communicate: no matter how one may try, one cannot *not* communicate. Activity or inactivity, words or silence all have message value: they influence others and these others, in return, cannot *not* respond to these communications and are thus themselves communicating' (p. 523).

The meanings of the teachers' non-verbal behaviors may be interpreted in different ways by different students depending on their backgrounds, culture, age, and learning styles. Therefore, it should be the teacher's responsibility to be aware of these differences and plan her activities accordingly. First of all, the teacher should be able to recognize her own non-verbal behaviors and then she should determine if these behaviors are appropriate to the students and if they are giving the intended messages.

This point is also emphasized by Wootton (1992). He declares that “Many new teachers do not give enough consideration to their own ‘image.’ Inappropriate body language is a noticeable characteristic of ineffective teaching styles.” Moreover, he draws attention to faults in the non-verbal communication skills by saying that “some teachers need to be visibly more assertive in their body language; others may need to develop a less overpowering presence” (p. 3).

Neill and Caswell (1993) explain that experienced teachers may also have difficulties in their use of non-verbal skills as they may “have become automatic and are not usually consciously monitored.” He also mentions the fact that “non-verbal signals are particularly valuable when the subject matter is not inherently interesting to the class” (p. 194).

The importance of non-verbal behavior has also been emphasized in the broad area related to ‘Interpersonal Relations,’ and ‘Communication.’ Sayers et al. (1993) point out the importance of three categories in terms of effective management. These are:

1. Body Language
2. Voice
3. Physical Appearance

If a person wants to be a successful manager, he has to pay attention to these categories. Your posture, facial expressions and gestures play a very important part in affecting other people. They can easily understand if you have self-esteem or not by just observing these non-verbal aspects. Some people may hide their real feelings trying to control their body language. But it is almost impossible to control voice. The tone of voice and intonation can easily convey the real message which you yourself may even be unaware of. Moreover, the physical appearance of the person may play the most important part in the process of having an effective communication. These categories are also true in terms of teaching-learning situation.

Moore (1989) presents a framework for teachers that will assist them in preparing to teach and gives various preinstructional, instructional, and postinstructional teaching skills. Once the lessons are prepared by the teachers, they should be implemented through various teaching skills; communicating effectively is one of the key concepts which can be achieved by paying attention to verbal and vocal components of a message and the non-verbal behaviors in the teaching-learning situations. Non-verbal behaviors influence the attitudes and the perceptions of the students. Therefore, the teachers should be aware of their non-verbal expressions and the effects of these on students' learning and success. Facial expression and especially the eye is probably the most important channel of communication. Eye contact can open, prolong or cut off communication. According to the results of a research presented in the book, eye contact is often used by teachers to control interaction in the classroom. In order to change or have appropriate student behavior, teachers' use of direct eye contact or stare is quite useful. The other non-verbal behaviors also play a very important part in the student teacher interaction phase but the teachers are also warned not to overuse certain gestures as they may distract the attention of the students. Some students may attend more to the gestures rather than the message the teacher is trying to send.

The last point made by Moore is true as students have different learning styles and will be affected in different ways depending on their styles. Although this is not mentioned at this point by Moore in his article, the teachers should also consider their use of non-verbal behaviors in accordance with their students' learning styles if they want to reach every single student in the classroom.

Moore states that the human need for stimulation is also valid in the teaching-learning environment and has some implications. In order to direct the students' attention towards the learning process, it has been observed that effective teachers consciously varied their behaviors and their learning activities. There are six simple behavior patterns suggested by Allen, Ryan, Bush, and Cooper (1969, cited in Moore, 1989, p. 140) that can be used to vary the stimuli offered to students. The

first one is the use of gestures as they can effectively be used to refocus student attention or just to emphasize an important point. The second one is focusing attention verbally but even with this if some form of gesture is used, the intensity of the stimulus change will be increased. Another pattern is using pauses which is also a kind of non-verbal behavior. It can easily be used to focus or redirect student attention. Especially a sudden or unexpected silence can make the students stop talking among themselves and get back to lesson. Shifting sensory channels is the next behavior pattern that can be used by teachers in varying the stimuli. In a typical classroom, the teacher does most of the talk and the students just listen. If the teacher tries to provide stimulus variation by shifting the sensory channels i.e-seeing, touching, tasting..., this results in the students' refocusing their attention toward teaching-learning process. The last pattern is teacher movement. If the teacher can use physical movement effectively, this will draw the students attention on the subject as well.

Neill and Caswell (1991) point out that:

.....non-verbal signals are more powerful in conveying feelings than speech because most recipients are less aware of them. If you overtly tell a class that the subject you are dealing with is really exciting, or that you intend to deal firmly with any indiscipline, the explicit message may give the more cynical members of class a clear target to aim at. If you convey enthusiasm or firmness non-verbally, your audience extracts the message from your behavior subliminally. Since they have derived the message themselves without being aware of having done so, they are less likely to be able to challenge it (p. xvi).

The authors state that the effective use of the communication skills will determine the success and failure of any lesson and they draw attention to the 'self-knowledge' and 'awareness of one's non-verbal skills'. This, in return, will lead to effective performance.

The authors identify three types of messages that are sent through non-verbal signals. The most important of these messages is identifying both positive and negative feelings. Praise, interest or criticism in terms of interpersonal relationships and other feeling about the subject matter of the lesson are conveyed mainly by facial

expressions and secondly by some type of intonation and following these come gestures and head and body posture which are the other non-verbal channels used in this process. Increased gaze and proximity and other signals such as speech volume are used at greater intensity. Most gesture and intonation patterns are also used to supplement the meaning of speech (Neill and Caswell, 1991, p. 16).

Non-verbal communication aspects related to classroom layout, dress and distance are also mentioned as important by the same authors. Moreover, they also analyze the meaning of pupils' non-verbal signals which is not in the scope of our study but can be the subject of a future study.

Neill and Caswell (1991) point out that

A wide range of facial expressions, intonation and gestures are used by enthusiastic teachers to convey the interest and excitement of the subject matter. As the students will not be very interested especially in the first lesson, this will be the motivation factor for the students if the teacher demonstrates personal interest in the students and their contribution through the use of such non-verbal signals. Real interest in the students can be expressed by attentive orientation and gaze, and sufficient wait time can also be used to let the student think and organize his/her answer without interruption. Gestures should be used by teachers as a supportive channel to speech (p. 118).

In the observations conducted by these authors some behavior patterns were identified for effective and ineffective teachers through video recordings. During confrontations, for example, effective teachers behaviors were more decisive and relaxed than those of ineffective teachers. Effective teachers used more controlling gestures; they were more animated; they used more illustrative gestures and more animated intonation, showing a lively and sometimes humorous involvement in what they were saying. Therefore, in dealing with disciplinary problems, it has been observed that non-verbal signals play a very crucial part if used effectively.

Köknel (1994) states that in order to be happy, be a part of the world we are living in and consequently get rid of the negative feelings such as loneliness, darkness, illiteracy and so on, the key concept is 'communication.' If we want to conduct an

effective communication with the people around us, we have to understand and listen to the other people and be sensitive to non-verbal behaviours together with verbal communication. In terms of non-verbal behaviors, Köknel identifies some categories. Although these are mentioned in general terms, the researcher believes that they can also be applied to student-teacher interaction. For example:

‘Personal Territory;’ people should be careful enough not to invade other people’s invisible space. In terms of personal space, there are four distances specified. These are general, social, personal and close relationship distance. These distances differ in different cultures but it can easily be understood from the reaction of the person we are interacting with if we are invading his/her territory or not. The other person will show signs of distraction during the communication process and we should try to be sensitive in reading these signs and adjust the distance accordingly.

This is also important in terms of classroom interaction. In the classes, the teachers have students coming from different backgrounds. Therefore, it will be up to the teacher to observe the space his/her students need to keep during student-teacher interaction. There may be serious breakdowns in communication if this is not observed.

Another important category is ‘greeting’ verbally or non-verbally. This is the first and may be the most important step to start the interaction. It can be done in many different ways; even a warm smile by itself can send the message that the person is ready and willing to communicate. So in the classroom situation, the entrance of the teacher with a ‘greeting’ can easily get the attention of the students and create a positive attitude towards the teacher, the lesson and the classroom environment in general. The significance of entrance behavior of the teacher was also pointed out in the research conducted by Pektaş (1988).

Eye contact, facial expressions and gestures are some other non-verbal behaviors that are used to send basically the message ‘Yes’ or ‘No’ as stated by Köknel (1994). Just like a baby showing his/her willingness to communicate by using certain

gestures, adults also intentionally or unintentionally send the message that they want to or do not want to 'start,' 'continue' or 'stop' the communication process.

2.5. Non-verbal Behaviors in Classroom Management

As Saunders (1979) states many researchers such as Adams and Biddle (1970) and Delefos and Jackson (1972) confirmed that every classroom has an area in which the teacher spends most of his time and to which he directs most of his attention. They call this the 'action zone' (p. 56). Using this zone effectively has a positive impact on the classroom management skills of the teachers. The students who sit away from this zone tend to get lost during the activities as they feel they are ignored by the teacher. Therefore, according to some research findings, it is said that there is a relationship between seating position and interaction.

It has been pointed out by Wootton (1992) that:

Public relations consultants are fond of reminding us that more than nine-tenths of a speaker's impact depends upon his or her appearance, 'image' and 'body language': less than one-tenth of his effect depends upon what is actually said". Every good teacher, too, knows that it's not what you say, it's how you say it. Movements, gestures, mannerisms and the way we use our eyes, all have significance in both basic class control and effective teaching. Competent teachers give frequent non-verbal messages indicating authority and the ability to control people and events (p. 3).

According to Wootton (1992) the aim should be to "present an image that the pupils recognise immediately as authoritative, competent, firm, sympathetic, caring, patient and predictable" (p. 3).

As stated by Wootton (1992) some of the non-verbal behaviors that are used by effective teachers are as follows:

*If your body language lacks conviction, your pupils may see you as nervous, indecisive, or boring.

*Successful teachers use bold gesture and positive facial expressions to reinforce their style of teaching.

- *A calm, relaxed facial expression is characteristic of the effective teacher.
- *Effective teachers use arm movements to emphasize their intentions.
- *Gestures are much more effective when made with the full arm, from the shoulder. Gestures made from the elbow are characteristic of an ineffective teacher.
- *The teacher's habitual gestures may give useful signals to pupils and help to establish the routines of the classroom activity.

Examples which are characteristic of weak teaching styles which affect class control are also stated by the same author. Some of these are:

- *Ineffective teachers tend to use weak or vague gestures and few vivid facial expressions during their expositions.
- *Among many examples of body language that signal nervousness and lack of confidence are the following:

A permanently intense or worried expression

Repeatedly touching the face or hair.

Scratching the nose while speaking

Any kind of fussy and fumbling movements of the hands

Fumbling with a stick of chalk

Any kind of nervous laugh or nervous cough.

Glancing at the watch, or indeed surreptitiously glancing at anything.

Fiddling with jewellery or clothing.

Folding the arms (can easily be recognised as a sign of stress)

Hands in pockets may signal a calm and relaxed attitude, but can easily be a sign of lack of care and interest.

Hands on hips suggests that you are bossy and cross

Reluctance to smile, even when something funny has happened.

Reluctance to look directly at anyone.

Sitting down for long periods (Wootton, 1992, pp. 3-15).

It can be seen from the related literature that non-verbal behaviors used by the teachers are very important dimensions of communication in the classroom and classroom management. Understanding more about these behaviors and using them effectively will contribute to more effective teaching and easier class control on behalf of the teachers. As for the students, this will mean a favourable classroom environment which will facilitate learning.

2.6. Preferred Learning Styles

Özer (1995) mentions how difficult it is to communicate with people who have had different experiences in life. Naturally, these people see things in the light of their personal experiences. Thus, it is not a surprising fact that they behave totally different in the same situation as how they interpret the situation is always right, and whoever thinks in the opposite way is wrong. So how can we expect a healthy 'communication' if everybody says 'I am right.' He mentions the common mistakes applied by people which lead to lack of communication and also points out what should be done if we want to understand people around us and have 'communication' with them. One of the suggestions he makes in terms of having healthy communication is being sensitive to people's 'channel of perception.' These channels are 'Visual,' 'Auditory,' and 'Kinesthetic' channels. He has developed a questionnaire to find out about people's dominant channels. After identifying the channel, we should be careful enough to observe if we are sending messages which have harmony in terms of verbal and non-verbal aspects. He mentions five major groups of non-verbal behaviors:

1. Eye Movement
2. Facial expressions and Head Movement
3. Leg and Arm Movements
4. Distance between you and the other party
5. Seating

Keeping in mind the dominant perception channel of the person we are communicating with, we have to pay attention to what may have positive and what may have negative effects on this person. For example, if the person has dominant

'visual' perception, supporting what we say by our body language will help the person understand our verbal message more clearly. But if the person is 'auditory', this may have a negative effect on the person as he will be confused by our body movements. He will only want to be attuned to the verbal messages. For a 'kinesthetic' person it will even be better to touch slightly on the arm while talking.

These 'Dominant Perception Channels' in terms of communication in general are the 'Learning Styles' for learners. In order to be able to have communication in class, we have to observe the needs of our students in terms of their different styles of learning. Only then we can understand why some of our students are still following what we say, while some others seem to be lost or even start sleeping.

Özer (1995) points out that in order to send effective messages and reach the others, we have to be aware of our and other person's dominant perception channel. Only then we can have effective communication without any misunderstanding.

Knowing about a student's learning style can make a considerable difference in the academic performance. Riessman (1964, cited in Anderson, 1989) states that when a child does not learn, teachers and guidance counselors tend to focus entirely on IQ, emotional blocks, and personality conflicts rather than on his style of learning. Why not simply concentrate on the way the child works and learns? Focusing on all the effective reasons for his *not* learning is looking negatively at the problem. Hunt and Sullivan (1974, cited in Anderson, 1989) would like teachers to view students in terms of their 'accessibility channels'--their cognitive, motivational value, and sensory orientation. They state: 'Describing a student in accessibility terms is nothing more than an attempt to specify the needs of the children in terms that have some meaning for the teacher and makes it more likely that the teacher will reach, get in touch, or tune in with the student' (p. 49).

A **sensory modality** or what we call learning style in this research is defined by Anderson (1989, p. 90) as 'a system for interacting with the environment through one of the basic senses: sight (visual), hearing (auditory), touch (kinesthetic), smell

(olfactory), or taste (gustatory).’ The sensory modalities most important to the teacher are visual, the auditory, and the kinesthetic.

The visual modality (sometimes referred to as the spatial modality) functions when a person pays attention to, thinks about, and remembers visual components of his environment. The verbal modality (sometimes referred to as the auditory modality) is at work when an individual attends to the spoken word. The kinesthetic modality refers to the sensations conveyed through the organs of touch--sensations of movement, and muscular tensions (Bissell, White, and Zivin, 1971, p. 131).

Anderson points out that when the teacher uses different sensory modalities in developing a lesson plan, he/she can reach students who may have greater strengths in modalities other than the verbal modality. The teacher should find ways to match instructional methods with individual strengths of students.

To enable each student to learn at the pace which would result in optimal learning, flexibility in scheduling, and allowances for individual tempo, variations need to be made in the classroom. This as Anderson states requires flexibility in class organization, curriculum development, and the guidance of the teaching-learning process.

“Everybody deserves to be given the chance to learn; and every human being is able to learn, if the tools for success are provided” says Maggioli (1996). In the article by this author , a method is given to find out about the learners’ learning styles and by means of this method teaching/learning style conflict is avoided in the classroom. Knowing about one’s learning style empowers the learner as it boosts his confidence and self-esteem, this in return helps the teacher as well. In the NLP (Neuro-Linguistic Programming) Literature, individuals are also classified into ‘Visual,’ ‘Auditory,’ ‘Tactile’ and ‘Kinesthetic’ learners. After conducting some interviews with his students, Maggioli has been able to list the characteristics of these learners as follows:

The visual learner:

- * Understands orders if told rather than shown.
- * Likes to work quickly and finish early.
- * Is always looking intently at the interlocutor.
- * Tends to follow the teacher with his/her eyes while the teacher moves around the classroom.
- * Recalls information by visualizing the source.
- * Always notices details.
- * Tends to avoid oral production and when asked to speak, will keep his/her production to a minimum.
- * Is very neat in the presentation of written work and tries to keep an orderly learning environment.

The auditory learner:

- * Is generally regarded as the 'nice but naughty' student in the group.
- * Cannot stop chattering, whispering, etc.
- * Is a good storyteller.
- * Can be very bright at oral work, but his/her performance on tests is mediocre.
- * Is generally a group leader (S/he knows how to listen to others).

The tactile learner:

- * Needs to SEE and HEAR and DO in order to learn.
- * Generally has a kind of tic (e.g., twisting a strand of hair).
- * Is overly familiar with everybody.
- * Has a short concentration span.
- * Find it difficult to understand abstract symbols (e.g., timelines, diagrams, etc.).
- * Needs 'hands on' activities in order to understand.

The kinesthetic learner:

- * Feels s/he is two sizes bigger than the desk.
- * Prefers baggy clothes

- * Needs periods of reflection between tasks.
- * **MUST MOVE.** Good at sports and physical tasks.
- * Generally writes words over and over and is not neat
- * Has both the power of breaking down the language into bits and pieces and putting those pieces back together in a 'big picture' style.
- * Uses movement and rhythmic routines in order to learn.

The above mentioned sensory preferences help the language teacher to decide on the activities to be used in class. The list of activities are given by Maggioli as follows:

Visual learners:

- * Working with pictures, posters, etc.
- * Realia
- * Video
- * Flash cards, card games, etc.
- * Cuisenaire rods
- * Timelines, charts, grids, diagrams.

Auditory learners:

- * Any kind of work with audiocassettes, including Counseling/Learning (CLL) techniques
- * Songs, poems, rhymes, jazz chants, etc.

Tactile learners:

- * Cuisenaire rods, manual arts, card games, board games
- * Working with maps
- * Magnet board/flannel board
- * Framing posters for abstract symbols
- * Working with cards, slips of paper, etc.

Kinesthetic learners:

- * Games like 'Simon says.....'
- * TPR activities

- * Classroom tasks (giving out handouts, etc.)
- * Blackboard work
- * Races, competitions, etc.
- * Board games

Maggioli (1996) concludes by pointing out that after identifying their students' sensory preferences and applying activities in class according to their needs, the students' performance has improved and the teachers have discovered that 'working in this cooperative and inquisitive manner helps them grow not only as professionals but also as individuals' (p. 33).

Braine et al. (1990) emphasize the fact that:

..all pupils are individuals, with individual needs and different levels of interest and ability in the subject. Hence, the development of each pupil needs to be monitored individually and the classroom organisation should be structured in such a way that this individuality is allowed for in the learning process (p. 41).

The recent research shows that students have significantly different learning styles (Barbe and Milone, 1991; Claxton and Murrell, 1987; Corno and Snow, 1986; Felder, 1988; 1989; 1990; Felder and Silverman, 1988; Godleski, 1984; Kolb, 1984; Lawrence, 1982; Pask, 1988; Schmeck, 1988). Felder (1993, p. 286) points out that: "students preferentially focus on different types of information, tend to operate on perceived information in different ways, and achieve understanding at different rates".

Here is the summary given by Açıkgöz (1996) on learning styles.

Although learning styles have been criticized due to

1. the confusion related to the definitions
2. the low level of reliability and validity of the inventories and questionnaires
3. the fact that the related features of the students and the teaching environment can not be fully identified (Curry, 1990, cited in Açıkgöz, 1996), it is believed that this is

an important factor in terms of teaching process. In order to be able to derive clear generalizations on this subject, more research findings are needed.

The Barsch Learning Style Inventory (LSI), which evaluates to what degree an individual is a visual, auditory, or tactile learner, was used by Davis et al., in order to identify the learning styles of the students. As Davis et al. (1994) summarize:

Visual Learners are those who learn primarily with their eyes. It is important for the teacher to use resources that must be read or seen: The chalkboard, posters, and bulletin boards; books, magazines, and manuals; programmed learning materials; drawings, pictures, graphs, and diagrams; films, filmstrips, transparencies, and computer monitors if available. Visual learners prefer to have written assignments, and it is wise for the teacher to provide written evaluations.

Auditory Learners primarily learn with their ears. The teacher should therefore provide many resources for hearing: lectures, discussions, and small group talk are good, as are records, tapes, and video-tapes, using stereo, radio, and television. The teacher should give precise oral directions and explanations. This includes orally setting tasks, giving assignments, discussing resources, reviewing progress, and any other activity requiring aural comprehension and processing.

Tactile Learners are those who prefer to learn 'hands-on'. For these students, teachers should have manipulative and three-dimensional materials that are touchable and moveable. They should make use of models and other real objects. Students should be allowed to plan, demonstrate, report, and evaluate by using these types of resources and the teacher should encourage written, graphic, and/or computer records of information (p. 14).

The importance of students' preferred learning styles has been emphasized in the related literature by many researchers. However, there is no consensus on how to identify these different styles and on which aspects of learning styles to concentrate on. The only conclusion that can be drawn is that students have different preferences in learning and teachers do have different learners in their classes with different needs and a combination of learning styles.

2.7. Classroom Teaching Aids and Activities Used by the Teachers

Classroom teaching materials or instructional materials in teaching are the materials which can be used in the classroom in order to make the “meanings more vivid and more interesting and are used to supplement or complement the teacher’s tasks” (Nacino-Brown et al., 1982, p. 166). As mentioned by these authors, “effective use, careful selection and skilful handling of these activities” in class guarantees ‘over-verbalisation’ of the teachers and thus teachers can avoid the monotony in their classes.

Moh-Leen et al. (1998) state that teachers usually teach using their preferred sensory styles and assume that students are learning in the same way. It is known that there is a variety of learning styles and while preparing the lessons teacher should ask themselves the following questions:

- * What teaching style will the activity demand?
- * What major learning style preference do the students have? What are appropriate activities and how can the activities help individual students best?
- * What proportion of teaching/learning styles activities should I cater to in each lesson and in the entire course?
- * How can I help ‘bring out’ and stretch my students’ learning style preferences so that they can adapt to various learning situations?

According to Brown (1994, cited in Moh-Leen et al., 1998), “the burden on the learner is to invoke the appropriate style for the context. The burden on the teacher

is to understand the preferred styles of each learner and to sow the seeds for flexibility' (p. 109).

As Doyle (1986) points out that "teacher behavior is systematically related to the types of activities used in the classroom. The amount of time teachers spend organizing and directing students, interacting with individual students, and dealing with inappropriate and disruptive behavior is related to type of activity" (p. 403).

2.8. Relationship Between Teaching Styles / Classroom Teaching Aids / Activities and Preferred Learning Styles

Grinder (1989) states that while the teachers are teaching, some of them try to present information in a multisensory fashion which will reach the vast majority of students. The VAK (Visual-Auditory and Kinesthetic) approach, as he calls it, lets the student receive the information in his choice of INPUT channel. It is a well-known fact that multisensory teaching helps students reinforce their retention as the 'more channels the information is in, the more vivid the memory'. Applying multisensory teaching also strengthens the students' secondary channels. It is also mentioned that over 65% of reteaching time is spent with the students who are not multisensory enough and who need to receive information in just one INPUT channel which is their preferred learning style. The students, during the presentation of the lesson, can easily increase or decrease their attentiveness based on whether the teaching style of the teacher matches or mismatches their style of learning.

It is a well known fact that the students learn a subject at different rates and with strikingly different levels of competence (Lowman, 1990, cited in Davis et al., 1994, p. 12). We as instructors cannot be held responsible for the differences in ability students bring with them into our classrooms, but we *are* responsible for motivating our students, and for making sure that they become involved in learning (Cole, 1982, cited in Davis et al., p. 12). Teachers can identify their students' learning styles by using Learning Style Inventories and try to make their learners actively participate in the learning task. When the learners become involved and the task is presented in his/her preferred style, than 'the learning is actually accomplished more rapidly and

retained longer'. When the teacher's instructional style and the student's learning Style 'match', there is usually a productive environment. Davis et al. (1994) state that the first step is for the teacher to be aware of his/her students' learning styles and of his/her own preferred way of instructing. Adjustments can then be made to accommodate the students' needs (Boylan, 1984; Whitman et al., 1986, cited in Davis et al., 1994), and students can be shown how to become more responsible for their own learning (Gregorc, 1979, cited in Davis et al., 1994).

Suleiman (1996) points out that while several studies focus on how students learn, very few focus on how teachers teach. It has been assumed that successful learning is judged by effective teaching. To carry out learning tasks successfully, it is important to have multiple learning opportunities and 'style-shift' while learning. On the other hand, teachers should achieve a balance between teaching strategies and the students' unique learning styles. Thus, teachers are encouraged to adjust their teaching strategies in light of different learning styles of the students. This is especially true in today's increasingly diverse classrooms where multiple ways of knowing, learning, and interacting have to be valued and celebrated.

The purpose of his paper is to: (1) identify different learning styles of culturally and linguistically diverse students and show how they can be met in language arts instruction; (2) identify strategies for teachers to provide all students with optimal learning opportunities by valuing the learners' preferred ways of learning; and (3) provide pedagogical implications for bilingual and multicultural teachers to achieve congruence between teaching and learning styles in language arts lessons.

Bauder and Milman (1990) conducted a research on learning and teaching styles in English as a Second language and summarized the results of learning and teaching preference surveys at a Mexican university in 1989. The majority of the students felt they could learn well by employing any or all of the four perceptual modes: auditory, visual, kinesthetic, and tactile. It was concluded that: (1) style matching, while sometime desirable, may be impractical on a large scale; (2) students could occasionally be grouped according to preferred learning styles; and (3) a special

effort could be made to help students develop increased cognitive flexibility when they demonstrate that they are bound to only a few learning styles.

In another research carried out by Ladd (1995) 60 Tennessee secondary business teachers who serve as student organizational advisors were chosen as the subjects to the study. They had the following learning style preferences: organization, detail, people, and direct experience; and they had the following teaching style preferences: organization, authority, people, and direct experience. There was significant disparity between learning style and teaching style--61% do not teach the way they prefer to learn. No relationships were found among teaching style, learning style, experience, and education.

The paper presented by More (1993) examines different types of student learning styles and outlines a four-step process for identifying and integrating these learning styles to provide students with the most effective educational experience possible. The paper then discusses steps for classroom integration of different learning styles:

- (1) identify the learning styles of individual learners;
- (2) match teaching styles to learning styles for difficult learning tasks;
- (3) strengthen weaker learning styles for easier learning tasks and in drill and practice; and
- (4) teach learning style selection strategies.

A case study was undertaken by Wheeler (1991) of a student teaching situation in which the operational behavior styles of the student and cooperating teacher were quite different. Among the conclusions drawn from study of this 'critical' case is that some effort to match operational behavior styles may mean the difference between a satisfactory student teaching experience and an unsatisfactory one.

A survey of teachers in an elementary school building and a literature review conducted by Campbell (1990) indicated that the causes of the lack of individualizing student learning were related to class size, poor leadership, teacher training, and

poorly developed learning style instruments. A practicum was designed for classroom teachers to recognize different learning styles and incorporate them into their repertoire of teaching. This practicum involved 31 sixth grade students and included five behavioral objectives: (1) improved study habits, attitudes, and behavior; (2) employment of four distinct teaching methods; (3) administration of the Dunn, Dunn, and Price Learning Style Inventory self-reporting instrument to 27 elementary teachers; (4) in-service on learning styles for all elementary teachers; and (5) parental review of child's learning style inventory results. Outcomes of the practicum showed improved work habits in 27 students, improved classroom attitudes in 26 students, and improved classroom behavior in 10 students. The students and their classroom teacher found the four group teaching methods that were introduced and demonstrated to them to be excellent experience.

Dunn and Griggs (1988) carried out case study observations and analysis of learning styles in U.S. secondary schools. The text presented by these researchers provides testimony to the accomplishments of schools actually integrating differentiated learning styles into their diverse educational programs and concomitant coursework. With the notion that learning style provides important insights into the ways individual students process information, this research documents the implementation of learning styles successfully in 12 secondary schools. The schools are of many varieties: public and private; rural and urban schools both large and small; an alternative program; and a university-affiliated laboratory school. In addition to the 12 case studies, learning styles are defined and effective leadership and management strategies facilitating learning styles' applications are diagnosed.

Martin (1986) suggests that teaching may be enhanced as more insights are gained about how each student responds to the teaching/learning process and how learning style and teaching style are integrated. Four learning styles are compared and four teaching styles are examined in the paper.

Smith (1997) points out that since the 1890s, researchers have been studying the impact of teachers' characteristics and styles on their students' progress. Many

attempts to quantify basis of quality teaching have been made. The research into teaching styles has traveled through four distinct phases. The first was concerned with describing the characteristics of the effective teacher, although there was not any attempt to determine whether the identified teacher qualities were actually correlated with student learning outcomes. A second phase was a series of studies into the various methodologies of teaching. These studies led to the investigation of process-product processes, as displayed in the development of teacher assessment instruments. Researchers are currently trying to identify the interpersonal teaching styles of the teachers and to determine their effects of interpersonal teaching behavior and student cognitive and affective outcomes. Research has not yet addressed the effect of interpersonal teaching behavior and student cognitive outcomes at the six taxonomic levels of cognition developed by Bloom.

King and Young 's (1996) paper examines two case studies of multigrade teachers, and focuses on their diverse teaching styles. It questions what are the critical issues in multigrade teaching, and whether it is possible to identify 'best practice' in the multigrade classroom. They suggest necessary skill that should be developed in preservice education as preparation for teaching in multigrade classrooms.

Hinton's paper (1992) discusses research designed to determine the learning style preferences of students in a graduate class. The theoretical backdrop for the study was that learning styles impact on both the achievement of students and the teaching effectiveness of the instructor. Fifteen students, ranging in age from 23 to over 37, in a research methods in education course, participated in the study by completing a 10-item personal theory of learning inventory. Survey questions inquired as to the student's preference for informal teacher presentations, the provision of structure in learning, and attitudes toward note-taking, textbook reading, studying, norm-referenced grading, listening to other students' ideas, small group discussions, essay examinations, and independent investigation of topics. Results showed the class preferred an orderly presentation of materials interspersed with structure, drill, and practice. They did not like to read textbook type material or to study for tests, but they did like essay type questions and listening to the ideas of other students.

Overall, the results showed that the learning style theory was useful in classroom practice at the graduate level because a knowledge of students' learning style empowered the instructor to modify teaching and adapt individual teaching style for the benefit of the individual students.

Smith and Renzulli's article (1982) focuses on an educational versus psychological definition of learning styles and offers a rationale for matching student and teacher style based upon this definition. A survey of various matching approaches is provided along with a classification chart that visually differentiates among alternative matching strategies. The Learning Style Inventory (LSI) by Renzulli and Smith is then described. The LSI is a research-based instrument designed to guide teachers in planning learning experiences that take into account the learning style preferences of students within their classrooms. The instrument provides information about student attitude toward lecture, discussion, drill and recitation, peer teaching, simulation, projects, teaching games, independent study and programmed instruction.

Drawing from a literature review of books, periodicals, and documents published since 1971, the paper presented by Ash (1986) provides the necessary background for a business/industrial trainer to reach trainees more effectively by identifying students' learning styles and matching styles with appropriate strategies for teaching/learning. Part A provides a summary of the literature on adult learning styles, focusing on the nature and the dimensions of learning styles and the educational implications of cognitive styles. Part B discusses various group and individual instructional methods, offers a brief outline of 14 teaching techniques, and considers the relationship of teaching methods and techniques to learning styles. Finally, part C recommends the approach to meeting individual learning styles used in the Learner Center at Bunker Hill Community College. The Bunker Hill approach, a delivery system for individualized, personalized curriculum based on mastery-level skills, centers on the premise that the individual's cognitive learning style paired with a complementary method of instruction may be the most successful approach to learning.

Identification of teaching styles congruent with student learning styles to increase academic achievement is examined in the report presented by Dunn and Frazier (1990). A literature review is followed by a discussion of the six elements of teaching style, which include instructional planning, teaching methods, teaching environment, teaching characteristics and classroom management, student evaluation techniques, and educational philosophy.

The purpose of the practicum suggested by Wallin (1990) was to increase teachers' awareness of various learning styles and multiple intelligences in middle school classrooms by analyzing their own styles and applying that knowledge to their teaching styles and strategies. Six workshops designed to introduce, assess, and offer tangible classroom strategies in learning/teaching styles and multiple intelligences were held during the implementation of this practicum. Outcomes of the practicum were positive. The heightened awareness and utilization of diversity in styles of teaching, ways of learning, strategies used in the classroom, and kinds of intelligences have yielded potential long-term effects for the benefit of the students and educators.

Heywood's paper (1997) describes the reactions of graduate secondary student teachers to an experiment which required them to evaluate specified techniques and theories of teaching and learning as part of their classroom practice. The aim of the experiment was to: (1) improve the quality of their judgment about their pupils; (2) acquire variety in teaching styles; (3) increase understanding of student learning; and (4) evaluate the merits of Kolb's theory of learning and implication to teaching practice. Kolb's cycle of learning has four stages: learners are actively involved in a specific experience; they reflect on this experience from several perspectives; they draw conclusions using abstract conceptualization; and they take action as a result of the conclusions. Kolb developed a Learning Style Inventory to determine the disposition of learners within a framework of four learning styles: convergers, divergers, assimilators, and accommodators. The student teachers devised lesson plans to take their pupils through each quadrant of the cycle and a test to assess student performance based on the learning styles. Over 50 percent of the participants

said they experienced a permanent change in teaching as a result of the exercise; 56 percent said they fully intended to use the Kolb plan again; and 29 percent said they would use a Learning Style Inventory in the future.

Considerable study has been focused on relationship between learning styles and other characteristics and conditions, such as teaching styles, achievement, student age, and student gender. In 1991, a study was conducted by Thompson and O'Brien on two campuses of a comprehensive community college in the southeast to measure the effect on course grades of the relationship between matched and mismatched teaching and learning styles and student age and gender. The Gregorc Style Delineator (GSD) was employed to determine the dominant styles of both teachers (N:16) and students (N:207). Data from the study were analyzed and significant main effects were manifested in regard to teaching style and age group. Similar effects were observed between teaching style and student gender. No significant main effects were present for either student learning style or matched and mismatched conditions.

The DICSIE (describe, interact, control, select, instruct, and evaluate) model suggested by Reiff (1985) provides a systematic approach to personalizing instruction in teacher education. First, the individual learning style of the student is determined and a description is given by the instructor of the teaching methods most commonly used in the classroom. Awareness of the importance between student and learning style, instructor and teaching style, as well as student and teaching style, is of fundamental importance in this model. Once identification is made of different cognitive styles, teachers and students may systematically plan how they will incorporate their personal styles into studying and instructing. Student involvement is increased by diversified teaching styles and the model encourages teachers to be flexible and versatile in selecting a variety of appropriate instructional strategies. Ongoing evaluation of interaction between student and instructor provides the instructor with more complete and accurate information about the capabilities and progress of the student.

Ast (1988) points out that the identification of students' learning styles and the subsequent correlation of them with teaching styles have important implications for curricula and instruction. The cognitive, affective, and physiological aspects of learning style are based on genetic structure and personality and are affected by the individual's developmental and environmental characteristics. In order to match learning and teaching styles, teachers should be skilled in several styles in order to accommodate individual differences. Students should be provided with a variety of learning settings, resources, and instructional methodologies that will ultimately match their self-determined needs and goals. Students taught by their preferred method tend to achieve better, be more interested in the subject matter, like the way the subject is taught, and want to learn other subjects the same way. The matching of teaching/learning styles is accomplished either by adapting the environment to the existing skills of the learner or helping the individual to adapt successfully to the demands of the environment. Differences in learning styles can not be accommodated on all occasions, but educators should make every effort to understand these differences and alter instructional style in those areas and at those times that modifications are possible. Efforts should be made to adjust for affective and physiological dimensions of the learning styles.

In the study conducted by Souster (1982) the interaction between teacher style and student achievement was explored. A secondary aim of the study was to develop an instrument to rate teacher knowledge and understanding of instructional theory and practice as they affect student achievement. The Student Perception of Teacher Style (SPOTS) scale was administered to 504 sixth-grade students. Dependent variables were achievement test results as measured by the Canadian Test of Basic Skills (CTBS). Students were classified by their perceptions of their teachers' instructional styles and by socioeconomic status. Teachers of the students in the sample were also rated with the Teacher Style Checklist (TSC) scale, and they also completed an instrument constructed for the current study, the Souster Teacher Opinion of Research in Education (STORE) scale. An analysis of variance revealed that students taught by teachers using an indirect instructional style did significantly better on the CTBS language, reading, and mathematics subjects. With further analysis of variance

procedures, it was also determined that low socioeconomic groups did significantly better on the CTBS language subjects when their teachers used indirect instructional styles. Teachers who used a combination of direct and indirect teaching styles had higher group mean scores than either the direct or indirect styles on the STORE scale.

As pointed out by Davidman (1984), learning style based education (LSBE) is an instructional approach which forms the basis for a new teaching technique, learning style informed instruction (LSII). LSBE is a special form of individualized instruction in which the instructional decisions teachers make about specific students are heavily influenced by knowledge of the characteristic cognitive, affective, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact, and respond to the learning environment. LSII is a form of instruction in which teachers collect and make use of learning style data on their students (collected by learning style instruments and/or teacher observations) only when they consider it sensible to do so. This allows teachers to match their own teaching style with their students' learning style without attempting to create optimal matches between all relevant characteristics of all students at all times.

Gordon (1998) also takes learning style as a factor which influences student educational performance and in his article he summarizes different ways of characterizing learning styles. Some of these are: field-dependent or field-independent / concrete sequential, abstract sequential, abstract random, and concrete random / kinesthetic, tactual, auditory, and visual. By being aware of individual learning styles, as he points out, teachers can develop alternative instructional methods and a variety of learning resources.

The relationship between certain parallel aspect of the teaching and learning styles of 60 student teachers of English as a second language were examined by Grosse (1985) in the context of the general assumption that an individual's teaching and learning styles are closely related. The Candfield Learning Styles Inventory and Instructional Styles Inventory were used to assess the degree of preference for the

same conditions (peer, organization, goal setting, competition, instructor, detail, independence, and authority), content areas (numeric, qualitative, inanimate, and people), and modes of teaching and learning (lecturing/listening, reading, iconic, and direct experience). From this information, group profiles were developed and compared. The results suggest that teaching styles are not as closely related to learning styles as is generally assumed, and imply that the teachers use different behaviors to react to similar teaching and learning situations. While some similarities existed, the differences in over half the assessed preferences for conditions and modes of instruction were significant.

Several other studies also dealt with the relationship between teaching and learning styles and emphasized the fact that teaching should be adapted to the learning styles of the students (Cornett, 1983; Dixon, 1978; Green, 1982; Heikkinen, 1978; Heimlich and Norland, 1994; Lapidés, 1980; Lyons, 1984; Martin, 1987; McKinnon, 1991; Pendergrass, 1981; Raines, 1976; Rubin, 1971; Scerba, 1979).

The following remarks made by Felder and Brent (2000) can be presented in order to summarize the literature survey related to the relationship between learning styles of the students and the teaching styles of the teachers:

“We can not do much about the students’ ability, background, or learning styles. To maximize student learning, all we have to work with is our teaching style.”

The related literature also provides evidence for the fact that students whose learning styles are compatible with the teaching styles of their teacher “tend to retain information longer, apply it more effectively, and have more positive post-course attitudes toward the subject than do their counterparts who experience learning/teaching mismatches” (Felder, 1993).

Summary of Review of Literature

The review of the literature revealed that there were many issues related to the effective use of teacher behaviors. In terms of communication process, along with teacher behaviors in general, teacher non-verbal behaviors were also given utmost

importance as the researchers found positive correlations between the effective use of these behaviors and increased student motivation, interest and learning.

Review of literature also indicated that there is a need to develop a reliable and valid learning style inventory. Moreover, it also emphasized the fact that there is enough evidence to show that students have a variety of learning styles. Therefore, the review of the literature suggested that in order to reach all the students in the classrooms, teachers should consider these varieties in their classes and should try to match their use of classroom teaching aids and activities, i.e. their teaching styles to individual learners.

In the next chapter, the method used in the research is explained.



CHAPTER III

METHOD

This chapter presents the overall design of the study, the research questions, variables, subjects of the study, data collection instruments, data collection procedures, data analysis procedures and the limitations of the study.

3.1. Overall Design of the Study

The purpose of this study is to investigate the effects of perceived teacher non-verbal behaviors, perceived teacher behaviors and preferred learning styles of the students on the English proficiency level and to what extent these perceptions differ in relation to student sex and department. It is also aimed to find out about the classroom teaching aids and activities of the teachers and to see if there is consistency among teachers' self perceptions, students' perceptions and their preferences of the use of these aids and activities. Student needs and preferences of these dimensions, namely teacher non-verbal behaviors, teacher behaviors and classroom teaching aids and activities in regard to their preferred styles of learning are also investigated.

Therefore, the design of the study was based on the relationship among the following variables: language teachers' non-verbal behaviors, teacher behaviors, preferred learning styles of the students and sex and department. The degree that these variables explained student success as measured by the proficiency exam grades was examined. (See Figure 3.1. for the Design of the Study). The proficiency level of the students was measured by the proficiency exam given to Department of Basic English (DBE) students who qualified to take the exam at the end of the 1997-1998 academic year. In order for the students to qualify for this exam, the average of their 8 midterms throughout the academic year needed to be above 65. The subjects in this study consisted of School of Foreign Languages, Department of Basic English students and instructors at METU.

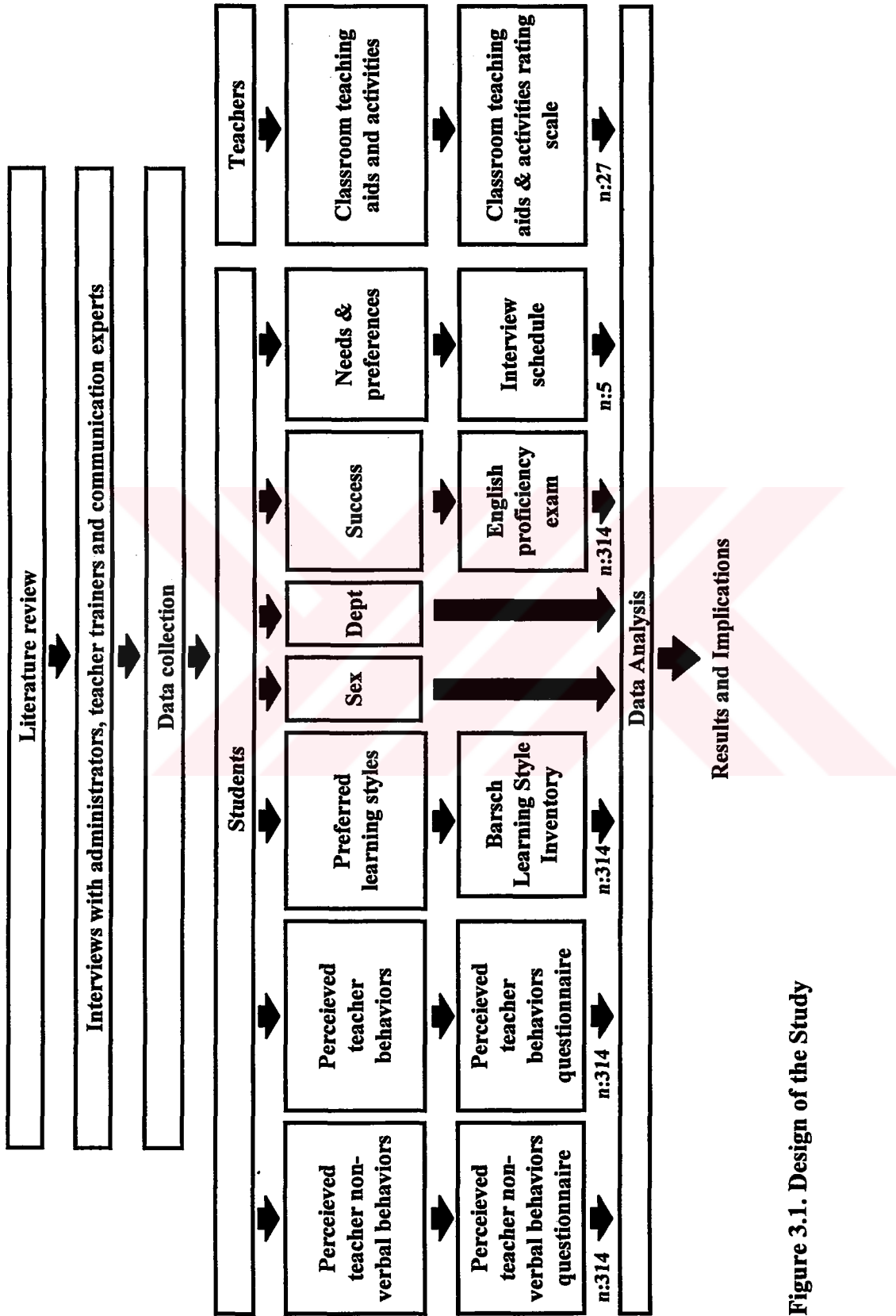


Figure 3.1. Design of the Study

3.2. Research Questions

In order to realize the purpose of the study mentioned earlier in this chapter, the following general and sub-questions, related to the headings given in chapter 1. section 1.2., will be answered :

I. What are the mostly used teacher non-verbal behaviors as perceived by the students?:

- I.1. What are the mostly used teacher non-verbal behaviors related to **paralanguage** as perceived by the students?
- I.2. What are the mostly used teacher **coverbal behaviors** as perceived by the students?
- I.3. What are the mostly used teacher non-verbal behaviors related to **proxemics** as perceived by the students?

II. What are the mostly used teacher behaviors as perceived by the students?:

- II.1. What are the mostly used teacher behaviors related to **designing and conducting engaging learning activities** as perceived by the students?
- II.2. What are the mostly used **affective teacher behaviors in communicating with the students** as perceived by the students?
- II.3. What are the mostly used teacher behaviors related to **creating a favourable classroom climate** as perceived by the students?
- II.4. What are the mostly used teacher behaviors related to **classroom teaching skills** as perceived by the students?

III. What are the preferred learning styles of the students?

IV. Do the perceived teacher non-verbal behaviors, teacher behaviors and preferred learning styles, sex and department explain English Proficiency level of the students? :

- IV.1. Does the language teachers' use of **paralanguage** as perceived by the students explain English proficiency level ?

IV.2. Does the language teachers' use of **coverbal behaviors** as perceived by the students explain English proficiency level?

IV.3. Does the language teachers' use of **proxemics** as perceived by the students explain English proficiency level?

IV.4. Do the perceived behaviors of the language teachers related to **engaging learning activities** explain English proficiency level?

IV.5. Do the perceived **affective behaviors** of the language teachers **in communicating with the students** explain English proficiency level?

IV.6. Do the perceived behaviors of the language teachers related to **creating a favourable classroom climate** explain English proficiency level?

IV.7. Do the perceived **classroom teaching skills** of the language teachers explain English proficiency level?

IV.8. Do the **preferred learning styles** of the students explain English proficiency level ?

IV.9. Do **sex and department** explain English proficiency level?

V. Is there a significant difference in the perceived teacher non-verbal behaviors and teacher behaviors in relation to student sex and department ?:

V.1. Is there a significant difference in the teachers' use of **paralanguage** as perceived by the students in relation to the student sex and department ?

V.2. Is there a significant difference in the teachers' use of **coverbal behaviors** as perceived by the students in relation to the student sex and department ?

V.3. Is there a significant difference in the teachers' use of **proxemics** as perceived by the students in relation to the student sex and department ?

V.4. Is there a significant difference in the perceived language teacher behaviors related to **engaging learning activities** in relation to the student sex and department?

V.5. Is there a significant difference in the perceived **affective behaviors** of the language teachers **in communicating with the students** in relation to the student sex and department ?

V.6. Is there a significant difference in the perceived language teacher behaviors related to **creating a favourable classroom climate** in relation to the student sex and department?

V.7. Is there a significant difference in the perceived **classroom teaching skills** of the language teachers in relation to the student sex and department ?

VI. What are the classroom teaching aids and activities used by the language teachers?

VI.1. Is there a consistency among the teachers' self perceptions, students' perceptions and students' needs and preferences of the teachers' use of classroom teaching aids and activities?

VII. What are the student needs and preferences of teacher non-verbal behaviors, teacher behaviors and classroom teaching aids and activities in regard to their preferred styles of learning ?

3.3. Variables

The independent and dependent variables involved in the study are as follows:

The independent variables:

Non-verbal teacher behaviors : The observable non-verbal teacher behaviors which are grouped under the following dimensions:

1. Paralanguage (rate of speaking, voice tone, tempo, pitch level, etc.)
2. Coverbal behaviors (gestures, facial expressions, eye gaze, etc.)
3. Proxemics (physical space and interpersonal distance)

(Woolfolk and Brooks, 1985).

Teacher behaviors: The observable teacher behaviors which are grouped as :

1. Designing and conducting engaging learning activities.
2. Affective behaviors in communicating with the students.
3. Creating a favourable climate in the classroom.
4. Classroom teaching skills.

(Cangelosi, 1988)

Preferred learning styles of the students: The preferred learning styles of the students which fall into the following groups:

1. Visual learners
2. Auditory learners
3. Kinesthetic/Tactile learners
4. Learners with a combination of styles (VAK: Visual, Auditory, Kinesthetic)
(Grinder,1989)

Department : The departments of the students which are grouped as:

Group I.

1. Department of Educational Sciences
2. Department of Foreign Language Education
3. Department of Physical Education and Sports
4. Department of Political Science and Public Administration
5. Department of Management
6. Department of International Relations
7. Department of Economics
8. Department of History
9. Department of Psychology
10. Department of Sociology
11. Department of Philosophy

Group II.

1. Department of Architecture
2. Department of City and Regional Planning

Group III.

1. Department of Biological Sciences
2. Department of Chemistry
3. Department of Mathematics
4. Department of Physics
5. Department of Statistics

6. Department of Science Education
7. Technical Vocational School of Higher Education

Group IV.

1. Department of Mechanical Engineering
2. Department of Electrical and Electronic Engineering
3. Department of Civil Engineering
4. Department of Mining Engineering
5. Department of Geological Engineering
6. Department of Petroleum and Natural Gas Engineering
7. Department of Metallurgical and Materials Engineering
8. Department of Food Engineering
9. Department of Chemical Engineering
10. Department of Environmental Engineering
11. Department of Aeronautical Engineering
12. Department of Industrial Engineering
13. Department of Computer Engineering

Sex: The sex of the students

The dependent variable:

Proficiency Level: The dependent variable of the study is the proficiency level of the students measured by the proficiency exam given in the Department of Basic English at METU in June, 1998

3.4. Subjects

The subjects in this study consisted of METU School of Foreign Languages, Department of Basic English students and instructors.

Students: In this study the students of 4 pre-intermediate, 9 intermediate and 14 upper-intermediate classes were given the questionnaires. The classes were randomly chosen. Due to practicality problems, the classes whose instructors agreed to

cooperate were involved. The number of the students in these classes was 314; 43 students from pre-intermediate group, 119 students from intermediate group, and 152 students from upper- intermediate group. These students are randomly distributed into the classes by the administration. Moreover, the students' departments are not taken into consideration while they are put into classes. Therefore, there may not be an equal number of students from each group of departments in the classes. The five students to be interviewed from these classes were also randomly selected. Two from pre-intermediate, two from intermediate and one from upper-intermediate group.

Instructors: In the study, 27 instructors were given a questionnaire on the classroom teaching activities that they use in their classes. These are the teachers of the 314 students mentioned above. That is to say, the teachers of the 4 pre-intermediate, 9 intermediate and 14 upper-intermediate classes (See Table 3.1 for the subjects involved in this research)

Table 3.1. Subjects Involved in the Study

Subjects	Number	Sex	Department	Level
Students	314	male (n=199)	Group I (n=138)	pre-intermediate (n=43 students)
		female (n=115)	Group II (n=82)	intermediate (n=119 students)
			Group III (n=78)	upper-intermediate (n=152 students)
			Group IV (n=16)	
Instructors	27	male (n=3)		pre-intermediate (n=4)
		female (n=24)		intermediate (n=9) upper-intermediate (n=14)

In order to obtain more data, five students out of the 314 students, who were given questionnaires were interviewed.

The Profile of the Five Interviewed Students:

Student 1: A pre-intermediate level student. She was not successful in the June proficiency exam and started attending Summer School. She was one of the 314 students who were given the questionnaires by the researcher. Her preferred style of learning was a combination of visual, auditory and kinesthetic style learning (i.e.VAK).

Student 2: An intermediate level student. He was not successful in the June proficiency exam and started attending Summer School. He was one of the 314 students who were given the questionnaires by the researcher. His preferred style of learning was a combination of styles with a slightly more dominant preference towards auditory learning.

Student 3: An intermediate level student. He was not successful in the June proficiency exam and started attending Summer School. He was one of the 314 students who were given the questionnaires by the researcher. His preferred style of learning was also a combination of styles with a slightly more dominant preference towards visual learning.

Student 4: A pre-intermediate level student. She was not successful in the June proficiency exam and started attending Summer School. She was one of the 314 students who were given the questionnaires by the researcher. Her preferred style of learning was a combination of styles (VAK).

Student 5: An upper-intermediate level student. He was not successful in the June proficiency exam and started attending Summer School. He was one of the 314 students who were given the questionnaires by the researcher. His preferred style of learning was a combination of styles (VAK) (See Table 3.2).

Table 3.2. Interviewed Students

Subjects	Number	Gender	Level
Students	5	male (n=3) female (n=2)	pre-intermediate (n=2) intermediate (n=2) upper-intermediate (n=1)

Table 3.3 lists the major variables of the study. It also shows the distribution of 314 students in relation to independent variables.

Table 3.3. Variables

Dependent Variable	Independent Variables	Number of Students	Total
English Proficiency Exam	Non-verbal teacher behaviors		314
	Teacher Behaviors		
	LS		
	1. Visual learners	98	
	2. Auditory learners	29	
	3. Kinesthtetic learners	9	
4.Learners with a combination of styles (VAK)	178		
Sex			
Female		115	
Male		199	
Department			
Group I		138	
Group II		82	
Group III		78	
Group IV		16	

3.5. Data Collection Instruments

A questionnaire on the student perception of language teachers' use of non-verbal behaviors, a questionnaire on the student perception of teacher behaviors, Barsch Learning Style Inventory and a rating scale on classroom teaching aids and activities

made up the main instrumentation of the study. In order to provide additional support to the quantitative data, some qualitative data were also gathered through interviews and observations conducted at different stages of the study.

This study employed the following instruments:

- I. A Questionnaire on Student Perceptions of Language Teachers' Non-verbal Behaviors (QSPTNVB)
- II. A Questionnaire on Student Perceptions of Teacher Behaviors (QSPTB)
- III. Barsch Learning Style Inventory (Barsch LSI)
- IV. A Rating Scale on Classroom Teaching Activities for the language teachers (RSCTA&A)
- V. Student interviews.

Table 3.4. presents the instruments developed and used.

Table 3.4. Instruments Developed and Used

Subjects	Instruments	Number	
		Pilot Tests	Administration
Students	QSPTNVB	94+89+30	314
	QSPTNB	89	
	Barsch LSI	89	
	Interviews	1	
Teacher	RSCTA & A	5	27

3.5.1. Questionnaire on Student Perceptions of Language Teachers' Use of Non-verbal Behaviors

In order to develop a questionnaire on student perceptions of language teachers' use of non-verbal behaviors several steps were taken:

Literature Review, Interviews and Expert Opinions:

The starting point in the development of the questionnaire was to survey the related literature and identify the broad categories on the non-verbal behaviors. Having done this, the researcher came up with the following dimensions:

1. Physical Appearance
2. Gesture and Movement
3. Face and Eye Behavior
4. Vocal Behavior
5. Space
6. Touch
7. Environment

(Richmond et al., 1991)

The second step taken was preparing questions related to these categories and making the initial contacts with the administrators, instructors and teacher trainers to be interviewed. The following questions were asked on each of the above mentioned dimension :

1. What is your definition of this dimension?
2. How important do you think it is in teaching-learning process?
3. What non-verbal behaviors are responsible for or related to the impressions of the more and the less effective language teachers? / How do you describe the more and less effective teacher in terms of non-verbal communication skills? / What observable non-verbal behaviors should/should not the language teachers demonstrate?
4. Are the teachers trained in these dimensions? / Can these dimensions be taught to the teachers?
5. What other non-verbal dimensions would you add to this study?
6. Any other comments:

Throughout the study, the interviews were based on the general interview guide approach pointed out by Patton (1990). Consequently, the above mentioned questions were only used as guidelines to lead the researcher on the way to gather data for the questionnaire to be prepared. There was no order for the questions to be asked. The researcher decided on the issues to be covered during the interview and used the questions as a guide to see whether all the points were covered or not.

The researcher also took some expert views on the clarity and appropriateness of the questions; about the most suitable categories and the question types to be asked in the questionnaire. As they had specialized in the area of 'Human Relations', their help was very important in this study.

Following Patton's general interview guide approach, two administrators and two teacher trainers were interviewed in order to find out the 'preferred' non-verbal behaviors of the instructors at the Department of Basic English at METU.

This interview schedule included questions on the dimensions previously mentioned in this chapter (Richmond et al., 1991). These interviews were audio-recorded and transcribed later on.

The analysis of the interviews with the administrators and the teacher trainers revealed that behaviors related to the following dimensions were the most important teacher non-verbal behavior dimensions:

1. Gesture and movement
2. Vocal behavior
3. Face and eye behavior
4. Space
5. Physical appearance

These dimensions matched with the initial list of dimensions taken from Richmond et al. (1991). Except for two dimensions namely, touch and environment, all the others were given utmost importance.

As an answer to the fourth interview question, it was generally pointed out that these dimensions, although very important, were not dealt with throughout the training periods of the language teachers (Neither in the undergraduate programme nor in the pre- or in-service training programmes at the universities).

In order to gather more data on the non-verbal dimensions given in the literature and pointed out by the interviewees during the interviews, the researcher also observed the class of one of the English language teachers in the Department of Basic English.

During the observation, the researcher took detailed notes on the use of the teacher's non-verbal behaviors, keeping in mind the initial dimensions drawn from the related literature and the interviews.

As it has been pointed out earlier, a number of sources have been referred to by the researcher in order to identify the basic dimensions that should be involved in the questionnaire. The list of behaviors given by Danish et al. (1994) included the initial dimensions (Richmond et al., 1991) and the behaviors mentioned by the administrators and teacher trainers during the interviews.

This list included the following non-verbal behaviors with the indicated number of items under each dimension (56 items altogether)

Dimension:	Number of items:
1. Eye contact	8
2. Posture	14
3. Head and facial movements	12
4. Vocal quality	16
5. Distracting behaviors	6

Piloting

The list, in its questionnaire format in English, with some slight changes, was piloted in six classes, having 94 students, in the Department of Basic English at METU and the answers of the students were examined.

The results gave the researcher some insight into the minds of the students in terms of their perceptions on their teachers' use of non-verbal behaviors.

Putting expert opinions, additional observations and feedbacks, from the pilot version of the questionnaire together, the researcher developed a questionnaire taking all the suggestions into consideration and piloted it in five classes, having 89 students. This version of the questionnaire had 30 items on the dimensions of 1. Eye contact, 2. Posture, 3. Head and facial movements, 4. Vocal quality and an open-ended item asking about any other non-verbal teacher behaviors that the students would want to add.

After this pilot study, although some questions were omitted from the questionnaire due to the feedback taken from the students, some other items which were mentioned in the open ended question were added.

It was also observed that some questions were perceived as “undesired” behaviors by some students and “desired” by some others. Consequently, this version was given to another group of 30 students and these students were asked to identify the questions one by one pointing out if the behavior mentioned was a “desired” or an “undesired” non-verbal teacher behavior.

Having analysed the answers, the researcher chose only the items on which consensus was formed, i.e., which were identified as “desired” or “undesired” by all the students. Some items, such as, “using soft tone of voice,” or “using exaggerated facial expressions” or “touching a student, e.g. patting for reinforcement” were positively regarded by some students while some thought these behaviors had negative impacts on them. Therefore, such items were left out in order not to confuse the students while answering the questions and the questionnaire took its final form.

The Final form

The final form of the questionnaire (See Appendix A for the final version of the Questionnaire on Student Perceptions of Language Teachers’ Use of Non-Verbal Behaviors), having twenty items, required the students to give their answers on a five-point scale from “strongly agree”(5) to “strongly disagree” (1). It had 12

positive and 8 negative items and during the data analysis procedure, reverse coding was applied to the negative items, i.e., strongly agree (1), strongly disagree (5).

The questionnaire was administered in 27 classes having 314 students. In order to analyze the data obtained, principle component analysis with a varimax rotation was run for the perceived non-verbal behaviors of the language teachers (See Table 3.5).

When the rotated solution was evaluated closely, it was observed that there were three dimensions with the eigenvalues above 1. In the next step, items within each dimension were examined in terms of their content. As a result of close investigation of item content, three meaningful dimensions in the non-verbal behaviors of the language teachers were identified. These were :

1. Paralanguage (9 items on rate of speaking, voice tone, tempo, pitch level, etc.)

(This dimension matched with the 'Vocal Quality' dimension given by Danish et al., 1994 and the 'Vocal Behavior' dimension mentioned by Richmond et al., 1991)

2. Coverbal behaviors (11 items on gestures, facial expressions, eye gaze, etc.)

(This one included the 'Eye contact', and 'Posture' dimensions given by Danish et al., 1994; and 'Face and Eye behavior' dimension pointed out by Richmond et al., 1991)

3. Proxemics (3 items on physical space and interpersonal distance)

(This dimension matched with the 'Gesture and Movement' and 'Space' dimensions given by Richmond et al., 1991)

(see Table 3.5 for the items in these dimensions)

Table 3.5. Principle Component Analysis Results with Varimax Rotation for 20-item Student Perceptions on Teacher Non-verbal Behaviors

I. PARALANGUAGE			
Item			
Number	F1	F2	F3
13. Speaking fluently	.749	.301	-1.533
14. Using understandable tone of voice	.708	.374	-4.704
19. Adjusting the pace of speaking	.633	.261	-.119
11. Not speaking in a monotonous way	.629	.125	.349
8. Adjusting the pitch variation	.628	.239	.145
5. Not turning her back to students while writing on the board	.571	7.610	.169
9. Not looking at different places while speaking	.468	.343	.121
10. Using reinforcing head movements	.465	.195	.194
2. Having the body facing the students	.428	6.485	.295
II. COVERBAL BEHAVIORS			
Item			
Number	F1	F2	F3
17. Not standing in a rigid and tense way	.256	.757	.295
20. Not using rigid facial expressions	6.348	.728	.157
16. Not using cold and reserved facial expressions	.158	.713	.390
6. Using calm and meaningful facial expressions	.314	.653	-.148
7. Having a relaxed posture	.232	.618	-.121
12. Using positive facial expressions	.413	.581	5.615
18. Looking directly at the students while listening	.382	.428	.248
1. Having eye contact with the students while speaking	.382	.387	.265
III. PROXEMICS			
Item			
Number	F1	F2	F3
15. Using the physical space in the classroom efficiently	.115	.160	.788
4. Not standing behind the desk for too long	1.760	3.437	.773
3. Using gestures to make the students understand her speech more easily	.379	6.029	.516

F1:Factor1, F2:Factor2, F3:Factor3

For the items in the first dimension called “Paralanguage” by the researcher, the first item in the list (Non-verbal behavior, NV, item number13 in the questionnaire) is related with rtythm, the second (NV14) with tonality, the third (NV19) with tempo, the fourth (NV11) with filtration/lack of overtones, the fifth (NV8) with pitch level and these are all items related to paralanguage.

Nonetheless, there are also items which are related with eye gaze (NV 9), head movements (NV10), and posture (NV2). The reason why the students perceived these together as one group may be that they are all items related to behaviors while using the voice .

The items in the second dimension, called “coverbal behaviors” by the researcher, are the behaviors which demonstrate attentive listening on the part of the teacher and make the students feel relaxed in communication. In a way, by the help of these behaviors rapport can be built or reflected by the teacher.

In the third dimension, item numbers 15 and 4 are directly related with using physical space i.e.proxemics. The students perceived non-verbal behavior (item number 3), which is about gestures, within this dimension as well. According to the related literature, this may be interpreted in terms of “interpersonal distance” because when exaggerated gestures are used people think that their personal territory is being invaded or when no gestures are used at all, they think that the speaker is putting distance in between her/himself and themselves. Richmond et al. (1991) also mentioned ‘Gesture and Movement’ i.e. the use of space by moving, within one dimension.

As for the ranges of factor loading for each dimension , they were .749 - .428 for the first, .757 - .387 for the second and .788 - .516 for the third. These three dimensions explained the 95 % of the total variance (See Table 3.5 for the principle component analysis of the three dimensions).

Cronbach's Alphas calculated to measure the internal consistency on these three subscales were 0.82, 0.83, and 0.67 for paralanguage, coverbal behaviors and proxemics respectively. The overall reliability of the questionnaire was 0.89.

3.5.2. Questionnaire on Student Perceptions of Teacher Behaviors

In order to decide on the type of questionnaire to be used for gathering data on the perceived teacher behaviors, the researcher went through the related literature first.

Then, the students in the researcher's class received an opinionnaire in relation to:

"What are the effective teacher behaviors in terms of effective student-teacher interaction?" Having gone over the answers, the researcher came up with fifty-two effective teacher behaviors that the students would want their teachers to possess.

The next step to take was to check the other studies/questionnaires to see if all the dimensions were covered by these items or not. Later on, all these items were checked against the 70-item Likert type questionnaire developed by Açıkgöz (1990), and as it covered all the items in the initial list, the researcher decided to use this questionnaire in the study.

As it has been mentioned earlier, this was a questionnaire developed by Açıkgöz in 1990 at İnönü University. It consisted of 70 Likert type items, 35 being positive and 35 being negative sentences (See Appendix B for the Questionnaire on Student Perceptions of Teacher Behaviors).

The reliability and validity of the questionnaire were reported by Açıkgöz and the coefficient alphas calculated to measure the internal consistency on the four subscales, namely "Student-teacher interaction," "Classroom teaching behaviors," "Personal characteristics" and "Classroom management," were found to be 0.92, 0.87, 0.91, and 0.90 respectively. The dimensions related to these 70 items in the questionnaire were contextually defined dimensions and put into four different sub-groups through literature survey. Therefore, these contextually defined dimensions related to teacher behaviors were given by Açıkgöz (1990) as follows:

Sub-Scale Item Numbers

Student-teacher interaction 1,5,8,12,16,21,26,31,35,41,45,50,53,56,62,65.

Classroom teaching

behaviors 2,6,9,10,11,17,18,22,23,27,28,29,32,33,36,37,38,42,
43,46,47,48,51,54,57,59,60,61,63,66,68,70.

Personal characteristics 3,7,13,14,19,24,30,34,39,44,49,52,55,58,64,67,69.

Classroom management 4,15,20,25,40.

The next step for the researcher was to pilot this questionnaire in 5 classes having 89 students. The reliability coefficient was 0.94. Then, it was applied in 27 classes, having 314 students. In order to analyze the data obtained from these students, principle component analysis with a varimax rotation was run. When the rotated solution was examined closely for the "Teacher Behaviors," it was observed that there were four dimensions with the eigenvalues of above 1. These dimensions were different from the contextually defined ones identified by Açıkgöz (1990).

In the next step, items within each dimension were examined in terms of their content. Close investigation of item content revealed four meaningful dimensions:

Dimension:	Number of Items
1. Designing and conducting engaging learning activities	22
2. Affective behaviors in communicating with the students	17
3. Creating a favourable climate in the classroom	15
4. Classroom teaching skills	16

The factor analysis provided evidence for the construct validity of the instrument (See Table 3.6 for the items under each dimension).

Table 3.6. Principle Component Analysis Results with Varimax Rotation for 70-item Student Perceptions on Teacher Behaviors

1. DESIGNING AND CONDUCTING ENGAGING LEARNING ACTIVITIES.				
Item				
Number	F1	F2	F3	F4
48. Preparing the course materials beforehand	.629	.219	6.457	.132
58. Being untidy	.626	.137	.106	.185
33. Following a planned order	.623	.216	5.859	.283
23. Looking at the students	.621	.177	.320	-1.090
21. Letting students ask questions or tell about their ideas	.599	.249	.234	.103
10. Being aware of what s/he is doing	.574	.256	.234	.1
56. Calling students by their names	.571	.103	.319	-8.106
55. Being meticulous in her/his profession	.564	.200	7.990	.411
57. Using understandable language	.554	.174	.118	.242
65. Being aware of the presence of all students	.549	.398	.156	.163
28. Coming to class on time	.507	.101	6.160	3.031
46. Not making fun of the student mistakes	.505	.394	.119	5.796
13. Having consistent behaviors	.493	.393	.218	.134
24. Being logical	.476	.240	.274	.303
42. Informing the students what s/he will do in the next lesson	.446	9.943	1.827	.227
47. Correcting the errors	.411	.152	.106	.285
62. Not making the lesson difficult to follow with her/his use of gestures and mimics	.398	.151	9.062	.190
40. Taking appropriate action when there are disciplinary problems	.390	-.240	6.092	.294
15. Establishing some necessary rules	.388	-.283	.124	.204
29. Being fair	.387	.309	-2.174	.159
3. Having self-esteem	.335	.122	.287	.313
66. Showing the exam papers	.241	3.062	.146	6.959

Table 3.6. Continued.

2. AFFECTIVE BEHAVIORS IN COMMUNICATING WITH THE STUDENTS.				
Item				
Number	F1	F2	F3	F4
52. Not getting angry easily	.163	.704	.142	.125
31. Not using grades as a means of threat	.177	.630	4.514	.134
50. Not hurting the feelings of the students while criticising	.207	.623	.209	.185
30. Being lenient rather than strict	2.577	.609	.317	.140
16. Not threatening the students	.320	.606	-1.445	7.185
39. Not feeling ill at ease under criticism	.165	.578	.263	.275
49. Not being biased to students	.370	.577	.169	.226
25. Not shouting, screaming in class	.387	.543	.100	6.889
19. Not being easily offended	2.878	.503	9.839	.227
1. Treating the students in a friendly manner	.270	.483	.462	.245
35. Not discriminating against some students	.422	.481	8.075	.245
34. Not being impatient	.340	.477	6.196	.166
53. Doing what the students ask for	.262	.470	.262	.184
26. Showing respect to students	.454	.467	.229	.197
69. Being fair	.427	.449	.112	.254
63. Believing in students' success	.326	.416	.187	9.730
4. Not paying attention to minor student mistakes	2.803	.339	.289	9.532

Table 3.6. Continued.

3. CREATING A FAVOURABLE CLIMATE IN THE CLASSROOM.				
Item				
Number	F1	F2	F3	F4
7. Being energetic	.183	-8.024	.735	.105
9. Conducting the lesson in an enthusiastic manner	8.312	6.090	.671	.283
64. Being cheerful	.224	.273	.666	.211
17. Not being lethargic while teaching	.201	-8.537	.649	-1.092
67. Being sympathetic (likable)	.252	.432	.588	.166
44. Having sense of humour, understanding jokes	5.620	.370	.565	.260
22. Making the lesson interesting	4.050	.308	.556	.505
14. Being sincere	.352	.369	.555	.167
8. Dealing with student problems	.231	.299	.505	.128
12. Liking the students	.378	.399	.476	.177
41. Encouraging cooperation among students	.114	.191	.470	.303
5. Giving the students the impression of being trustworthy	9.037	.428	.443	.413
18. Giving permission to make jokes in class and to smile	.270	.367	.436	-1.108
45. Taking student opinions on issues related to students	.189	.355	.373	.217
11. Using audio-visual teaching aids such as cassette recorders, films, maps etc.	.202	.165	.208	.165

Table 3.6. Continued.

4. CLASSROOM TEACHING SKILLS.				
Item				
Number	F1	F2	F3	F4
36. Teaching a lot of things during lessons	.274	.186	.197	.666
54. Making sure that the topics have been comprehended well enough	.419	.181	.197	.638
2. Making the students enjoy the lessons	4.346	.379	.499	.544
27. Conducting the lessons in such a good way that the students do not keep track of time	1.843	.336	.423	.541
51. Informing the students on what they will be learning in the lesson	.326	7.547	5.549	.533
70. Using different and effective teaching methods	4.106	.283	.408	.529
6. Establishing a link between the previously learned material and the new one	.240	8.421	.154	.511
59. Making use of examples in order for the material to be understood easily	.426	9.589	.195	.509
37. Being proficient in the subject matter	.425	.218	.135	.509
61. Explaining the activities clearly so that the students do not ask each other what to do	.377	.184	8.370	.474
60. Encouraging creativity and research	-2.733	.119	355	.435
32. Establishing a link between the subjects and the real life	.136	.189	.360	.413
38. Not conducting the lesson with only a few students	.273	.247	.130	.357
68. Not giving the exam results late	.248	.144	-6.878	.313
20. Explaining the reasons for the established rules	.288	8.437	.243	.291
43. Praising the achievements	9.728	.134	9.071	.173

The ranges of factor loading for each dimension were .629 - .241 ; .704 - .399 ; .735 - .208 ; .666 - .173 for the first, second, third and the fourth respectively. These four dimensions explained the 21% of the variance.

Cronbach's Alphas calculated to measure internal consistency on four subscales were found to be 0.89, 0.90, 0.90 and 0.87 for "Designing and conducting engaging learning activities," "Affective behaviors in communicating with the students," "Creating a favourable climate in the classroom," "Classroom teaching skills" respectively. The overall reliability coefficient of the questionnaire was 0.96.

3.5.3. A Learning Style Inventory for the Students

As it has been mentioned in Chapter 2, identifying the learning styles of the language learners has always been a problem in this field. In this study, the researcher also encountered some difficulties in terms of finding a suitable inventory to obtain data on the learning styles of the students. When the most appropriate inventory was chosen according to the related literature, it was translated and piloted.

Initially, the researcher of this study surveyed the related literature for questionnaires and inventories on learning styles, especially on language learning styles. Among all these questionnaires/inventories, such as LSI, Learning Style Inventory by Kolb (McBer and Company); Learning Styles Questionnaire by Honey and Mumford; ELSIE: Edmond's Learning Style Exercise; Perceptual Learning Style Preference Questionnaire by Joy Reid; only one seemed to be the most appropriate for language learners as it was specifically designed for English language learners and a rather simple language was used. This was Barsch Learning Style Inventory and the details about it will be given in the next section.

Barsch Learning- Style Inventory (LSI)

This inventory aimed at finding out to what degree an individual is a visual, auditory, or tactile/kinesthetic learner. (See Appendix C for the Barsch LSI)

In this study, first, it was applied to three classes in the preparatory school, one class from each level; namely upper-intermediate, intermediate and pre-intermediate. It

was observed that the upper-intermediate students had no difficulty in answering the questions as the questions were just about their level. Nonetheless, with the other two group students there were certain problems about some vocabulary items. It was also found in the literature that giving students a questionnaire in their mother tongue was much more reliable. So the translation process of the questionnaire started.

The translation process of the Barsch LSI

Hambleton and Kanjee (1995) list several reasons why tests and questionnaires should be translated and applied in the target language. One of the most important reasons given by these authors is to achieve fairness in assessment as the people will take the tests or scales in their native languages. There are different suggestions for the methods to be used. One of the most popular judgmental designs for translating the instruments which is 'forward translation' was applied in this research. So following the guidelines given for this type of design, the process started.

First, three near native speakers of English who are English language teachers were given the questionnaire to translate it into Turkish. Then, a bilingual instructor of English language who is an administrator at the same time and who knows the target culture very well was given these translations to check the statements and the questionnaire was finalized after the necessary revisions.

Before administering the pilot study, other problems which could arise were considered. Firstly, there could be problems between the students and the teachers who would conduct the instrument. In line with the remarks made by Van de Vijver and Poortinga (1991, cited in Hambleton and Kanjee, 1995), the researcher made the written instructions on the test clear and 'self-explanatory' so that there would be minimal verbal communication between the examiner and the examinees.

Secondly, Hambleton and Kanjee (1995) state that if the examinees are not familiar with the format of the test, this may create another invalidity for the test results.

Nonetheless, in the case of this inventory, the format in which the items were presented would not create a problem as the students were all familiar with it.

The pilot study of the Barsch LSI

Before actually piloting the instrument, it was conducted in the researcher's class and the students' comments were taken into consideration. Then, 5 classes, having 89 students, were given the instrument. The overall reliability coefficient of the LSI questionnaire was found to be 0.44 (See Appendix D for the Turkish version of the Barsch LSI).

Taking into consideration the fact that it was the last week of the semester and that the students may not have been taking the last activities done in classes seriously, the researcher decided to apply the same inventory together with the other questionnaires in 27 classes, having 314 students. This time the overall alpha internal consistency was found to be 0.65. Therefore, it was included as a variable in the Multiple regression analysis of the study.

3.5.4. A Rating Scale on the Classroom Teaching Aids and Activities for the Language Teachers

As it has been discussed in the review of literature chapter, it is a well known fact that the teaching style of the teacher leads to the classroom teaching aids/activities chosen and applied in the class by the teacher. These aids/activities should match with the learning styles of the students in order for the students to be better able to follow the lessons and be successful in the course. Therefore, to find out about the classroom teaching aids/activities of the teachers, a list of aids/activities applied by teachers were identified after talking to some teachers and referring to certain studies. One of these studies is the research conducted by Moh-Leen et al. (1998). They give a list of activities which match with the students' preferred learning styles. Referring to this list by their permission and to other lists given in the related literature on teaching and learning such as the list presented by Nacino-Brown (1982), a list with 18 items was finalized in English. This final version of the rating scale was given to 5 teachers as a pilot study and their comments were taken on the

appropriateness of the whole rating scale. There was also an open-ended item but none of these teachers came up with any other additional 'activity' and they pointed out that the items covered in the list were appropriate and enough. They also commented that the format of the rating scale caused no problems for them while completing it.

As a final step, some experts i.e. two teacher trainers had a look at the rating scale and as they had no objection, it was time to give it to the teachers of the 27 classes, the students of which took the questionnaires (see Appendix E for The Rating Scale of Classroom Teaching Aids/Activities for the language teachers). The reliability coefficient of the rating scale was 0.68.

This rating scale was also used during the interviews with the students in order to guide them and find out about their teachers' classroom teaching aids/activities and if they were satisfied with these aids/activities or not, taking their learning styles into consideration.

3.5.5. Student Interviews

The initial list to be covered during these interviews was derived from the questionnaires used in this study. General dimensions were as follows:

(See Appendices A, B, E for the complete list of items under these dimensions)

1. Teacher Non-Verbal Behaviors
2. Teacher Behaviors
3. Classroom teaching aids and activities

All these above mentioned dimensions were formulated as questions following the previously mentioned interview approach suggested by Patton (1990).

Piloting the interview with a student

The researcher then piloted the interview with one of the students in her class to check if the questions were clearly understood and if timing was appropriate or not.

The student's feedback showed the researcher that the student had more things to say than it had been expected. The pilot interview took about one and a half hours and the questions were clearly understood.

Interviews with the students

The interviews focused on the needs of the students in order for them to be able to concentrate on the classes and to be successful in learning English. On this line of thought, five students who failed the June Proficiency exam and who had already been given questionnaires were interviewed. The interviews were conducted in a semi-structured form.

The overall purpose of these interviews was to gather additional information on:

1. the teachers' use of different aids / activities in class and their frequency,
2. the students' perception of their teachers' use of non-verbal behaviors,
3. their perceptions related to their teachers behaviors in general.

The students were asked to make comments on these dimensions and on how their teachers demonstrated the teacher behaviors and non-verbal behaviors which were specified in the questionnaires. Moreover, they were also asked about how often their teachers used the specified classroom teaching aids and activities. The researcher also wanted the students to comment on their needs and preferences on these dimensions.

As the students did not have a good command of the English language, the interviews of the students were conducted in Turkish to avoid any possible misunderstandings or lack of comprehension caused by language .

3.5.6. English Proficiency Exam

English proficiency exam is given every year in June to the students who studied in the DBE and who obtained the required average of 65 out of 100 throughout the academic year. The exam is developed by the School of Foreign Languages, Department of Basic English testing office and its aim is to decide whether the

students have qualified to go through their education in English in their departments. The passing score is 65 out of 100.

The researcher has been able to reach a study related to the Proficiency exam administered in June 1998, the scores of which was used in this study. Ataman (1999) provided data which revealed that the exam had high reliability of Cronbach Alpha 0.92. Ataman's study also provided strong evidence for its validity. The English proficiency exam scores obtained for the subjects of this study i.e. 314 students according to their sex and department groups are presented in Table 3.7.

Table 3.7. Mean Scores of the English Proficiency Exam in Relation to Student Sex and Department Groups (Means out of 100)

	Group 1	Group 2	Group 3	Group 4
Male	76	75	65	74
Female	73	78	69	75

3.6. Data Collection Procedures

In this research both quantitative and qualitative methods of data collection were used. As it is known using two or more methods of data collection provides "triangulation" in conducting a research (Cohen and Manion, 1994).

Therefore, it can be safely said that triangulation was obtained in this study as the study employed both types of data collection methods.

3.7. Data Analysis Procedures

3.7.1. Quantitative Data Analysis

Principle Component Analysis, Multiple Regression Analysis and Multivariate Analysis of Variance (MANOVA) were used to analyze the quantitative data.

Principle Component Analysis with a varimax rotation was run in order to find out which items clustered within each dimension of the student perceptions of teacher behaviors and the student perceptions of teachers' non-verbal behaviors.

Multiple Regression Analysis shows the influence of two or more variables on a dependent variable (George and Mallery, 1995). In this study, the influence of the perceived teacher non verbal behaviors, perceived teacher behaviors, students' preferred learning styles, sex and department on the proficiency level (dependent variable) was analyzed. In the analysis backward deletion method was used. In this method "the equation starts out with all independent variables entered, and they are deleted one at a time if they do not contribute significantly to regression" (Tabachnick and Fidell, 1996, p. 150).

MANOVA (Multivariate Analysis of Variance) analysis with Tukey test was used to find out if there were any significant differences in the perceptions of the dimensions which were obtained as a result of Principal Component Analysis of

a) Student Perceptions of Teacher Behaviors and b) Student Perceptions of Teacher Non-verbal Behaviors with respect to different sexes (boys and girls) and to different departments

All the analyses in this study were carried out by the SPSS for Windows 8.0 package program. The .05 level was established as a criterion of statistical significance for all the statistical procedures performed.

3.7.2. Qualitative Data Analysis

In this study, the qualitative data were analyzed by codes and patterns, following the steps mentioned below:

Step 1: Preparing the data in transcript form

While analyzing the qualitative data, the first step was to deal with the raw data by transcribing the recording and writing the transcriptions.

Step 2: Formatting the transcript for analysis

After transcribing the data and writing the transcriptions, the next step was to format the transcript by leaving a wide space in the right margin so that there would be no

difficulty in following the transcripts while reading and moreover it would be easy to write comments next to the transcriptions.

Step 3: Identifying meaningful data units

The researcher then started with the first interview and tried to identify the general themes or issues keeping in mind the research questions of the study.

Step 4: Organizing relevant categories under the research questions

Relevant categories related to the dimensions covered in this study are organized under the Research Questions VI.1 and VII.

Step 5: Interpreting the data

The interpretation of the interview data provided additional information for the study which is discussed together with the quantitative data results in the next chapter.

3.8. Limitations

The scope of this research was limited to Middle East Technical University, School of Foreign Languages, Department of Basic English students, instructors, administrators and teacher trainers. Only 14 out of 41 upper-intermediate classes, and 13 out of 69 pre-intermediate and intermediate level classes were given the questionnaires (314 students out of 1755 DBE students). 27 out of the 190 Department of Basic English instructors who agreed to take part in the study were involved. As these classes and teachers were selected due to practicality and on the basis of teachers' cooperation, the departments of the students in these classes may not have been represented as desired.

In the next chapter, the results obtained from principle component analysis, multiple regression analysis, and MANOVA with Tukey are presented. At the end of each section summaries are given. The data obtained from the interviews are also analyzed and presented.

CHAPTER IV

RESULTS

This chapter presents the findings on all research questions of the study presented in Chapter III. As it was stated earlier, this study aimed to investigate the effects of perceived teacher non-verbal behaviors, teacher behaviors and preferred learning styles of the students on the English proficiency level and to what extent these perceptions differed in relation to students' sex and departments. The secondary aim was to find out about the classroom teaching aids and activities of the teachers and to see if there was consistency among teachers' self perceptions, students' perceptions and their preferences of the use of these aids and activities. In addition, student needs and preferences of teacher non-verbal behaviors, teacher behaviors and classroom teaching aids and activities in regard to their preferred styles of learning were also investigated.

The results of the data analysis related to each research question will be presented together under the following headings:

- I. Results related to perceived teacher non-verbal behaviors.
- II. Results related to perceived teacher behaviors.
- III. Results related to preferred learning styles of the students
- IV. Results related to the effects of perceived teacher non-verbal behaviors, teacher behaviors and preferred learning styles of the students on the English proficiency level of the students.
- V. Results related to the differences in the perceived teacher non-verbal behaviors and teacher behaviors in relation to student sex and department.
- VI. Results related to the classroom teaching aids and activities of the language teachers

VII. Results related to student needs and preferences of teacher non-verbal behaviors, teacher behaviors and classroom teaching activities in regard to their preferred styles of learning.

4.1. Results Related to Perceived Teacher Non-verbal Behaviors

As it was mentioned in Chapter 3, the first dimension in terms of language teachers' use of non-verbal behaviors was found to be "paralanguage." In order to be able to answer the research question (I.1) "What are the mostly used teacher non-verbal behaviors related to **paralanguage** as perceived by the students?," the means and the standard deviations of the items within this dimension are presented in Table 4.1. The non-verbal behaviors in all the tables are given in their positive form i.e. in the way they need to be implemented in the classroom.

Table 4.1. Means and the Standard Deviations of the "Paralanguage" Dimension (Means out of 5)

I. PARALANGUAGE	\bar{X}	SD
14. Using understandable tone of voice	4.31	0.75
13. Speaking fluently	4.26	0.77
2. Having the body facing the students	4.15	1.07
10. Using reinforcing head movements	4.10	0.72
19. Adjusting the pace of speaking	4.04	0.80
9. Not looking at different places while speaking	4.01	1.04
8. Adjusting the pitch variation	3.92	1.10
11. Not speaking in a monotonous way	3.78	1.08
5. Not turning her back to students while writing on the board	3.78	1.05

Within the dimensions related to perceived teacher non-verbal behaviors, the highest and the lowest means were taken as the mostly and the least used behaviors. The non-verbal teacher behavior within "Paralanguage" dimension which is mostly used as perceived by the students is "Using understandable tone of voice" (item number 14), with a mean value of 4.31. The least used behavior within the same dimension

as perceived by the students compared to the other behaviors, however, is related to “Not speaking in a monotonous way” (item number 11) and “Not turning her back to students while writing on the board” (item number 5) with mean values of 3.78.

The next research question is “What are the mostly used teacher **coverbal behaviors** as perceived by the students?” (I.2). The means and the standard deviations of the items within this dimension are presented in Table 4.2.

Table 4.2. Means and the Standard Deviations of the “Coverbal Behaviors” Dimension (Means out of 5)

II. COVERBAL BEHAVIORS	\bar{X}	SD
7. Having a relaxed posture	4.15	0.85
1. Having eye contact with the students while speaking	4.15	0.83
12. Using positive facial expressions	4.05	0.82
18. Looking directly at the students while listening	4.01	1.06
6. Using calm and meaningful facial expressions	3.99	0.84
17. Not standing in a rigid and tense way	3.98	1.10
20. Not using rigid facial expressions	3.92	1.10
16. Not using cold and reserved facial expressions	3.85	1.15

The non-verbal teacher behavior within “Coverbal Behaviors” dimension which is mostly used as perceived by the students is “Having a relaxed posture” (item number 7) and “Having eye contact with the students while speaking” (item number 1), with a mean values of 4.15.

The least used behavior within the same dimension compared to the other behaviors, however, is related to “Not using cold and reserved facial expressions” (item number 16) with a mean value of 3.85.

For the next research question (I.3), “What are the mostly used teacher non-verbal behaviors related to **proxemics** as perceived by the students?,” the means and standard deviations of each item are as given in Table 4.3.

Table 4.3. Means and the Standard Deviations of the “Proxemics” Dimension (Means out of 5)

III. PROXEMICS	\bar{X}	SD
3. Using gestures to make the students understand her speech more easily	3.92	0.84
4. Not standing behind the desk for too long	3.82	1.11
15. Using the physical space in the classroom efficiently	3.64	1.20

The non-verbal teacher behavior within “Proxemics” dimension which is mostly used as perceived by the students is “Using gestures to make the students understand her speech more easily” (item number 3) with a mean value of 3.92. The least used behavior within the same dimension, however, is related to “Using the physical space in the classroom efficiently”(item number 15) with a mean value of 3.64.

Summary of the results concerning the perceived dimensions of the non-verbal behaviors of the language teachers

In brief, the least and mostly used behaviors compared to the other behaviors within all three dimensions as perceived by the students are presented in the following list.

The teacher non-verbal behaviors mostly used as perceived by the students are :

Using understandable tone of voice

Having a relaxed posture

Having eye contact with the students while speaking

Using gestures to make the students understand her speech more easily

The teacher non-verbal behaviors used the least, compared to the other behaviors, as perceived by the students are :

Not speaking in a monotonous way

Not turning her back to students while writing on the board

Not using cold and reserved facial expressions

Using the physical space in the classroom efficiently

4.2. Results Related to Perceived Teacher Behaviors

Research Question II.1. What are the mostly used teacher behaviors related to **designing and conducting engaging learning activities** as perceived by the students?

In order to identify the perceived behaviors of the language teachers related to “designing and conducting engaging learning activities,” the means and standard deviations of the 22 items within this dimension are presented in Table 4.4. The teacher behaviors in all the tables are given in their positive form i.e. in the way they need to be implemented in the classroom.

Table 4.4. Means and the Standard Deviations of the “Designing and Conducting Engaging Learning Activities” Dimension (Means out of 5)

I. DESIGNING AND CONDUCTING ENGAGING LEARNING ACTIVITIES.			
		\bar{X}	SD
TB56	Calling students by their names	4.63	0.73
TB21	Letting students ask questions or tell about their ideas	4.56	0.79
TB23	Looking at the students	4.50	0.82
TB66	Showing the exam papers	4.42	1.67
TB10	Being aware of what s/he is doing	4.42	0.86
TB57	Using understandable language	4.41	0.78
TB28	Coming to class on time	4.40	0.89
TB46	Not making fun of the student mistakes	4.38	0.96
TB62	Not making the lesson difficult to follow with her/his use of gestures and mimics	4.36	1.25
TB3	Having self-esteem	4.36	0.86
TB65	Being aware of the presence of all students	4.36	0.87
TB58	Being untidy	4.34	0.89
TB55	Being meticulous in her/his profession	4.33	0.80
TB48	Praparing the course materials beforehand	4.27	0.88
TB33	Following a planned order	4.27	0.86
TB47	Correcting the errors	4.24	0.69
TB13	Having consistent behaviors	4.13	1.01
TB24	Being logical	4.12	0.81
TB42	Informing the students what s/he will do in the next lesson	4.06	0.96
TB29	Being fair	4.03	1.17
TB15	Establishing some necessary rules	3.97	0.89
TB40	Taking appropriate action when there are disciplinary problems	3.72	0.96

Within the dimensions related to perceived teacher behaviors, the highest and the lowest means were taken as the mostly and the least used behaviors. The teacher behavior within “designing and conducting engaging learning activities” dimension which is mostly used as perceived by the students is “Calling students by their names” (item number 56) with a mean value of 4.63. The least used teacher behavior within the same dimension compared to the other behaviors, however, is related to “Taking appropriate action when there are disciplinary problems” (item number 40) with a mean value of 3.72.

Research Question II.2. What are the mostly used **affective teacher behaviors in communicating with the students** as perceived by the students?

In order to identify the perceived affective behaviors of the language teachers in communicating with the students, the means and standard deviations of the 17 items under this dimension are presented in Table 4.5.

Table 4.5. Means and the Standard Deviations of the “Affective Behaviors in Communicating with the Students” Dimension (Means out of 5)

II.AFFECTIVE BEHAVIORS IN COMMUNICATING WITH THE STUDENTS			
		\bar{X}	SD
TB1	Treating the students in a friendly manner	4.30	0.80
TB69	Being fair	4.25	0.87
TB26	Showing respect to students	4.22	0.82
TB35	Not discriminating against some students	4.22	0.93
TB25	Not shouting, screaming in class	4.22	1.01
TB63	Believing in students' success	4.20	1.44
TB16	Not threatening the students	4.18	1.09
TB49	Not being biased to students	4.14	1.00
TB53	Doing what the students ask for	4.09	0.95
TB31	Not using grades as a means of threat	4.01	1.21
TB34	Not being impatient	3.93	0.98
TB50	Not hurting the feelings of the students while criticising	3.92	0.95
TB4	Not paying attention to minor student mistakes	3.87	0.95
TB52	Not getting angry easily	3.82	1.11
TB39	Not feeling ill at ease under criticism	3.81	1.03
TB30	Being lenient rather than strict	3.80	1.15
TB19	Not being easily offended	3.60	1.14

The teacher behavior within “affective behaviors in communicating with the students” dimension which is mostly used as perceived by the students is “Treating the students in a friendly manner” (item number 1) with a mean value of 4.30. The least used teacher behavior within the same dimension compared to the other behaviors, however, is related to “Not being easily offended” (item number 19) with a mean value of 3.60.

Research Question II.3. What are the mostly used teacher behaviors related to creating a favourable classroom climate as perceived by the students?

In order to identify the perceived behaviors of the language teachers related to creating a favourable classroom climate, the means and standard deviations of the 15 items within this dimension are presented in Table 4.6.

Table 4.6. Means and the Standard Deviations of the “Creating A Favourable Classroom Climate” Dimension (Means out of 5)

III. CREATING A FAVOURABLE CLIMATE IN THE CLASSROOM			
		\bar{X}	SD
TB18	Giving permission to make jokes in class and to smile	4.26	1.01
TB17	Not being lethargic while teaching	4.13	1.00
TB64	Being cheerful	4.12	0.90
TB12	Liking the students	4.12	0.88
TB67	Being sympathetic (likeable)	4.10	1.02
TB14	Being sincere	4.06	0.91
TB7	Being energetic	4.03	0.99
TB45	Taking student opinions on issues related to students	3.97	1.05
TB8	Dealing with student problems	3.93	1.05
TB44	Having sense of humour, understanding jokes	3.86	1.11
TB41	Encouraging cooperation among students	3.84	0.95
TB5	Giving the students the impression of being trustworthy	3.78	0.93
TB11	Using audio-visual teaching aids such as cassette recorders, films, maps etc	3.77	1.01
TB9	Conducting the lesson in an enthusiastic manner	3.69	0.97
TB22	Making the lesson interesting	3.46	1.04

The teacher behavior within “creating a favourable classroom climate” dimension which is mostly used as perceived by the students is “Giving permission to make jokes in class and to smile” (item number 18) with a mean value of 4.26. The least used teacher behavior within the same dimension compared to the other behaviors, however, is related to “Making the lesson interesting” (item number 9) with a mean value of 3.46.

Research Question II.4. What are the mostly used teacher behaviors related to classroom teaching skills as perceived by the students?

In order to identify the perceived classroom teaching skills of the language teachers, the means and standard deviations of the 16 items within this dimension are presented in Table 4.7.

Table 4.7. Means and the Standard Deviations of the “Classroom Teaching Skills” Dimension (Means out of 5)

IV. CLASSROOM TEACHING SKILLS			
		\bar{X}	SD
TB59	Making use of examples in order for the material to be understood easily	4.14	0.77
TB37	Being proficient in the subject matter	4.07	0.88
TB54	Making sure that the topics have been comprehended well enough	3.94	0.83
TB61	Explaining the activities clearly so that the students do not ask each other what to do	3.89	1.01
TB38	Not conducting the lesson with only a few students	3.88	0.99
TB20	Explaining the reasons for the established rules	3.83	0.91
TB51	Informing the students on what they will be learning in the lesson	3.82	0.88
TB6	Establishing a link between the previously learned material and the new one	3.79	0.89
TB36	Teaching a lot of things during lessons	3.77	0.83
TB32	Establishing a link between the subjects and the real life	3.74	0.97
TB68	Not giving the exam results late	3.73	1.39
TB2	Making the students enjoy the lessons	3.62	0.98
TB60	Encouraging creativity and research	3.56	1.41
TB70	Using different and effective teaching methods	3.51	0.99
TB43	Praising the achievements	3.38	1.10
TB27	Conducting the lessons in such a good way that the students do not keep track of time	2.98	1.05

The teacher behavior within “classroom teaching skills” dimension which is mostly used as perceived by the students is “Making use of examples in order for the material to be understood easily” (item number 59) with a mean value of 4.14. The least used teacher behavior within the same dimension compared to the other behaviors, however, is related to “Conducting the lessons in such a good way that the students do not keep track of time” (item number 27) with a mean value of 2.98.

Summary of the results concerning the perceived dimensions of teacher behaviors

In brief, the least and mostly used teacher behaviors compared to the other behaviors within all four dimensions as perceived by the students are presented in the following list.

The teacher behaviors mostly used as perceived by the students are :

Calling students by their names

Treating the students in a friendly manner

Giving permission to make jokes in class and to smile

Making use of examples in order for the material to be understood easily

The teacher behaviors used the least, compared to the other behaviors, as perceived by the students are :

Taking appropriate action when there are disciplinary problems

Not being easily offended

Making the lesson interesting

Conducting the lesson in such a good way that the students do not keep track of time

Among all these least used teacher behaviors, the behavior “Conducting the lesson in such a good way that the students do not keep track of time” received the lowest mean value (2.98).

4.3. Results Related to Preferred Learning Styles of the Students

Research Question III. What are the preferred learning styles of the students?

According to the results of the Barsch Learning Style Inventory, the distribution of the students according to their preferred learning styles is presented in Table 4.8.

Table 4.8. Distribution of Students According to their Preferred Learning Styles

	Number	Percentage
Visual Learners	98	31%
Auditory Learners	29	9%
Kinesthetic/Tactile Learners	9	3%
Learners with a combination of styles	178	57%
Total	314	

As it has been pointed out by many researchers, the majority of the students usually have a combination of preferred learning styles. Their style of learning may even differ in relation to the type of the lesson (reading, writing, grammar or listening) or to the type of the teaching activity. A preference towards visual learning style is always an indispensable part of the students' learning process. It can be seen from the results of the learning style inventory that in the case of the 314 students, the majority of the students were also found to have a combination of styles (N:178) and a large number of students were found to be visual learners (N:98).

4.4. Results Related to the Effects of Perceived Teacher Non-verbal Behaviors, Teacher Behaviors and Preferred Learning Styles of the Students on the English Proficiency Level of the Students

Research questions IV.1-IV.9:

Do the perceived teacher non-verbal behaviors namely

1. paralanguage,
2. coverbal behaviors,
3. proxemics,

perceived teacher behaviors namely

1. designing and conducting engaging learning activities,
2. affective behaviors in communicating with the students,
3. creating a favourable climate in the classroom,
4. classroom teaching skills,

preferred learning styles of the students i.e

1. visual learners
2. auditory learners
3. kinesthetic/Tactile learners
4. learners with a combination of styles

and sex and department of the students

explain English proficiency scores?

In relation to the research questions given above, multiple regression analysis was run. Backwards method was used in this analysis in order to examine which variables explained the proficiency level of the students.

Regression analysis was performed in two steps. In the first step, department was treated as one of the predictor variables and it was coded as dummy in such a way that 'the first group of departments' was assigned as 1 with respect to the others. Learning style variable was also coded as dummy in such a way that 'visual style learners' was assigned as 1 with respect to the others. When the regression analysis was first performed, as the effect of the department variable was found to be high, the analysis was conducted again excluding this variable in order to see the effects of the other variables on proficiency exam.

In the first regression analysis, according to backwards method, model 12, which included 'Department3,' 'Proxemics' and 'Creating a favourable climate in the classroom' variables explained the 27% of the total variance of the proficiency level

of the students. R and R Square Change and Beta Coefficients are presented in Tables 4.9 and 4.10.

Table 4.9. R and R Square Change Table

Variable (N:314)	Multiple R	R Square	R Square Change	F Change	df1	df2	Sig.F Change
Model 12	.267	.071	-.005	1.755	1	303	.186

(Model 12: Predictor variables: Department3, Creating a favourable classroom atmosphere (TB3), Proxemics (NVB3))

Table 4.10. B and Beta Coefficients and their Significance

Variables Model12	B	St Error	Beta	t	Significance
Constant	73.604	5.096		14.444	.000
Dept3	-6.767	1.825	-.207	-3.709	.000
NVB3	-1.056	.432	-.148	-2.446	.015
TB3	.173	.089	.119	1.949	.052

(Model 12: Constant, Dept3: Department3, Proxemics (NVB3), Creating a favourable classroom atmosphere (TB3))

The correlation between the 'Department3' variable and the proficiency exam scores was negative. That is to say, the students who were in the third group of departments i.e. science related departments were found to be on the borderline between success and failure. The mean for the proficiency exam scores of these students was 66. The students in the other departments, however, had a mean of 75 in the proficiency exam (The passing grade is 65 in DBE).

Another negative correlation was between 'Proxemics' variable and proficiency exam scores. That is to say, the students who had higher proficiency scores perceived non-verbal teacher behaviors at a lower level and those who had lower proficiency scores perceived these behaviors at a higher level.

The reason for the successful students' perceptions of their teachers' use of non-verbal behaviors at a lower level may stem from the fact that such students usually have more questions to ask their teachers as they want to get higher marks in the exams. Thus, whenever they have a question to ask, they need the presence of the teacher somewhere near them. That's why, the present situation related to the teachers' use of 'Proxemics' behaviors may not be satisfactory for these students. This model also included "creating a favourable climate" (TB3) to the explanation of the total variance of the proficiency level of the students. However, it can be seen that its significance is .052; therefore it can only be said that there may be a slight effect of this variable on the explanation of the total variance of the proficiency level.

In the second regression analysis, department variable was excluded from the analysis in order to be able to see the contribution of the other variables. Therefore, when the department variable was not included, the contribution of the variables 'Proxemics,' 'Coverbal Behaviors,' 'Kinesthetic Learning Style' (Model 9 in Table 4.11 and Table 4.12) to the explanation of the variance of the students' proficiency exam scores, was significant. Consequently, this model explained the 23% of the total variance of the proficiency level of the students.

Table 4.11. R and R Square Change Table

Variable (N:314)	Multiple R	R Square	R Square Change	F Change	df1	df2	Sig.F Change
Model 9	.23	.050	-.004	1.493	1	316	.223

(Model 9: Predictor variables: Coverbal Behaviors (NVB2), Proxemics (NVB3), Kinesthetic Learning style (LS3))

Table 4.12. B and Beta's Correlations and Significance

Variables	B	St Error	Beta	t	Significance
Constant	62.967	5.816		10.826	.000
NVB2	.665	.200	.192	3.324	.001
NVB3	-1.090	.448	-.141	-2.431	.016
LS3	-9.356	5.352	-.097	-1.748	.081

(Model 9: Constant, Coverbal Behaviors (NVB2), Proxemics (NVB3), Kinesthetic Learning style (LS3))

As it can be seen in Table 4.12, the correlation between the the unique contribution of the “Proxemics” variable and the students’ proficiency scores was again negative. The correlation between ‘Kinesthetic Learning Style’ and proficiency exam score was also negative. This variable, however, was not found very significant. The mean for the proficiency exam scores of the kinesthetic learners was 66. The other students, on the other hand, had a mean of 74 in the proficiency exam. Therefore, having a look at the proficiency exam score means of these students, it can be said that they are on the borderline between succes and failure as the passing grade should be 65.

4.5. Results Related to the Differences in the Perceived Teacher Non-verbal Behaviors and Teacher Behaviors in Relation to Student Sex and Department

Research Questions V.1-V.7.

Is there a significant difference in the **perceived teacher non-verbal behaviors (TNVB)** namely

1. paralanguage (TNVB1),
2. coverbal behaviors (TNVB2),
3. proxemics (TNVB3),

and **perceived teacher behaviors (TB)** namely

1. designing and conducting engaging learning activities (TB1),
2. affective behaviors in communicating with the students (TB2),
3. creating a favourable climate in the classroom (TB3),
4. classroom teaching skills (TB4),

in relation to the student sex and department?

The MANOVA analysis with Tukey test was carried out to see if there were any significant differences in the student perceptions of the “Teacher Non-verbal Behaviors” and “Teacher Behaviors” dimensions in relation to the their sex and department.

The means and standard deviations of the students' perceptions of 'paralanguage' dimension in relation to sex and department are presented in Table 4.13.

Table 4.13. Means and Standard Deviations of the Students' Perceptions of 'Paralanguage' Dimension in Relation to Sex and Department (Means out of 45).

	FEMALE			MALE			TOTAL	
	N	\bar{X}	SD	N	\bar{X}	SD	\bar{X}	SD
Dpt 1	29	22.28	2.63	109	20.67	3.20	21.00	3.15
Dpt 2	46	21.80	2.31	36	20.69	2.69	21.32	2.53
Dpt 3	31	21.68	2.64	47	19.57	3.18	20.41	3.14
Dpt 4	9	20.11	6.51	7	21.71	2.63	20.81	5.10
Total	115	21.76	2.98	199	20.45	3.12	20.92	3.13

Total number of students (Male+Female): 314

The means and standard deviations of the students' perceptions of 'coverbal behaviors' dimension in relation to sex and department are presented in Table 4.14.

Table 4.14. Means and Standard Deviations of the Students' Perceptions of 'Coverbal Behaviors' Dimension in Relation to Sex and Department (Means out of 40)

	FEMALE			MALE			TOTAL	
	N	\bar{X}	SD	N	\bar{X}	SD	\bar{X}	SD
Dpt 1	29	31.38	2.98	109	28.68	4.06	29.25	4.00
Dpt 2	46	30.52	3.92	36	28.08	4.25	29.45	4.22
Dpt 3	31	29.03	4.23	47	27.15	4.35	27.89	4.37
Dpt 4	9	28.67	7.50	7	29.71	2.98	29.13	5.82
Total	115	30.19	4.23	199	28.25	4.16	28.96	4.28

Total number of students (Male+Female): 314

The means and standard deviations of the students' perceptions of 'proxemics' dimension in relation to sex and department are presented in Table 4.15.

Table 4.15. Means and Standard Deviations of the Students' Perceptions of 'Proxemics' Dimension in Relation to Sex and Department (Means out of 15)

	FEMALE			MALE			TOTAL	
	N	\bar{X}	SD	N	\bar{X}	SD	\bar{X}	SD
Dpt 1	29	8.00	1.83	109	7.52	1.90	7.62	1.89
Dpt 2	46	7.63	2.47	36	7.58	1.81	7.61	2.19
Dpt 3	31	7.51	2.20	47	7.87	1.81	7.33	1.97
Dpt 4	9	8.11	2.26	7	7.14	1.77	7.69	2.06
Total	115	7.73	2.22	199	7.60	1.86	7.65	1.99

Total number of students (Male+Female): 314

The means and standard deviations of the students' perceptions of 'designing and conducting engaging learning activities' dimension in relation to sex and department are presented in Table 4.16.

Table 4.16. Means and Standard Deviations of the Students' Perceptions of 'Designing and Conducting Engaging Learning Activities' Dimension in Relation to Sex and Department (Means out of 110)

	FEMALE			MALE			TOTAL	
	N	\bar{X}	SD	N	\bar{X}	SD	\bar{X}	SD
Dpt 1	29	99.38	7.34	109	93.81	11.41	94.99	10.89
Dpt 2	46	98.94	8.01	36	94.85	10.48	97.16	9.34
Dpt 3	31	96.87	8.29	47	91.23	12.47	93.47	11.29
Dpt 4	9	90.33	25.53	7	95.42	11.33	92.56	20.15
Total	115	97.82	10.40	199	93.46	11.49	95.06	11.28

Total number of students (Male+Female): 314

The means and standard deviations of the students' perceptions of 'affective behaviors in communicating with the students' dimension in relation to sex and department are presented in Table 4.17.

Table 4.17. Means and Standard Deviations of the Students' Perceptions of 'Affective Behaviors in Communicating with the Students' Dimension in Relation to Sex and Department (Means out of 85)

	FEMALE			MALE			TOTAL	
	N	\bar{X}	SD	N	\bar{X}	SD	\bar{X}	SD
Dpt 1	29	74.69	8.02	109	68.68	10.79	69.94	10.54
Dpt 2	46	70.96	10.51	36	68.61	11.71	69.93	11.04
Dpt 3	31	71.42	10.04	47	65.15	9.63	67.64	10.20
Dpt 4	9	67.33	17.56	7	69.14	14.74	68.13	15.88
Total	115	71.74	10.56	199	67.85	10.87	69.27	10.91

Total number of students (Male+Female): 314

The means and standard deviations of the students' perceptions of 'creating a favourable climate in the classroom' dimension in relation to sex and department are presented in Table 4.18.

Table 4.18. Means and Standard Deviations of the Students' Perceptions of 'Creating a Favourable Climate in the Classroom' Dimension in Relation to Sex and Department (Means out of 75)

	FEMALE			MALE			TOTAL	
	N	\bar{X}	SD	N	\bar{X}	SD	\bar{X}	SD
Dpt 1	29	64.58	7.34	109	58.89	9.30	60.09	9.19
Dpt 2	46	59.65	10.96	36	59.64	8.17	59.65	9.77
Dpt 3	31	60.25	10.09	47	55.74	8.52	57.54	9.38
Dpt 4	9	56.66	15.89	7	64.57	10.19	60.13	13.88
Total	115	60.83	10.53	199	58.48	9.08	59.34	9.68

Total number of students (Male+Female): 314

The means and standard deviations of the students' perceptions of 'classroom teaching skills' dimension in relation to sex and department are presented in Table 4.19.

Table 4.19. Means and Standard Deviations of the Students' Perceptions of 'Classroom Teaching Skills' Dimension in Relation to Sex and Department (Means out of 80)

	FEMALE			MALE			TOTAL	
	N	\bar{X}	SD	N	\bar{X}	SD	\bar{X}	SD
Dpt 1	29	50.79	7.86	109	48.39	7.32	48.89	7.47
Dpt 2	46	50.30	8.57	36	49.17	7.41	49.80	8.05
Dpt 3	31	50.06	6.81	47	46.64	7.39	48.00	7.31
Dpt 4	9	46.67	12.32	7	50.71	6.10	48.44	10.01
Total	115	50.07	8.25	199	48.19	7.33	48.89	7.72

Total number of students (Male+Female): 314

The MANOVA analysis with Tukey test was carried out to see if there were any significant differences in the student perceptions of the "Teacher Non-verbal

Behaviors” and “Teacher Behaviors” dimensions in relation to the their sex and department. The results of multivariate and univariate F-Tests employed to these dimensions are presented in Table 4.20.

Table 4.20. Result of multivariate and univariate F-Tests employed to and “Teacher Behaviors”(TB) and “Teacher Non-verbal Behaviors” (NVB) dimensions.

Variable	Hotelling's	F	P	TB & TNVB dimensions	F	Df	P
SEX	.040	1.697	.109	TB1	2.095	1	.149
				TB2	3.563	1	.060
				TB3	.148	1	.700
				TB4	.361	1	.548
				NVB1	2.772	1	.097
				NVB2	5.183	1	.023*
				NVB3	.801	1	.372
DEPT	.065	.931	.551	TB1	1.416	3	.238
				TB2	1.539	3	.204
				TB3	2.181	3	.090
				TB4	.535	3	.659
				NVB1	1.133	3	.336
				NVB2	3.021	3	.030*
				NVB3	.090	3	.965
SEX*DEPT	.090	1.276	.182	TB1	1.132	3	.336
				TB2	1.047	3	.372
				TB3	3.155	3	.025*
				TB4	1.131	3	.337
				NVB1	1.697	3	.168
				NVB2	.974	3	.405
				NVB3	.835	3	.476

According to table 4.20 there were three significant results found in the analysis. The first one was the student perceptions of “coverbal behaviors” in relation to sex, which was $F(5.183) = 0.023$ $p < 0.05$. In other words, female students’ perceptions of teachers’ use of “coverbal behaviors” were significantly higher than the male students’. Table 4.21 presents the means and standard deviations of “coverbal behaviors” according to student sex.

Table 4.21. Means and Standard Deviations of “Coverbal Behaviors” According to Student Sex (Means out of 40)

	\bar{X}	SD
Female	30.19	4.23
Male	28.25	4.16

The second significant result was the student perceptions of “coverbal behaviors” in relation to department, which was $F(3.021) = 0.030$, $p < 0.05$. The results of the Tukey test indicated a significant mean difference on behalf of the third group of departments which involve the following:

Group III.

1. Department of Biological Sciences
2. Department of Chemistry
3. Department of Mathematics
4. Department of Physics
5. Department of Statistics
6. Department of Science Education
7. Technical Vocational School of Higher Education

In other words, the perceptions of the students who were science related, in terms of the teachers’ use of “coverbal behaviors,” were significantly lower than the perceptions of the students in the other departments. Table 4.22 presents the means and standard deviations of “coverbal behaviors” according to student department.

Table 4.22. Means and Standard Deviations of “Coverbal Behaviors” According to Student Department (Means out of 40)

	\bar{X}	SD
Department3	27.89	4.37
Department1	29.25	4.00
Department2	29.45	4.22
Department4	29.13	5.82

Finally, another significant result was the perception of the third teacher behaviour dimension ‘Creating a favourable classroom climate’ in relation to both student sex and department. In other words, the perceptions of the male students in the third group of departments, which was science related, were significantly lower than the others.’ Table 4.23 presents the means and standard deviations of “Creating a favourable classroom climate” according to student sex * department.

Table 4.23. Means and Standard Deviations of “Creating a favourable classroom climate” According to Student Sex * Department (Means out of 75)

	Male		Female	
	\bar{X}	SD	\bar{X}	SD
Department3	55.74	8.52	60.25	10.09
Department1	58.89	9.30	64.58	7.34
Department2	59.64	8.17	59.65	10.96
Department4	64.57	10.19	56.66	15.89

The following table (Table 4.24) summarizes the results concerning the differences in the student perceptions of teacher behavior and teacher non-verbal behavior dimensions with respect to sex and department.

Table 4.24. Summary of the Results Concerning the Differences in the Student Perceptions of Teacher Behavior (TB) and Teacher Non-verbal Behavior (TNVB) Dimensions with Respect to Sex and Department

Dimensions	Sex	Department
TB1	NSD	NSD
TB2	NSD	NSD
TB3	NSD	NSD
TB4	NSD	NSD
TNVB1	NSD	NSD
TNVB2	Female students' perceptions were higher than males'	Science related department students' perceptions were lower than the others
TNVB3	NSD	NSD
Dimensions	Sex * Department	
TB1	NSD	
TB2	NSD	
TB3	The perceptions of the male students in the science related departments were lower than the other students'	
TB4	NSD	
TNVB1	NSD	
TNVB2	NSD	
TNVB3	NSD	

NSD: No Significant Difference

4.6. Results Related to Classroom Teaching Aids and Activities of the Language Teachers

Research Question VI. What are the teaching aids and activities used by the language teachers?

27 language teachers were given a rating scale to find out about the aids and activities they used in their classes. Means and standard deviations of the activities used by these teachers are presented in Table 4.25.

Table 4.25. Means and Standard Deviations of the Aids and Activities Used by the Language Teachers (Means out of 5)

TEACHING AIDS AND ACTIVITIES	\bar{X}	SD
1. Blackboard	4.62	0.69
17. Pair-work/Group work	4.48	0.57
4. Discussion	3.85	0.78
7. Audio Tapes	3.78	0.69
11. Silent Reading	3.74	0.81
3. Movement/Group activities	3.70	0.72
6. Games	3.18	1.04
8. Visual Aids	3.18	0.96
9. Lecturing	3.18	1.21
15. Dialogues	3.00	1.05
5. Group Work/Project	2.92	0.99
18. A Student or teacher reading the text aloud	2.80	1.29
13. Oral presentations by students	2.78	1.08
2. Role-play/Drama	2.67	0.88
10. Video Tapes	2.62	0.79
16. Background Music	2.48	1.05
14. Using Bulletin Boards	1.78	0.97
12. Having students keep journals	1.63	1.01

According to the results of the teacher Rating Scale on Classroom Teaching Aids and Activities, the most frequently used teaching aid/activity was found to be “Blackboard” with a mean value of 4.62. That is to say, teachers used the blackboards frequently during their lessons. The second most frequently used aid/activity was “Pair-work/Group-work” with a mean value of 4.48. The least used classroom aids/activities, however, were found to be “Having students keep journals,” “Using bulletin boards,” “Playing background music,” “Using video tapes,” “Role-play/drama,” “Oral presentations by students,” “A student or teacher reading the text aloud” and “Group work/Project,” having the mean values lower than 3.00 out of 5.00, presented in Table 4.25.

Analyzing the results of the student interviews, the following comments were gathered in regard to the teachers' use of blackboard and its effect on the students:

- “I can say that she almost never used the blackboard. If she had used, it would have been very useful for me. Only when the subject was very important, she wrote something on the board. Nevertheless, an unimportant subject could have been important for me. If she had written such important structures and if I had copied them down in my note-book, it would have been much more useful for me” (Student 1).
- “She did not use the blackboard frequently. In general, I have not benefitted from the blackboard” (Student 2).
- “Our teacher's not using the blackboard affected me in a negative way. She was reluctant to use it and that affected our learning negatively” (Student 4).

Another student pointed out that her teacher used the blackboard but “it was so messy” that she had difficulty in reading and thus following the lesson.

In order to be able see if these classroom teaching aids/activities are suitable for the learners with different learning style preferences, first of all the means and standard deviations of these aids/activities, according to the related literature, which are suitable for the learners with different learning style preferences are presented in the following table (Table 4.26).

Table 4.26. Means and Standard Deviations of the Classroom Teaching Aids/Activities which are Suitable for the Learners with Different Learning Style Preferences (Means out of 5)

	\bar{X}	SD
Classroom aids/activities suitable for visual learners		
1. Blackboard	4.62	0.69
11. Silent Reading	3.74	0.81
8. Visual Aids	3.18	0.96
10. Video Tapes	2.62	0.79
14. Using Bulletin Boards	1.78	0.97
12. Having students keep journals	1.63	1.01
Classroom aids/activities suitable for kinesthetic learners		
17. Pair-work/Group work	4.48	0.57
4. Discussion	3.85	0.78
3. Movement/Group activities	3.70	0.72
6. Games	3.18	1.04
5. Group Work/Project	2.92	0.99
2. Role-play/Drama	2.67	0.88
12. Having students keep journals	1.63	1.01
Classroom aids/activities suitable for auditory learners		
4. Discussion	3.85	0.78
7. Audio Tapes	3.78	0.69
9. Lecturing	3.18	1.21
15. Dialogues	3.00	1.05
18. A Student or teacher reading the text aloud	2.80	1.29
13. Oral presentations by students	2.78	1.08
16. Background Music	2.48	1.05

The following table (Table 4.27) presents a summary of the results related to the teachers' use of classroom teaching aids and activities in regard to students' different learning style preferences .

Table 4.27. Summary of the Results Related to Teachers' Use of Classroom Aids and Activities in Regard to Students' Different Learning Style Preferences

Styles of Learning	Classroom Activities	
	Common	Less Common
Visual	Blackboard , Silent Reading, Visual Aids,	Videos, Using Bulletin Boards Having Students keep journals
Kinesthetic	Pair-work / group-work Discussion Movement/Group activities Games	Group Work/Project Role-play/Drama Having students keep journals
Auditory	Discussion Audio Tapes Lecturing Dialogues	A student or teacher reading the text aloud Oral presentations by students Background music

Activities which are identified as **common** are the ones with mean values between 3 and 5, activities which are identified as **less common** are the ones with mean values between 0 and 2.99.

To sum up the results related to teachers' use of classroom teaching aids/activities, it can be said that, when the related literature is taken into consideration, in general the frequency of the aids/activities used by these teachers does not match up with the frequency of the activities that students with different learning style preferences need to have in class.

Research Question VI.1. Is there a consistency among the teachers' self perceptions, students' perceptions and students' preferences of the use of classroom teaching aids and activities?

In order to be able to answer this research question, first of all the summary of the students' perceptions of their teachers' use of classroom teaching aids and activities and the teachers' self perceptions of their use of classroom aids and activities are presented in the following table (Table 4.28).

Table 4.28. Summary of the Students' Perceptions of their Teachers' Use of Classroom Aids and Activities and The Teachers' Self Perceptions of their Use of Classroom Aids and Activities

Students' perception of their teachers' use of classroom aids/activities		Teachers' perceptions of their use of classroom aids/activities	
Common	Less Common	Common	Less Common
Lecturing Audio-tapes Pair-work Silent Reading	Blackboard Visual Aids Dialogues Video tapes Discussion Games Oral presentations Role-play/Drama Group Work/Project Movement/Group activities Journals Bulletin Boards A student or teacher reading the text aloud Background music	Blackboard Pair-work / Group-work Discussion Audio-tapes Silent Reading Movement/Group activities Games Visual Aids Lecturing Dialogues	GroupWork/Project A student or teacher reading the text aloud Oral presentations Role-play/Drama Video tapes Background music Bulletin Boards Journals

Activities which are identified as **common** are the ones with mean values between 3 and 5, activities which are identified as **less common** are the ones with mean values between 0 and 2.99 according to the results of the rating scales given to the teachers and the same questions asked during student interviews.

Having analyzed the interviews and the teacher questionnaires, it can be concluded that the teachers' perceptions of the frequency for their classroom teaching activities

do not match with the students' perceptions of their teachers' use of these activities. This result can bring into light the fact that the needs of the students for certain classroom teaching activities may somewhat be different from the needs that the teachers anticipate for their students.

Secondly, the results of the student interviews related to the students' perceptions of the frequency of their teachers' use of classroom teaching aids/activities and their preferences for these activities are presented in the following table (Table 4.29).

Table 4.29. Summary of the Interview Results Related to Students' Analysis of their Teachers' Use of Classroom Aids and Activities and their Preferences for these Activities

Students' perceptions of their teachers' use of classroom teaching aids/activities		Students' preference for classroom teaching aids/activities	
Common	Less Common	Common	Less Common
Silent Reading Pair-work Lecturing Audio-tapes	Blackboard Visual Aids Dialogues Video tapes Discussion Games Oral presentations Role-play/Drama Group Work/Project Movement/Group activities Journals Bulletin Boards A student or teacher reading the text aloud Background music	Blackboard Visual Aids Discussion Games Role-play/Drama Movement/Group activities Background music Video tapes Dialogues Group Work/Project Pair-work Audio-tapes Silent Reading Bulletin Boards	Lecturing A student or teacher reading the text aloud

The interviewed students tended to remain indecisive in terms of whether keeping a journal would be useful for them or not as they had never tried this kind of an activity.

In terms of using the blackboard, one student pointed out that although her teacher used the blackboard frequently, the way she was using it was confusing. Therefore, she mentioned that not only the fact that the teachers should be frequently using the blackboards was important but also the way they used the blackboard was also extremely important for them to be able to follow the lesson.

Summary

In the light of the results related to student interviews, it can be said that the students preferred a variety of classroom teaching activities regardless of their learning styles. In general, they seemed to have a combination of learning styles during the interviews (and the results of their learning style inventory also supported that) and had a tendency towards a frequent use of visual activities but they also pointed out that in order not to be bored in class and learn more easily, they would like to have a combination of all kinds of activities depending on the subject matter. In this respect, they said that the teachers should be experienced and skillful in the application of a variety of materials whenever suitable.

4.7. Results Related to Student Needs and Preferences of Teacher Non-verbal Behaviors, Teacher Behaviors and Classroom Teaching Aids and Activities in Regard to their Preferred Styles of Learning (Research question VII)

The results of the five student interviews will be given in the following section under three headings : student needs of teacher non-verbal behaviors, student needs of teacher behaviors and student needs of classroom teaching aids and activities.

STUDENT 1. A pre-intermediate level student. She was not successful in the June Proficiency exam and started attending Summer School. She was one of the 314 students who were given the questionnaires by the researcher. Her preferred style of learning was a combination of visual, auditory and kinesthetic style learning (i.e.VAK). Table 4.30 presents the needs and preferences of teacher non-verbal behaviors, teacher behaviors and classroom teaching aids / activities of student 1 in regard to her preferred learning style.

Table 4.30. Needs and Preferences of Teacher Non-Verbal Behaviors, Teacher Behaviors and Classroom Teaching Aids / Activities of Student 1 in Regard to her Preferred Learning Style

Student needs of teacher non-verbal behaviors	
<p>Preferred learning style (Combination of visual/auditory/kinesthetic i.e. VAK)</p>	<p>Using gestures to accompany her speech</p> <p>Not sitting for a long time and using the physical space efficiently</p> <p>Not breaking the communication with the students while writing on the board</p> <p>Not isolating herself from the rest of the class by sitting behind the desk</p> <p>Walking around the class continuously and being involved with student needs and questions</p> <p>Using understandable tone of voice</p> <p>Speaking in a lively way, not letting her students fall asleep by speaking in a monotonous way</p>
Student needs of teacher behaviors	
<p>Preferred learning style (Combination of VAK)</p>	<p>Giving some examples so that students can picture the subject in their minds</p> <p>Being energetic</p> <p>Using the blackboard properly and frequently</p> <p>Having legible handwriting</p> <p>Drawing pictures, figures etc. on the blackboard</p> <p>Writing the new structures on the blackboard and keeping them there for the students to see (She emphasized this twice during the interview)</p> <p>Distributing photocopies, worksheets, summaries of the material covered</p> <p>Having a bulletin board with colourful posters, pictures etc.</p> <p>Establishing a link between real life and the subject matter</p> <p>Making good use of examples</p> <p>Bringing realia to class</p>

Table 4.30. continued

	<p>Using students in class while teaching e.g. while teaching the solar system having one of the students as the Sun and the others as Planets and so on. (At this point the student said that she would like to observe rather than be one of these students on stage)</p> <p>Not letting students write while s/he is writing on the blackboard i.e. having total student concentration while teaching (She pointed out that if she did not follow the teacher while writing and explaining the subject and if she were involved in copying down the structures from the board she could not learn.)</p> <p>Having variety in teaching, using different techniques, i.e. "not lecturing all the time" as the interviewed student commented.</p> <p>Not being too strict or too lenient</p> <p>Not setting rules from day one</p> <p>Showing respect to students</p> <p>Being cheerful</p> <p>Sharing student problems</p> <p>Seeing students as individuals and having one-to-one interaction rather than regarding the class as a whole</p> <p>Being sincere</p> <p>Spending time with students outside class</p> <p>Not only teaching English but teaching about life in general by sharing her experiences</p> <p>Being friendly</p> <p>Being enthusiastic while teaching</p> <p>Letting students enjoy by games and other fun activities and thus creating a favourable classroom atmosphere</p> <p>Calling students by their names which is an indication that the students are important for her.</p> <p>Playing classical music while doing reading activities</p>
--	---

Table 4.30. continued

Student needs of classroom teaching aids/activities	
Preferred learning style (Combination of VAK)	Frequent use of the blackboard Having an organized blackboard use Frequent use of visual aids Use of videos Almost no lecturing Silent / individual reading Use of bulletin boards Use of realia

STUDENT 2. An intermediate level student. He was not successful in the June Proficiency exam and started attending Summer School. He was one of the 314 students who were given the questionnaires by the researcher. His preferred style of learning was also a combination of styles with a slightly more dominant preference towards auditory learning. Table 4.31 presents the needs and preferences of teacher non-verbal behaviors, teacher behaviors and classroom teaching aids / activities of student 2 in regard to his preferred learning style.

Table 4.31. Needs and Preferences of Teacher Non-Verbal Behaviors, Teacher Behaviors and Classroom Teaching Aids / Activities of Student 2 in Regard to his Preferred Learning Style

Student needs of teacher non-verbal behaviors	
Preferred learning style (Combination of VAK)	Not having a monotonous tone of voice Speaking like a native Having fluency while speaking Having continuous eye contact with the students in order to get their attention Going near the students and being interested in what they are doing Having warm facial expressions

Table 4.31. continued

Student needs of teacher behaviors	
Preferred learning style (Combination of VAK)	<p>Using the blackboard properly and frequently</p> <p>Having discussions in class</p> <p>Doing the listening exercises in the text books</p> <p>Speaking in English all the time (Not using Turkish in class)</p> <p>Limiting the use of visual aids</p> <p>Being enthusiastic while teaching</p> <p>Approaching the students in a friendly manner</p> <p>Being skillful in sharing the knowledge (Only being knowledgeable is not enough)</p> <p>Having sense of humour</p> <p>Having a good student-teacher interaction (This makes the students attend classes)</p> <p>Enjoying her profession (She should not do it for money only)</p> <p>Being up-to-date and following the recent reseach on her profession (so that she can understand all the students in her class)</p> <p>Setting no rules in class.</p> <p>Being friendly (Only then will the students try to do their best not to have problems with her)</p> <p>Not bringing personal problems to class</p> <p>Not using Turkish in class</p>
Student needs of classroom teaching aids/activities	
Preferred learning style (Combination of VAK)	<p>Using the blackboard properly</p> <p>Having class discussions</p> <p>Giving lectures (As this is useful and important in learning the subject matter)</p> <p>Using videos frequently</p> <p>Having silent reading in class</p> <p>Not having student presentations (As these are not useful)</p> <p>Not using bulletin boards (As they are not useful when not used properly)</p> <p>Having pair-work and group-work activities</p> <p>Having background music in class (As the students are used to studying with music)</p>

STUDENT 3. An intermediate level student. He was not successful in the June Proficiency exam and started attending Summer School. He was one of the 314 students who were given the questionnaires by the researcher. His preferred style of learning was also a combination of styles with a slightly more dominant preference towards visual learning. Table 4.32 presents the needs and preferences of teacher non-verbal behaviors, teacher behaviors and classroom teaching aids / activities of student 3 in regard to his preferred learning style.

Table 4.32. Needs and Preferences of Teacher Non-verbal Behaviors, Teacher Behaviors and Classroom Teaching Aids / Activities of Student 3 in Regard to his Preferred Learning Style

Student needs of teacher non-verbal behaviors	
Preferred learning style (Combination of VAK)	Having relaxed facial expressions Using gestures while teaching Using the space in the classroom efficiently Not having rigid facial expressions and posture
Student needs of teacher behaviors	
Preferred learning style (Combination of VAK)	Being enthusiastic while teaching Using different techniques while teaching Enjoying whatever she is doing in class (i.e. should love her profession) Being open to new ideas Being welcoming to criticism Following the recent research in her profession Not being bossy in class Treating the students as equals Not using the teacher desk in class as it puts a barrier between the teacher and the students Having equal rights in class (both the teacher and the students) Establishing a link between the subject she is teaching and the real life situations (especially situations from her life) Not directing her attention to individual students (the others are lost if she does that) Not making fun of student questions (like saying "This is a very simple question!!")

Table 4.32. continued

	<p>Not changing the way she is teaching even if she gets angry (Otherwise all the students may lose their attention)</p> <p>Not getting too personal with the students</p> <p>Not being too reserved</p> <p>Having a good balance in her relationship with the students</p>
Student needs of classroom teaching aids/activities	
Preferred learning style (Combination of VAK)	<p>Having movement and role-play in class as the students sit all day</p> <p>Having discussions on daily issues (As the topics in the textbooks are not interesting)</p> <p>Having group or individual projects and presentations</p> <p>Having silent reading in class</p> <p>Having background music</p> <p>Having the students keep academic journals and write about daily issues</p> <p>Not giving lectures (as these are boring and all the students are lost when the teacher lectures. They use lecturing especially when they are angry)</p> <p>Using visual aids in class as they are very useful</p>

Two more students who had a combination of learning styles were also interviewed but as they also pointed out almost the same things, details of the interviews are not presented here.

Summary of the results related to the student needs of teacher behaviors, teacher non-verbal behaviors and classroom teaching aids and activities in regard to students' preferred styles of learning.

According to the results of the Barsch Learning Style Inventory, the majority of the students were found to have a combination of learning styles. The students who were interviewed also had a combination of styles, one having a slightly more dominant visual style and the other a slightly more dominant auditory style. Nonetheless, the points they have mentioned about their needs for teacher behaviors and teacher non-verbal behaviors were very similar. As for the classroom teaching

activities, they had slight differences in their choices. For example, the student with a slightly more dominant auditory style liked to have lectures whereas the others preferred no lecturing at all.

It can be clearly seen from the analysis of the student interviews that the students put a great emphasis on the importance of all the teacher non-verbal behaviors that the researcher of this study covered in the Questionnaire on Student Perceptions of Teachers' Use of Non-verbal Behaviors. The ones which were especially mentioned were related to the following items:

Within '**Paralanguage**' dimension:

- 11. Not speaking in a monotonous way
- 13. Speaking fluently
- 14. Using understandable tone of voice

Within '**Coverbal Behaviors**' dimension:

- 1. Having eye contact with the students while speaking
- 12. Using positive facial expressions
- 7. Having a relaxed posture
- 6. Using calm and meaningful facial expressions
- 17. Not standing in a rigid and tense way
- 20. Not using rigid facial expressions
- 16. Not using cold and reserved facial expressions

Therefore, almost all items within this dimension were pointed out as important by the interviewed students.

Within '**Proxemics**' dimension:

- 3. Using gestures to make the students understand her speech more easily
- 4. Not standing behind the desk for too long
- 15. Using the physical space in the classroom efficiently

All three interviewed students mentioned the importance of these items. About 'The teacher's standing behind the desk', one student pointed out how useless desks were in class by saying:

"I have never understood why they put desks in the classrooms. They are useless. When you have a desk, it symbolizes the difference between the students and the 'authority' i.e. the teacher. There should not be great a gap/barrier between these two. Therefore, the teachers should not use these desks or stand behind them for too long."

Moreover, the students pointed out their need for the teacher attention on them. "When the teacher moves around the classroom, comes near us while we are studying or during pair or group-work activities, we feel much more secure and comfortable and know that the teacher is ready to answer any question whenever we need her." said one of the interviewed students.

Therefore, the presence of these behaviors i.e. the teacher's using the physical space in the classroom efficiently and not standing behind the desk for too long showed that the teacher "cared about her students and that she loved them and her profession."

The results of the 'Proxemics' dimension in the questionnaire revealed an interesting fact. There was a negative correlation between the students' perceptions of their teachers' 'Proxemics' behaviors and their success in the English proficiency exam. That is to say, successful students' perceptions of the teachers' use of these behaviors were less than the unsuccessful students'. This can be interpreted as follows: the more successful the student was the more teacher 'Proxemics' behaviors he needed to observe in class. Successful students usually have more questions to ask their teachers. Therefore, they wanted to feel the presence of their teacher in case they had a question mark in their minds.

In terms of teacher behaviors in general, the items mentioned by the interviewed students within **'Designing and conducting engaging learning activities'** were as follows:

- 65. Being aware of the presence of all students
- 46. Not making fun of the student mistakes
- 15. Establishing some necessary rules
- 3. Having self-esteem
- 57. Using understandable language
- 21. Letting students ask questions or tell about their ideas
- 23. Looking at the students
- 10. Being aware of what s/he is doing

Within the second dimension, i.e. **'Affective behaviors in communicating with the students,'** the important items mentioned were as follows:

- 1. Treating the students in a friendly manner
- 26. Showing respect to students
- 69. Being fair
- 25. Not shouting, screaming in class
- 34. Not being impatient
- 52. Not getting angry easily
- 39. Not feeling ill at ease under criticism
- 30. Being lenient rather than strict
- 19. Not being easily offended

Within the third teacher behavior dimension, i.e. **'Creating a favourable climate in the classroom,'** the students mentioned the importance of the following items:

- 18. Giving permission to make jokes in class and to smile
- 64. Being cheerful
- 12. Liking the students
- 67. Being sympathetic (likeable)
- 14. Being sincere
- 7. Being energetic

45. Taking student opinions on issues related to students

8. Dealing with student problems

44. Having sense of humour, understanding jokes

As it can be seen, 'Creating a favourable climate in the classroom' was given a real importance by the students and they talked about all the items within this dimension in one way or another during the interviews. Therefore, it goes without saying that the students needed to have a pleasant classroom atmosphere conducive to learning. They also pointed out that the teacher's positive personality had a very important role in the teaching-learning process. If she could create a favourable climate with her personality and teaching techniques, only then would the students give their attention to the subject matter and thus, be able to follow the lesson and learn.

The next dimension related to teacher behaviors was '**Classroom teaching skills**' and most of the items within this dimension were also pinpointed by the students. The more frequently mentioned ones were as follows:

2. Making the students enjoy the lessons

37. Being proficient in the subject matter

54. Making sure that the topics have been comprehended well enough

61. Explaining the activities clearly so that the students do not ask each other what to do

59. Making use of examples in order for the material to be understood easily

6. Establishing a link between the previously learned material and the new one

32. Establishing a link between the subjects and the real life

70. Using different and effective teaching methods

27. Conducting the lessons in such a good way that the students do not keep track of time

In terms of classroom teaching aids and activities, the interviewed students, no matter what their learning styles were, preferred to have the following in their classes:

Proper and frequent use of the blackboard

Proper use of visual aids

Almost no lecturing (Only the second interviewed student who had a slightly dominant auditory learning style mentioned that lecturing could be useful from time to time)

Silent reading

Use of videos

Having discussions (especially on daily issues)

Having pair-group work activities

Playing background music

4.8. Summary of the Results

Both the results of the three questionnaires given to 314 students and the results of the 5 interviews proved that the students had some common needs related to teacher behaviors, teacher non-verbal behaviors and classroom teaching activities no matter what their preferred learning styles were. As the majority of the students had a combination of visual-auditory and kinesthetic learning styles (VAK), it can be said that the students needed a combination and a variety of teaching styles and teacher behaviors which would match with their preferred styles of learning. It was found that the success of the learners could be influenced by their preferred styles of learning. Therefore, it can be said that different learners needed aids and activities which would match their learning styles in order to be successful.

The students, in general, needed teachers who knew how to use non-verbal behaviors effectively in class as such behaviors motivated them towards learning and created a pleasant classroom atmosphere in which they would be ready to learn.

In terms of non-verbal behaviors, coverbal behavior dimension was found to have an effect on the English proficiency level of the students. In addition, in terms of teacher behaviors, 'Creating a favourable classroom climate' had a positive impact on the proficiency level. Therefore, according to the results, behaviors related to having a positive and relaxing atmosphere in the classroom which was conducive to learning was found to be important in the study.

In brief, a good use of general teacher behaviors, a good command of teacher non-verbal behaviors and a variety of classroom teaching activities were what the students needed to have in class.



CHAPTER V

CONCLUSIONS AND IMPLICATIONS

This chapter addresses itself to the conclusions and the interpretation of the findings, and implications for teacher development and for further research.

5.1. Conclusions and Interpretations of the Findings

The purpose of the study was to investigate the effects of perceived teacher non-verbal behaviors, teacher behaviors and preferred learning styles of the students on the English proficiency level of the students and to what extent these perceptions differed in relation to students' sex and department. It was also aimed to find out about the classroom teaching aids and activities of the teachers and to see if there was consistency among teachers' self perceptions, students' perceptions and their preferences of the use of these aids and activities. In addition, student needs and preferences of teacher non-verbal behaviors, teacher behaviors and classroom teaching aids activities in regard to their preferred styles of learning were also investigated.

The interpretations of the findings related to the above mentioned purposes will be presented under the following headings:

- I.** Interpretations of the results related to perceived teacher non-verbal behaviors.
- II.** Interpretations of the results related to perceived teacher behaviors.
- III.** Interpretations of the results related to preferred learning styles of the students
- IV.** Interpretations of the results related to the effects of perceived teacher non-verbal behaviors, teacher behaviors and preferred learning styles of the students on the English proficiency level of the students.

V. Interpretations of the results related to the differences in the perceived teacher non-verbal behaviors and teacher behaviors in relation to students' sex and departments.

VI. Interpretations of the results related to the classroom teaching aids and activities of the language teachers

VII. Interpretations of the results related to student needs and preferences of teacher non-verbal behaviors, teacher behaviors and classroom teaching aids and activities in regard to their preferred styles of learning.

5.1.1. Interpretation of the Results Related to Perceived Teacher Non-verbal Behaviors

According to the findings on perceived non-verbal teacher behaviors , the following were used the most as perceived by the students:

Using understandable tone of voice

Having a relaxed posture

Having eye contact with the students while speaking

Using gestures to make the students understand her speech more easily.

The following behaviors, however, were used the least as perceived by the students:

Not turning her back to the students while writing on the blackboard

Not speaking in a monotonous way

Not using cold and reserved facial expressions

Using the physical space efficiently

These are very important behaviors related to 'Paralanguage,' 'Coverbal behaviors' and 'Proxemics' and both the least and the mostly observed behaviors were pinpointed by the interviewed students as important in order for them to "concentrate on the lesson," "to be motivated and thus to be able to follow the teacher."

As it is known 'eye contact, name and touch can increase the impact of your positive communications, as well as your limit-setting demands' (Canter and Canter, 1976,

cited in Woolfolk and Brooks, 1985, p. 520). The importance of these points, especially the use of name and eye contact, were also emphasized by the majority of the students interviewed.

In terms of classroom management, the use of space and time, the use of students' names, and eye contact are the most important aspects mentioned by Prodromou (1991) as they all lead to the "cohesion and togetherness" of the class.

Related to classroom management aspects of teaching-learning process, it can also be said that if the efforts of the teacher to create an atmosphere in the classroom which is conducive to learning are not reaching the students, then the teacher can always consider the possibility that s/he "may, unwittingly, be giving them faulty signals." The non-verbal behaviors "have a part to play in your control of a class of children" (Wootton, 1992, p. 15).

In order to have smooth communication in the classroom which is conducive to learning, the teachers need to observe all the non-verbal behaviors they are using consciously or unconsciously. This is especially important in order not to "say one thing to students, but communicate another as a consequence of their body language" (Cangelosi, 1988).

Another important point which came up in the questionnaire results confirmed that teachers generally block their interaction with the students while using the blackboard. The behavior related to this dimension i.e. "Turning her/his back to students while writing on the blackboard" was mentioned as something very distracting by some of the interviewed students. They pointed out that students could easily be bored and consequently lose their concentration and interest in the lesson if their teacher stops interacting with them while using the blackboard.

"Speaking in a monotonous way" was also another behavior mentioned by the interviewed students as "dull" and "causing the students to fall asleep." According to the results of the questionnaires, the students observed this behavior frequently in

their classrooms. Having a “friendly” tone of voice, together with effective proximity behaviors, as pointed out by Argyle (cited in Saunders, 1979), should be included in the repertoire of teacher behaviors because such behaviors help to establish close connections with the students.

To sum up, it can be said that the results related to perceived teacher non-verbal behaviors reveal the fact that language teachers need to perform the following non-verbal behaviors more frequently and efficiently for the sake of effective non-verbal communication in the classroom, which is known to represent 82% of all teaching communication (Grinder, 1989):

Not turning her back to the students while writing on the blackboard

Not speaking in a monotonous way

Not using cold and reserved facial expressions

Using the physical space efficiently

In line with the research studies reviewed by Woolfolk and Brooks (1985), students’ perceptions of their teachers’ attitudes and performance almost entirely depend on their use of non-verbal behaviors.

Their research result which indicated that students evaluated their teacher more positively and felt more liked by their teachers when the teachers leaned forward, smiled, nodded affirmatively, and maintained eye contact was consistent with the findings of this present study.

5.1.2. Interpretation of the Results Related to Perceived Teacher Behaviors

As it was stated earlier “teacher” was the “greatest single factor in the teaching process and the greatest motivating device yet discovered” (Brown et al., 1982). This idea was found to be consistent with the findings of this research. According to the students interviewed the “teacher” and “his/her behaviors” were the most important factors which provided the students with motivation and thus led the students to success. When the students had good interaction with their teachers, they

said that they wanted to study and follow the lessons. Otherwise, they lost concentration, and this caused them to lose interest in whatever was done in class.

In terms of the teacher roles which needed “organizational, administrative and interpersonal skills” (Braine et al., 1990), the findings of the perceived teacher behaviors questionnaire revealed the fact that the students did not observe these skills frequently in their student-teacher interactions. These points will be discussed in more detail in Section 5.1.7.

According to the results of the present study, the teacher behaviors mostly used as perceived by the students are as follows:

Calling students by their names

Treating the students in a friendly manner

Giving permission to make jokes in class and to smile

Making use of examples in order for the material to be understood easily

The teacher behaviors least used as perceived by the students are as follows:

Taking appropriate action when there are disciplinary problems

Not being easily offended

Making the lesson interesting

Conducting the lesson in such a good way that the students do not keep track of time

The teacher behaviors which were observed the least by the students were found to be in line with the behaviors which were identified as the categories of teaching that contributed to the effectiveness of the teachers (Anderson, 1989; Harley et al., 1984, cited in Lange, 1990; Pont, 1991).

The interpretations of the teacher behaviors will be discussed in relation to the other variables of the study in Section 5.1.7.

5.1.3. Interpretations of the Results Related to Preferred Learning Styles of the Students

The results of the Barsch Learning Style Inventory revealed that about half of the students, i.e. 57% who were given the questionnaires were found to have a combination of preferred learning styles; 31 % of the students were visual learners; only 9 % were auditory learners and 3% were kinesthetic learners.

Throughout the literature, it has been pointed out that students have different needs and preferences in the learning process due to their interests and abilities. These needs and preferences may even change according to the subject or type of the activity taking place in class. Several researchers such as Anderson (1980), Grinder (1989), Lowman (1990, cited in Davis et al., 1994) emphasized that teachers should consider the individual learning style preferences of their students if they wanted to reach all of them.

The research findings of this study, i.e. students' having different styles of learning, or a combination of learning styles, are consistent with the literature that emphasized the same fact (Braine et al., 1990; Cake 2000; Davis et al., 1994; Felder and Brent 2000; Maggioli, 1996).

The interviews also clarified the needs and preferences of the students. In brief, it can be said that teachers need to deal with individual learners and thus, they should consider individual needs and preferences; should try to reach all the students; should not misjudge the ability of individual learners as the problem may only be the mismatch between their teaching style and the learners' learning style.

As the reliability of the Barsch Learning Style Inventory was not found to be high, it is difficult to derive generalizations but the only generalization that could be made depending on the related literature and the student interviews is that students have different preferences in the learning process and that they do need to have different teaching styles in their classes.

In order to be able to reach conclusions on the learning styles of the students, there may be a need to develop a reliable and valid questionnaire. However, another point of view on this subject is that there is no need to put students into different learning style categories and that the teachers should only consider the fact that they are dealing with individual learners with combination of styles and accordingly they should have variety in their teaching styles, and in their use of teaching aids and activities.

5.1.4. Interpretation of the Results Related to the Effects of Perceived Teacher Non-verbal Behaviors, Teacher Behaviors and Preferred Learning Styles on the English Proficiency Level of the Students

According to the results of the multiple regression analysis which was carried out to investigate the role of the independent variables in explaining the proficiency level of the students, the third dimension of the perceived teacher behaviors, namely, 'creating a favourable classroom climate,' together with 'proxemics' and the third group of departments explained the 27% of the total variance of the English proficiency level of the students.

The results related to the importance of 'creating a favourable classroom climate' on student achievement are in line with the literature saying that in terms of classroom management and increased student learning, one of the most important roles of teachers should be creating a favourable atmosphere in the classrooms (Braine et al., 1990). As Cangelosi (1988, p. 53) also points out teachers should "utilize a communication style that encourages a comfortable, nonthreatening environment where students are free to go about the business of learning without fear of embarrassment or harassment".

"Proxemics" variable entered also had an impact on the proficiency level of the students. The results, however, yielded a negative relationship between "proxemics" behaviors of the teachers and the proficiency level of the students.

Behaviors related to proxemics, which were “Using the physical space in the classroom efficiently,” “Not standing behind the desk for too long” and “Using gestures to make the students understand her speech more easily,” were perceived at a lower level by those students who were successful at proficiency exam. That is to say, it may be stated that successful students did not see their teachers to be using these behaviors efficiently. Stating differently, this result indicated that the more successful the students were, the less efficient they observed their teachers in using proxemics behaviors. In other words, the successful students were not satisfied with the amount of proxemics behaviors displayed by their teachers. The explanation for this result may be as follows: these behaviors are known to motivate the students towards following the lessons more attentively and towards learning and thus they want their teachers to be using these behaviors at a higher level as they want to be more successful.

This result was consistent with the findings of the previous studies that suggested an association between proxemics and student success. Imada and Hakel (1977, cited in Woolfolk and Brooks, 1985) pointed out that one of the most important functions of behaviors related to “proxemics,” “paralanguage” and “coverbal behaviors” was influencing the performance of the others.

Another result was related to the effect of department variable on student success. It was found that there was a negative correlation between being in the third group of departments, i.e. science related departments, and proficiency exam scores. That is to say, the students in these departments were not successful in the proficiency exam. These science oriented students may have different needs and preferences and in the process of teaching-learning their needs may not have been met. Therefore, apart from different needs and preferences of students with different learning styles, teachers should also consider the departments of the students and accordingly decide on the classroom teaching aids and activities they use.

“Coverbal behaviors” together with “proxemics” and “kinesthetic learning style” explained the 23% of the total variance of the proficiency level of the students when the multiple regression analysis was run again without involving the ‘department’

variable. That is to say, this finding showed that coverbal behaviors were an important factor in student success as its unique contribution was highly significant. In other words, this expected result suggested that as the students are exposed to more effective use of coverbal behaviors, in return this exposure affects their proficiency level. This result was in the theoretically predicted direction and consistent with the research findings that indicated a relationship between the 'coverbal behaviors' of the teachers and students' learning and success (Neill and Caswell, 1993; Imada and Hakel, 1977, cited in Woolfolk and Brooks, 1985).

The findings of the present study are consistent with studies that suggest an increase in student learning when teachers are "non-verbally active and dramatic" (Driscoll, 1978; Kaufman, 1977).

Coverbal behaviors used by the teachers were found to have an impact on the proficiency level of the students. Similarly, the students interviewed pointed out that they learned more when they felt "teacher warmth and enthusiasm." This is also consistent with the research finding presented by Rosenthine and Furst (1973, cited in Woolfolk and Brooks, 1985) who found positive correlation between teacher warmth and student learning.

All the students interviewed pointed out the importance of teachers' having positive facial expressions and stated that they were motivated towards learning if their teachers used such expressions. This is also consistent with the literature that suggested the positive impact of having positive facial expressions on student learning (Neill and Caswell, 1993; Fried, 1976, cited in Woolfolk and Brooks, 1985).

The students interviewed also mentioned the fact that they cooperated and participated more in the activities designed by their teacher if the teacher was not very strict and if s/he maintained eye contact with all of them while giving the instructions. As a result, they said that they learned the subject matter better.

This is in line with the research findings presented by Brooks (1984, cited in Woolfolk and Brooks, 1985) who established a link between eye contact and gaining

student cooperation. He pointed out that the teachers who received the lowest student ratings for task orientation and enthusiasm were the ones who maintained the least eye contact.

Moreover, other researchers such as Keith, Tornatzky and Pettigrew (1974, cited in Woolfolk, 1985), Hall and Hall (1988) also pointed out the fact that the role of eye contact in establishing and maintaining student participation should not be ignored.

Another finding of this research related to preferred learning styles of the students is that being a 'kinesthetic learner' has a negative impact on student success, i.e. there is a negative correlation between having kinesthetic learning style and English proficiency level. Although this was not found to be highly significant, these students had a mean of slightly passing grades (66) on the proficiency exam. Therefore, it can be stated that they were on the borderline between passing and failing.

It was also found in the study that 'classroom teaching aids and activities used by the teachers' did not match with the needs and preferences of the students in regard to their learning styles. That is to say, kinesthetic learners are not satisfied with the teaching styles of their teachers.

Kinesthetic learners are known to be the ones who "must move in class" and who prefer games, group work/movement, competitions, blackboard work (Maggioli, 1996). The teachers' use of such classroom aids and activities were found to be unsatisfactory for the kinesthetic learners. Therefore, these students are known to be the ones who are "at risk because of their learning style compatibility" (Grinder, 1989).

Consequently, this result reveals the fact that kinesthetic learners are at a high risk of being unsuccessful because their individual needs are not met in the classroom. In this present study, 3% of the students preferred kinesthetic learning style. When the total number of students in the DBE is taken into consideration, this result means that every year about 75 students may have a risk of failing due to their learning style

incompatibility. Moreover, this may also have some effect on the students with a combination of styles.

5.1.5. Interpretation of the Results Related to the Differences in the Perceived Teacher Non-verbal Behaviors and Teacher Behaviors in Relation to Student Sex and Department

There are three significant results related to differences in the perceived teacher non-verbal behaviors and teacher behaviors in relation to student sex and department.

The first one is the significant correlation between student perceptions of “coverbal behaviors” in relation to sex. Female students’ perceptions of these behaviors are higher than the male students’. It is known that “females tend to use more sociable non-verbal signals, such as smiling” (Neill and Caswell, 1993) and except for three all the teachers involved in this study were females. Therefore, female students may have been more sensitive to the use of teacher coverbal behaviors, which in a way convey sociable messages.

The second significant result is the student perceptions of “coverbal behaviors” in relation to the third group of departments. The perceptions of the students in these departments in terms of teachers’ use of ‘Coverbal behaviors’ were lower than the other students’. As this group of departments is related to science, these students’ perceptions may of their teachers’ use of these behaviors and their preferences may be different due to being science oriented.

According to another result of this study, these students were found to be unsuccessful in the proficiency exam. Therefore, they may be in need of more frequent use of teacher behaviors related to creating a warm and relaxed classroom climate and behaviors which display teacher warmth, interest and positive attitude. Thus, they may need more attention and interaction, in order to be able to concentrate and follow the lessons.

Another finding of this research also revealed that the perceptions of the male students in these science related departments related to 'creating a favourable climate' were low. This result is also in line with the above mentioned interpretation related to 'coverbal behaviors'. That is to say, teacher behaviors which generally convey sociable messages, warmth, interest and positive attitude are perceived to be low by the students in the science related departments.

5.1.6. Interpretation of the Results Related to the Classroom Teaching Aids and Activities of the Language Teachers

According to the results of the rating scale given to the teachers, the most frequently used teaching aids/activities are the "use of blackboard," followed by "pair-work/group-work." Although not rated as frequent as these two, the following aids/activities are also among the most frequently used ones by the teachers:

Discussion

Audio tapes

Silent reading

Movement/Group activities

Games

Visual Aids

Lecturing

Dialogues

According to the results of the rating scale given to the teachers, the least used classroom teaching aids/activities are as follows:

Group Work/Project

A student or teacher reading the text aloud

Oral presentations by students

Role-play/Drama

Video tapes

Background music

Using Bulletin Boards

Having students keep journals

It should be kept in mind that these results are related to the self-perceptions of the teachers on how frequently they think they use these classroom teaching aids/activities. Whether these ratings match with the students' ratings or not will be discussed in the next section under the research question.

Nonetheless, at this point it can be stated that teachers, in terms of their use of classroom aids and activities, were found to be traditional. The most frequently used teaching aid, for example, was blackboard. It is known that, using the blackboard effectively and properly is very important especially for the learners with a combination of learning styles and visual learners. When the use of the blackboard accompanies lecturing, it helps the learners follow the teacher easily (Nacino-Brown, 1982). However, there is always a risk of breaking the interaction with the students as teachers sometimes turn their back to students and write for several minutes. Students at this point may lose their interest and be distracted.

Another interpretation related to the teachers' use of classroom teaching aids and activities is that, the learner centered or humanistic aids and activities such as 'Group work/Project,' 'Role play/Drama,' 'Playing background music' are used the least by the teachers.

As for lecturing, it was found that teachers used this frequently. It is known that there is "near-unanimous consensus" on the idea that "we learn mainly by doing things and reflecting on the outcomes, taking in relatively little of what we just see and hear (e.g., in lectures) and retaining even less (Felder and Brent, 1999, p. 33).

The same authors also reviewed studies which compared the academic performance and attitudes of students taught using active and cooperative methods with the performance and attitudes students taught more traditionally. They concluded that the effectiveness for the nontraditional methods were overwhelming.

Therefore, if the teachers want to care about individual learners and create a learner-centered, humanistic classroom environment, they should use a variety of

nontraditional aids and activities, especially the ones which help to create a pleasant atmosphere and independent learners.

Is there a consistency among the teachers' self perceptions, students' perceptions and students' preferences of the use of classroom teaching aids/activities?

The research findings showed that teachers' self perceptions and students' perceptions of their teachers' use of classroom teaching aids/activities (in terms of frequency) do not match.

The students pointed out that their teachers used "silent reading," "pair-work," "lecturing" and "audio tapes" frequently in their classes. Whereas the use of all the other aids and activities were low in terms of frequency.

From the teachers' point of view, the use of blackboard was frequent. From the students' point of view, however, it was just the opposite. In addition, even if the blackboard was used, the students pointed out that they were not happy with the way their teachers used it. It is known that especially for the visual learners or for the learners with a combination of styles, effective and proper use of the blackboard is one of the most important factors in the process of teaching-learning. Moreover, generally it is believed that blackboard is "a teaching aid that can help enrich and facilitate instruction and student learning" (Nacino-Brown, 1982). However, teachers should be cautious while using the blackboard as in terms of communication the more it is used, the higher the risk of breaking interaction with the students. Therefore, it may be said that proper and effective use of the blackboard is important but using it for a long time with no interaction is undesirable on the part of the students. It should be kept in mind that there are various types of visual aids to be used in the classrooms.

The other most important teaching aids/activities for the visual learners or learners with a combination of styles, which came up in the research, are the effective and

frequent use of “visual aids” and “bulletin boards.” The ratings of the teachers do not match with the student perceptions in terms of frequency of the use of these aids/activities. “Silent reading” is the only aid/activity which was rated as “frequently used” both by the teachers and the students.

In terms of the aids/activities suitable for auditory learners, the use of “lecturing” and “audio-tapes” received similar ratings from both the teachers and the students. The teachers showed that they used “lecturing” frequently in their classes and the interviewed students also accepted the fact that “lecturing” was used frequently in class. However, whatever style of learning they preferred, the students pointed out that they were not happy with long lectures as they easily lost concentration and interest. The students made no negative comments on the frequent use of “audio-tapes” as long as the recordings were clear enough.

In terms of the least used aids/activities suitable for the auditory learners, “oral presentations,” and “the use of background music” were rated similarly by both groups. The students all wanted to have background music especially during their reading lessons as music always motivated them and created a warm classroom atmosphere.

Apart from the above mentioned teaching aids/activities, there was a mismatch between the ratings of the teachers and the students’ perceptions of the use of the aids/activities suitable for the auditory learners. The teachers believed that they used “discussions” and “dialogues” frequently, whereas the students thought this was not the case.

As for the aids/activities suitable for kinesthetic learners, the results of the rating scale and the student interviews were not consistent either.

There were two consistent findings. One was in terms of the frequent use of “pair-work/group-work” and the other in terms of the least used aids/activities which were “role-play/drama” and “group work/project.” The teachers, on the other hand,

believed that they frequently used “movement/group activities,” “games” and “discussions” in their classes. The interviewed students perceived the use of these activities at a very low level and pointed out that these would help them be motivated in class. This finding related to the importance, motivational aspects and student needs of more frequent and effective use of a variety of classroom teaching aids and activities is in line with the literature (Nacino-Brown, 1982).

To sum up, the research findings of the present study indicate that there is no consistency among the teachers’ self perceptions, students’ perceptions and students’ preferences of the use of classroom teaching aids/activities. Another important conclusion is that, no matter what style of learning the students preferred, they wanted a variety and frequent use of teaching aids/activities in their classes.

As one of the conclusions drawn in terms of the preferred learning styles of the students was that the majority of the students had a combination of styles, it can be safely said that teachers should try to incorporate all kinds of teaching aids/activities into their lesson plans if they want to keep all kinds of individual learners involved, interested and alert throughout their lessons.

These conclusions are congruent with the literature saying that it is important to have multiple learning opportunities and “style-shift” in the teaching-learning process (Suleiman, 1996).

Grinder (1989) also emphasizes the VAK (Visual-Auditory-Kinesthetic) approach which lets the students receive the information in his choice of INPUT channel. The results of Hinton’s study (1992) showed that a knowledge of students’ learning styles empowered the teacher to modify teaching and adapt individual teaching style for the benefit of the individual students. This research result and the following studies are all in line with this present study. For example, Ash (1986) found that students can be reached more effectively by identifying their learning styles and matching style of teaching. In addition, Dunnand Frazer (1990) found a positive correlation between academic achievement and identification of teaching styles

congruent with student learning styles. Moreover, Thompson and O'Brien's (1991), Souster's (1982) and Gordon's (1998) studies also found significant main effects of teaching style on achievement.

Finally, there are many research findings which emphasized the fact that teaching should be adapted to the learning styles of the students (Cornett, 1983; Dixon, 1978; Green, 1982; Heikkinen, 1978; Heimlich and Norland, 1994; Lapidés, 1980; Lyons, 1984; Martin, 1987; McKinnon, 1991; Pendergrass, 1981; Raines, 1976; Rubin, 1971; Scerba, 1979). To sum up, it can be strongly said depending on the findings of this present study and the others in literature that teachers should consider the fact that they have a variety of learners in their classes and thus should adapt their teaching styles to individual learners.

5.1.7. Interpretation of the Results Related to Student Needs and Preferences of Teacher Non-verbal Behaviors, Teacher Behaviors and Classroom Teaching Activities in Regard to Students' Preferred Styles of Learning

1. Student needs and preferences related to teacher non-verbal behaviors in regard to students' preferred styles of learning:

Student interview results let us reach the conclusion that no matter what the learning style of the students is, the students need to have teachers who are efficient in using all the behaviors related to the dimensions of non-verbal communication, namely "paralanguage," "coverbal behaviors" and "proxemics."

The effective use of these behaviors influence teacher-student interaction in the classroom. This conclusion is in line with several research studies which indicate the influence of teacher non-verbal behaviors on student-teacher interaction (Brook and Wilson, 1978; Green, 1983; Kounin and Sherman, 1979; Shultz and Florio, 1979 cited in Woolfolk and Brooks, 1985).

The students also pointed out the fact that to be able to participate in the classroom activities, they needed to get the non-verbal cues from their teachers. This

expectation/need of the interviewed students is congruent with the results of the studies conducted by Bremme and Ericson (1977); Ericson (1982); Green (1983); Mehan (1979, cited in Woolfolk and Brooks, 1985).

Another conclusion is that the feelings and attitudes of the students with different learning styles changed depending on the effective use of these behaviors, which is also in line with the research results in literature (Neill and Caswell, 1993; Ekman and Friesen, 1975, cited in Woolfolk and Brooks, 1985).

The most important conclusion of this part of the study is that the performance of the students is influenced and student learning is increased by the effective use of non-verbal behaviors (Richmond et al., 1991; Imada and Hakel, 1977, cited in Woolfolk and Brooks, 1985) and thus students preferred to have teachers who care about their individual differences and who are non-verbally active and dramatic which is consistent with the findings of Driscoll (1978) and Kaufman (1975, cited in Woolfolk and Brooks, 1985).

2. Student needs and preferences related to teacher behaviors in regard to students' preferred styles of learning:

According to the questionnaires, the behaviors mostly observed by the students related to teacher behaviors are as follows:

Calling students by their names

Treating the students in a friendly manner

Giving permission to make jokes in class and to smile

Making use of examples in order for the material to be understood easily

The behaviors least observed by the students related to teacher behaviors are as follows:

Taking appropriate action when there are disciplinary problems

Establishing some necessary rules

Not being easily offended

Conducting the lesson in an enthusiastic manner

Conducting the lesson in such a good way that the students do not keep track of time

The interviewed students, no matter what style of learning they preferred, put an emphasis on a number of items within teacher behaviors. The above mentioned mostly and the least observed teacher behaviors are among the needs and preferences of the students together with the following behaviors given in relation to teacher behavior dimensions:

Within 'Designing and conducting engaging learning activities:'

Being aware of the presence of all students

Not making fun of the student mistakes

Establishing some necessary rules

Having self-esteem

Using understandable language

Letting students ask questions or tell about their ideas

Looking at the students

Being aware of what s/he is doing

Within 'Affective behaviors in communicating with the students:'

Treating the students in a friendly manner

Showing respect to students

Being fair

Not shouting, screaming in class

Not being impatient

Not getting angry easily

Not feeling ill at ease under criticism

Being lenient rather than strict

Not being easily offended

Within ‘Creating a favourable climate in the classroom:’

Giving permission to make jokes in class and to smile

Being cheerful

Liking the students

Being sympathetic (likeable)

Being sincere

Being energetic

Taking student opinions on issues related to students

Dealing with student problems

Having sense of humour, understanding jokes

Within ‘Classroom teaching skills:’

Making the students enjoy the lessons

Being proficient in the subject matter

Making sure that the topics have been comprehended well enough

Explaining the activities clearly so that the students do not ask each other what to do

Making use of examples in order for the material to be understood easily

Establishing a link between the previously learned material and the new one

Establishing a link between the subjects and the real life

Using different and effective teaching methods

Conducting the lessons in such a good way that the students do not keep track of time

According to the results of the questionnaires, there is positive correlation between teacher behaviors related to “creating a favourable classroom atmosphere” and student success in the proficiency exam. This shows the impact of teacher behaviors on student achievement.

Moreover, the findings derived from the interviews support the idea that the teachers should be aware of the effects of their behaviors and should try to include all the behaviors, needed by students with different learning style preferences, in their

repertoire of teacher behaviors. Therefore, it can be said that the roles of the teachers which involve 'organizational,' 'administrative' and 'inter-personal' skills, as emphasized by Braine et al. (1990), are very complex and the effectiveness of the teacher as a classroom manager is crucial.

Davies (1971) also defines the teacher not only as a "learning resource, but as a manager of learning resources, able to balance and reconcile the conflicting task needs of the curriculum with the personal and group needs of the students." This definition of 'the teacher' is consistent with the profile of 'the teacher' described and desired by the students who were involved in this study.

To sum up, it can be said that teacher behavior needs and expectations of the students do match up with the findings of Harley et al. (1984, cited in Lange, 1990) who mentioned that effective language teachers function with five different categories that direct student attention to learning. The most important of these are that effective teachers engage students interactively and "analyse their students and the tasks they are using to see if the tasks are appropriate for large groups, small groups, or to individuals."

3. Student needs and preferences related to classroom teaching aids/activities in regard to students' preferred styles of learning:

According to one of the results of this study, no consistency was found among the teachers' self-perceptions, student perceptions and their needs and preferences in terms of the use of classroom teaching aids/activities. In other words, it can be said that the use of classroom aids/activities does not satisfy the needs and preferences of the individual learners.

The interviewed students, no matter what their learning styles were, preferred to have the following in their classes:

Proper and frequent use of the blackboard

Proper use of visual aids

Almost no lecturing
 Silent reading
 Use of videos
 Having discussions (especially on daily issues)
 Having pair-group work activities
 Playing background music

One of the most frequently voiced needs of the students was proper and frequent use of the blackboard together with other visual aids. This need is in line with the following remarks made by Nacino-Brown (1982):

Because the chalkboard is so common, teachers tend to forget to make maximum use of it and yet, when it is not there they find it difficult to teach. It is unfortunate that very little instruction is given to would-be teachers during their pre-service education on the proper utilization of the chalkboard (p. 173).

As a whole, the design of the study, with a variety of data collection methods and sources, made it possible for the researcher to reach a number of important conclusions. These conclusions are related to the importance of teacher behaviors, teacher non-verbal behaviors, having a variety of learning style preferences in the classrooms, using a variety of teaching styles to meet the needs of different learners. Therefore, these conclusions have some implications for further studies, the most important of which is about the teacher development programmes.

5.2. Implications for Teacher Development

As a result of all the findings of this research related to perceived teacher non-verbal behaviors, perceived teacher behaviors, learning styles, classroom teaching aids and activities, students' needs and preferences, it can be said that these dimensions should all take their place in the pre- and /or in-service teacher training programmes. "Teaching and learning styles, disaffection, special needs, all have aspects which relate to non-verbal behaviors, in addition to the more specific area of class control" (Neill and Caswell, 1993, p. 186). Because of the "multidimensional quality" of non-verbal communication, it should be given the attention it deserves in the training

programmes. Once awareness of non-verbal behaviors is increased, as pointed out by the same authors, teaching can be improved, the teacher's performance can be enhanced and "some of the stress that accumulates when relying on verbal patterns alone" can be reduced. In terms of effective teaching, awareness is not sufficient by itself but as Good and Brophy (1987) also believe "awareness is the first step in improving teaching."

Both experienced and inexperienced teachers should receive training on how to use non-verbal behaviors effectively. If inexperienced teachers receive such a training, it is believed that they will be better able to benefit from their teaching experiences (Neill and Caswell, 1993). They also make a critical point about the experienced teachers by saying that awareness on non-verbal behaviors "does not necessarily increase with experience." Just the opposite may happen and it may even decrease. As the teacher gets used to the profession, "classroom skills become routinized and automatic."

The results of the study provided some valuable information for teacher development programs as it is known that students who will become English language teachers do not receive enough input on non-verbal classroom management skills or on how they can use these skills with students who have different learning styles.

Having had a look at the language teacher education programmes, it was found out that the programmes do not emphasize or teach the "Communicative Skills" to the prospective teachers. Within the same context, the non-verbal aspects receive little or almost no attention at all.

According to the report prepared for the NEDP-World Bank Project of YÖK (1998), one of the most important competencies that prospective teachers should possess is related to "communication skills." Under this heading, some of the behaviors specified are:

- giving clear and understandable explanations and instructions,
- having effective classroom interaction (student-teacher, student-student, teacher-student interaction),

- using the voice effectively,
- using verbal and non-verbal behaviors effectively (posture, eye contact, gestures, etc.) (p. 16).

As the behaviors related to non-verbal aspects of communication are emphasized in the newly developed curriculum for restructuring process of the faculties of education in Turkey, they should be incorporated into the existing teacher education programmes.

In the pre- and in-service teacher development programmes of the universities examined, this aspect related to communication skills was also found to be missing. In the light of these findings, and the importance of these skills and particularly non-verbal communication, it can be concluded that these aspects should take their place in the teacher development programmes as well.

There are surely other aspects of teacher training, but in the scope of this research teacher behaviors in general and non-verbal behaviors of the language teachers in particular have been dealt with and found to be important so it is proposed that teacher training courses, as also supported by Hall and Hall (1988), should include the following components:

1. Human relations in education
2. Communication skills for the classroom
3. Non-verbal communication skills.

These components do match up with the classroom management aspects such as 'Physical aspects of classroom organization,' 'Creating an effective working atmosphere,' and 'Classroom management strategies' given by Braine et al. (1990) and Cangelosi (1988). Therefore, a training programme which incorporates all these dimensions should be developed. Such a program can be conducted through workshops and micro-teaching processes. The prospective teachers can be informed about the use of effective teacher behaviors and non-verbal behaviors. They can be given checklists which cover all the behaviors that they should try to use effectively. In the next step, they can teach a specific topic for 5-10 minutes and can be video recorded in the meantime. Then, the trainer, the prospective teacher, herself/himself

and the peers provide feedback on her/his behaviors, using the checklist, while watching the recording. Taking these comments and one's own observation into consideration, one can teach for another 5-10 minutes and then this process can be repeated if needed until the behaviors are developed. The behaviors can be improved continuously through actual teaching with a variety of students.

According to the results of this present study, 'coverbal behaviors' and behaviors related to 'creating a favourable classroom climate' were found to be very important in terms of both student learning and success, and student needs. As a whole these behaviors all play a part in establishing a warm, relaxed and positive classroom environment and student-teacher interaction. Such an environment, in return, leads to increased learning and involvement on the part of the students and less problems related to classroom management on the part of the teachers. Therefore, the benefits of using such desirable teacher behaviors in the classroom are manifold. All teachers want to allow their students "to reach their fullest potential" but as Braine et al. (1990, p. vii) ask "in practice how does the inexperienced teacher bring this about?"

The answer to this question is pre- and in-service training for the teachers as '....it will give the new entrant into the profession greater security by stripping away the mystique attached to the craft of our job' (Braine et al., 1990, p. viii).

In brief, it can be stated that teachers should receive training on specific skills like how to use behaviors related to 'eye contact, voice delivery and gestures' effectively, as well as general 'communication skills.' The following remarks by Neill and Caswell (1993, p. 182) support these ideas:

....training in specific skills not only increases the use of specific skills, but can also increase related specific or general skills. For example, training in the specific skills of voice delivery, eye contact and gestures led to a general increase in warmth, interest, activity and assurance. Increases in skill could lead to measurable improvements in children's performance, such as an increase in correct answers or other measures of achievement.

As for the application of different teaching styles to meet the needs of learners with different learning styles, it is also suggested that it should be one of the components of the teacher development programs. This suggestion is also supported in the related literature, by researchers such as King and Young (1996).

Another important component, which was one of the most important variables of this research, is the preferred learning styles of the students and it was found that the majority of the students had a combination of styles rather than having one dominant style of learning. The teachers also had different teaching styles as it was found that they preferred to use different teaching aids/activities at different frequencies.

As Grinder (1989) also points out it is extremely important to observe the the students' preferred learning styles and adapt the teaching behaviors according to the needs of these students with different styles.

The net result is not only a significant increase in the performance of the student (with its attendant payoffs for that particular student, the teacher and the other members of the class) but by successfully meeting the student halfway, the teacher enhances the relationship with the student.....the use of the patterns are justified technically in that the student's performance is positively affected at a higher, logical level and, simultaneously, they positively influence the single most powerful leverage point in education- the teacher/ student relationship (p.viii).

Teachers should try to 'find the difference that makes a difference' (Grinder, 1989, p. 1). This difference lies in the fact that all teachers should be flexible in terms of using multisensory teaching styles, try to reach every single student in their classroom and be compatible with their styles.

Individualizing the instruction in terms of learning styles may be impractical as the classrooms are all busy places and the teachers are loaded with the textbooks and materials that they have to cover during the academic semester ; so, 'to what extent are teachers able to adapt all their instruction to individual learning?' may seem a difficult question to answer. A compromise position has been found by the people

working in the area of teacher effectiveness, as pointed out in the book by Orlich et al. (1990). In the studies trying to link teacher behaviors to student achievement, Barak Rosenshine (1971, cited in Orlich et al., 1990, p. 353) found that a variety of teaching methods positively correlates with student achievement. So the answer to the previous question is simple: in order to produce more student learning, the teachers should have more teaching strategies in their repertoire. The teachers are advised by Orlich et al. that they use different modalities to accommodate individual differences.

Many researchers feel that learning will be more productive when teachers take learning styles into account (Boylan, 1984). Moreover, students can also be taught learning strategies that will improve learning efficiency no matter what style the teacher uses (Davis et al., 1989). Therefore, it can be concluded that teachers should be taught how to identify their learners' learning styles and their own teaching styles and "should try to provide a variety of learning experiences to accommodate the various learning styles" (Davis et al., 1989). Moreover, they should be taught how to incorporate their personal teaching styles into instruction (Reiff, 1985). As Good and Brophy (1987) point out much of teaching is an art and "successful teachers must be able to observe, comprehend, and respond to the rapid occurrence of complex classroom behavior. Ultimately, successful teachers must also develop and continue to refine their own teaching styles" (p. xi).

5.3. Implications for Further Research

Measuring student achievement

As the context in which this research was carried out was proficiency exam oriented, the results revealed that teacher behaviors in general did not explain the success of the students very much. The same kind of study, therefore, can be conducted in a non-exam oriented context or in other situations (levels as well), with teachers of other subjects where the impact of the 'teacher' and her/his 'behaviors' could be more objectively seen.

In the research context, instruction and exams are not related to each other as there is a separate testing unit which deals with preparing the exam questions. Therefore, this fact, i.e. having a separate testing unit, may have been another disadvantage in this attempt to investigate the link between the teachers' behaviors and students' success.

In this study, the achievement was measured through the English proficiency exam given at the end of each academic year in the School of Foreign Languages, Department of Basic English at METU. There were two main reasons for choosing this exam as a basis for student achievement. The first and the most important reason was that passing this exam successfully is the only criterion for proving that the students qualified and are ready to start with their education in their departments. Therefore, all the students are expected to take the exam (Apart from the ones who have valid TOEFL or IELTS exam scores). The second reason was practicality. As 314 students were involved in this study, it would be difficult to develop instruments and procedures to assess student performance.

There were no major drawbacks encountered during the course of the study. However, related to the above mentioned issue, some comments which may help other researchers in the future, can be made at this stage.

Throughout the academic year a student follows certain textbooks, attends classes regularly and has several teachers with different backgrounds. These teachers' use of non-verbal behaviors, teacher behaviors, classroom teaching aids/activities and their approach to teaching-learning process all differ. Some of them are more aware of their behaviors and roles, and of their students' individual differences. Some adapt their teaching style or behaviors to different needs, preferences and feedback of their students, and some do not.

These teacher differences all have an impact on the motivation, attitude towards learning, involvement and achievement of the students.

Nonetheless, the final achievement exam, i.e. proficiency exam, just like all the other midterms, is prepared by a separate testing committee and in two and a half hours the students' achievement is decided. This is of course the only way if objectivity and fairness are to be considered. Similar pros and cons of such exams can be discussed in terms of the university entrance exam in which students are expected to display the best of their knowledge in just three hours. If the student can not concentrate on the exam due to an illness that day or stress, all the long-term efforts will be in vain. The same situation is true for the proficiency exam.

The effects of the teachers (their verbal, non-verbal and teacher behaviors, their teaching styles, the textbooks they use) are no longer a criterion in terms of student success. The impact of the teachers or how much impact the teacher has on student success can not be easily determined.

In the present study, there was a positive correlation between some teacher behaviors, some teacher non-verbal behaviors and achievement. However, the researcher believes that the real effect of the teacher can not be identified fully or objectively if the teacher is not involved in the process which determines the achievement of the students.

Therefore, as a further study, researchers can think about other possible ways of measuring the success of the students in the process and can find ways of identifying how much impact is achieved in terms of learning in relation to "who" the teachers are, "what" they do in their classrooms and 'how' this may be continuously assessed.

Assessment of learning style preferences:

One drawback encountered during the course of the study was related to identifying the learning styles of the students. It is known that students have different needs and preferences and preferred learning styles, and they process information in different ways. These are referred to as individual learner differences in literature and quite a large number of researchers dealt with this subject, and tried to group learners in

different ways. Nonetheless, it was seen that there is still a need to develop a learning style questionnaire/inventory for language learners in Turkish for two reasons.

The first reason is that most of the questionnaires/inventories developed to identify learning styles are not specific to language learning situation and secondly when these are translated into Turkish, most of them lose their reliability and validity.

This idea was also mentioned by Açıkgöz (1996) who reviewed “learning styles” and “learning style inventories and questionnaires.” She emphasizes the importance of “learning styles” in terms of teaching process and the fact that more research findings are needed on this issue. As for the general criticisms related to learning styles, Curry (1990, cited in Açıkgöz, 1996) mentioned three main points related to the confusion related to the definitions, the low level of reliability and validity of the inventories and questionnaires and the fact that the related features of the students and the teaching environment can not be fully identified.

Campbell (1990) also indicated that the causes of the lack of individualizing student learning were related to class size, poor leadership, teacher training, and poorly developed learning style instruments.

Barsch Learning Style Inventory was chosen for this study as it was specifically developed for language learning and was used by several researchers in English language learning contexts, such as by Davis et al. (1994). The inventory was used by these researchers in its original form, i.e. in English, although Indonesian students were involved in the research. Taking into account the fact that students should be given such questionnaires or inventories in their native language in order to eliminate any possible misunderstanding due to language problems, the researcher of this present study followed the guidelines for translation process of such documents. During this phase, no problems were encountered as the statements were simple and easy to translate. However, the reliability was low and there was not enough evidence for its validity. Recently, a new version of the same inventory has been

published and consequently other researchers can use this version and see if it has a high level of reliability and validity.

Another conclusion of this present study is that there may be no need to put learners in different learning style groups as it is known that the students do have differences. Therefore, instead of focusing on 'how to categorize' the students into different learning styles, teacher trainers, teachers and researchers can direct their attention to 'how to incorporate different behaviors and a variety of teaching aids/activities' into the teaching-learning process for the learners with a variety of learning style preferences. Only "awareness raising" by itself, i.e. being aware of the fact that the classrooms are full of students with different needs and preferences may help to improve the quality of teaching and learning.

Classroom observations

Another suggestion for further study would be to conduct more indepth analysis of teacher behaviors and non-verbal behaviors by more teacher and student interviews and classroom observations. A pilot course can be incorporated into the components of either pre- or in-service teacher training programmes and the researcher can see the effects of such a course by observing the teachers' classes or by interviewing the students before and after their teachers take the course.

Observing experienced and inexperienced teachers' classes in terms of the 'effective/ineffective' use of teacher behaviors and teacher non-verbal behaviors may also be suggested for further study as it is believed that this kind of information on how effective/ineffective teachers use behaviors will enrich the data on this aspect of the study. As Dewey (1929, cited in Jackson, 1968) observed:

In teaching, as in every craft, there are masters from whom apprentices can and should learn. Although perfect agreement on who deserves the title may not exist, it is likely that in every school system there could be found at least a handful of teachers who would be called outstanding by almost any standard. The profession as a whole might gain much from such persons (p. 115).

Another suggestion may be in terms of observing male-female or Turkish-foreign teacher differences in terms of effective/ineffective use of teacher behaviors and teacher non-verbal behaviors can be identified.

Training students/teachers

Another point which was not dealt with in this study but can be analyzed in the future is teaching the students the body language used in the target language by the native speakers of that language. The students who are trained to be language teachers should also be taught how to transmit to their students the appropriate body language of the native speakers of the target language. There are as many discrepancies as similarities between the body languages of different cultures as pointed out by Li Ming (1994). As she states learning a new language is a process in which the learner should familiarise himself/herself with a set of new behaviors that are used in that culture. Therefore, the language teacher should be a perfect model for the students in using the 'right body language at the right time for the right situation, the ultimate purpose of which is to assimilate it into one's own non-verbal vocabulary' (Li Ming, 1994, p. 62).

A further study can be training both students and teachers to decode non-verbal cues and analyze the effects on students' success and see if teachers improve their ability to interpret the non-verbal behaviors of their students correctly, and consequently if they can tune in the appropriate mood of the students. The training sessions can also increase the teachers' confidence and performance. The benefits of such sessions are summarized by Neill and Caswell (1993):

...We hope to encourage you to watch your class in a more specific way and to develop, over a period of time, a sort of 'thesaurus' or index of behaviors from which you will be able to predict more accurately the intentions of the individuals within your class (p. xiv).

Hall (cited in Knapp and Hall, 1992) emphasizes how important such trainings on interpreting student non-verbal signals is by stating that "those of us who keep our eyes open can read volumes into what we see going on around us" (p. 3).

The students can also be trained to respond to particular non-verbal teacher signals. (Emmer et al., 1980, cited in Woolfolk and Brooks, 1985).

As was suggested by Bauder and Milman (1990), a special effort could be made to help students develop increased cognitive flexibility when they demonstrate that they are bound to only a few learning styles. Thus, the students can be trained on how to transfer or “translate” information from the teaching style used by the teacher to their preferred style of learning (Grinder, 1989).

One more suggestion for a future study can be letting the teachers find out their own learning styles and making them realize if they teach in the way they prefer to learn or not. Generally, according to the findings in the related literature, it is said that teachers do not teach the way they would prefer to learn. In the research conducted by Ladd (1995) significant disparity between teachers’ learning styles and their teaching styles was found. According to the result of this research, 61% of the teachers do not teach the way they prefer to learn. It may be interesting to see the results of such a study in a university setting.

Finally, the impact of the whole study can be summarized with the following statement:

‘The secret of education is respecting the pupil’- Ralph Waldo Emerson.

REFERENCES

- Açıkgöz, K.Ü. (1990). Öğretim elemanlarının değerlendirilmesinde kullanılacak geçerli ve güvenilir bir araç: Öğretmene İlişkin Öğrenci Algıları Ölçeği. (ÖİÖAÖ). (A reliable and valid instrument to be used in the evaluation of the instructors: Questionnaire on student perceptions related to teachers). Unpublished manuscript.
- Açıkgöz, K.Ü. (1996). Etkili öğrenme ve öğretme. (Effective learning and teaching). İzmir: Kanyılmaz Matbaası.
- Alder, H. (1997). NLP: Yüksek performansa ulaşmanın yeni bilimi ve sanatı. (NLP: Neuro linguistic programming). İstanbul: Sistem Yayıncılık.
- Allright, D. and Bailey K.M. (1991). Focus on the language classroom: An introduction to classroom research for language teachers. Cambridge: Cambridge University Press.
- Anderson, L.W.(1989). The effective teacher: Study guide and readings. New York : Mc Graw-Hill Publishing Company.
- Arends, R.I. (1991). Learning to teach. New York: Mc Graw-Hill Publishing Company.
- Argyle, M. (1975). Bodily communication. Connecticut: International Universities Press, Inc.
- Argyle, M. and Cook, M. (1976). Gaze and mutual gaze. Cambridge: Cambridge University Press.
- Ash, B.F. (1986). Identifying learning styles and matching strategies for teaching and learning. (Report No. JC860277) (ERIC Document Reproduction Service No. ED 270142).
- Ast, H.J. (1988). Learning styles: Implications for curriculum and instruction. (Report No. JC880611). Paper presented at the Alberta Association for Adult Literacy Conference in Calgary. (ERIC Document Reproduction Service No. ED 302280).
- Ataman, F. (1999). A study on reliability and validity of METU School of Foreign Languages, Department of Basic English June 1998 and September 1998

- Proficiency tests. Unpublished master's thesis. Middle East Technical University, Ankara.
- Baltaş, Z. and Baltaş, A. (1992). Bedenin dili. (Body language). İstanbul: Remzi Kitabevi.
- Bauder, T.A. and Milman, J. (1990). Teaching and learning styles at the University of the Americas, Puebla, Mexico. (Report No. FL018669). Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages. San Francisco. (ERIC Document Reproduction Service No. ED 322714).
- Birdwhistell, R.L. (1970). Kinesics and content. Philadelphia: University of Philadelphia Press.
- Braine, M., Kerry D. and Pilling M. (1990). Practical classroom management: A guide for secondary school teachers. London: David Fulton Publishers Ltd.
- Busshoff, L. et al. (1981). Curricula and lifelong education. Unesco.
- Cake, C. (2000). What kind of learner are you? Workshop: 6th METU ELT Convention, Ankara.
- Campbell, L.J. (1990). Using individual learning style inventories and group teaching methods in a sixth grade classroom. (Report No. CG023663). Ed.D Practicum Report, Nova University. (ERIC Document Reproduction Service No. ED 336687).
- Cangelosi, J.S. (1988). Classroom management strategies: Gaining and maintaining students' cooperation. New York: Longman Inc.
- Casteel, J.D. and Stahl, R.J. (1973). The Social Science Observation Record: Theoretical construct and pilot studies. Gainesville: P.K. Vonge Laboratory School.
- Cooper, K. (1985). Sözsüz iletişim: İnsan yönetiminde vücut dilini nasıl kullanırsınız? (Non-verbal communication: How do you use body language in human management?). İstanbul: İlgi Yayınevi.
- Cornett, C.E. (1983). What you should know about teaching and learning styles. (Report No. SP022206). Phi Delta Kappa Educational Foundation: Indiana. (ERIC Document Reproduction Service No. ED 228235).
- Costanzo, M. (1992). Training students to decode verbal and nonverbal cues: Effects on confidence and performance. Journal of Educational Psychology, 84 (3), 308-313.
- Cüceloğlu, D. (1979). İnsan insana. (Human to human). İstanbul: Altın Kitaplar.

- Cüceloğlu, D. (1991). İnsan ve davranışı. (Human beings and their behaviors). İstanbul: Remzi Kitabevi.
- Cüceloğlu, D. (1993). İyi düşün doğru karar ver. (Think well and take the right decision). İstanbul: Sistem Yayıncılık.
- Çağlar, D. (1977). Öğrenciyi tanıma tekniklerinden sosyometrik metot. (One of the techniques used to learn about students: Sociometrical method). Çağdaş Eğitim Kitapları.
- Danish, S.J., Augelli, A. and Haver, A.L. (1994). Yardım becerileri temel eğitim programı. (Helping skills: A basic training program). Ankara Üniversitesi, Ankara.
- Davidman, L. (1984). Learning style and teaching style analysis in the teacher education curriculum: A synthesis approach. (Report No. SP025057) California, U.S. (ERIC Document Reproduction Service No. ED 249183).
- Davies, I.K. (1971). The management of learning. London: McGraw-Hill Publishing Company Limited.
- Davies, I.K. (1981). Instructional technique. New York: Mc Graw-Hill.
- Davis, E.C., Nur, H. and Ruru, S.A.A. (1994, July). Helping teachers and students understand learning styles. English Teaching Forum, 32, 12-19.
- Demirel, Ö. (1999). Planlamadan değerlendirmeye öğretme sanatı. (The art of teaching from planning to evaluation). Ankara: Pegem Yayıncılık.
- Dixon, N. (1978). The learning implications of educational value conflicts between students and instructors. (Report No. SP 013977) Texas, U.S. (ERIC Document Reproduction Service No. ED 168986).
- Doyle, W. (1986). Classroom organization and management. In M.C. Niltrock (Ed.). A handbook of research on teaching. New York: Mac Millan.
- Dökmen, Ü. (1994). Sanatta ve günlük yaşamda iletişim çatışmaları ve empati. (Conflicts and empathy in art and daily life) İstanbul: Sistem Yayınları.
- Dunkin, M.J. (Ed.). (1987). The international encyclopedia of teaching and teacher education. Oxford: Pergamon Books Ltd.
- Dunkin, M. J. and Bruce J.B. (1974). The study of teaching. New York: Holt, Rinehart and Winston. Inc.
- Dunn, K.J., and Frazier, E.R. (1990). Teaching styles. (Report No. EA 022628) Series developed by the Committee of Professors of Secondary School

Administration and Supervision. New York.(ERIC Document Reproduction Service No. ED 327964).

- Dunn, R. and Griggs, S.A. (1988). Learning styles: Quite revolution in American secondary schools. (Report No. EA 020509) National Association of Secondary School Principals, Reston. Virginia. (ERIC Document Reproduction Service No. ED 301948).
- Ergür, D.O. (1998). Hacettepe Üniversitesi dört yıllık lisans programlarındaki öğrenci ve öğretim üyelerinin öğrenme stillerinin karşılaştırması. (A comparative study on the learning styles of the students and instructors in the 4-year undergraduate programs at Hacettepe University). Unpublished doctoral dissertation. Hacettepe University, Ankara.
- Felder, R.M. (1993, March/April). Reaching the second tier- learning and teaching styles in college science education. Journal of College Science Teaching, 23 (5), 286-290.
- Felder, R.M and Brent, R. (1999). Random thought....FAQS Chemical Engineering Education, 33 (1), 32-33.
- Felder, R.M and Brent, R. (2000). Effective teaching, workshop notes. METU, Ankara.
- Feldman.R.S. and Bernard R. (Eds.) (1991). Fundamentals of non-verbal behavior. Cambridge: Cambridge University Press.
- Flanders, N. And Nuthall G. (eds). (1972). The classroom behavior of teachers. International Review of Education. XVIII (4), Special number. The Hague: Martinus Nijhoff.
- George, D. and Mallery, P. (1995). SPSS/PC+ step by step : A simple guide and reference. Belmont: Wadsworth Publishing Company.
- Good, T.L. and Brophy, J.E. (1987). Looking in classrooms. New York: Harper and Row.
- Gordon, H.R.D. (1998). Identifying learning styles. (Report No. TM 029170) Paper presented at the Annual Summer Workshop for Beginning Vocational Teachers. Montgomery. (ERIC Document Reproduction Service No. ED 424287).
- Green, M.R.(1982). Elementary teachers' attributional styles and their science teaching performance. (Report No. SE 036079) Ph.D. Dissertation, Fordham University: New York. (ERIC Document Reproduction Service No. ED 212470).

- Grinder, M. (1989). Righting the educational conveyor belt. Oregon: Metamorphous Press.
- Grosse, C.U. (1985). Teaching and learning styles of ESL student teachers. (Report No. FL 015147) Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages. New York. (ERIC Document Reproduction Service No. ED 259583).
- Hall, E. and Hall, C. (1988). Human relations in education. Routledge: London.
- Hambleton, R.K., & Kanjee, A. (1995). Translating tests and attitude scales. In T. Husen & T. N. Postlethwaite (Eds.). International encyclopedia of education (2nd ed.; pp. 6328-6334). New York: Pergamon Press.
- Harmer, J. (1995, October). Taming the big 'T': Teacher performance and student satisfaction. ELT Journal, 49 (4), 337-345.
- Harrison, P.R. (1974). Beyond words: An introduction to non-verbal communication. New Jersey: Prentice-Hall, Inc.
- Heikkinen, M.W. (1978). The teaching style q-sort: A description of its uses in assessing teaching style. (Report No. SP012375). (ERIC Document Reproduction Service No. ED 151351).
- Heimlich, J.E. and Norland, E. (1994). Developing teaching style in adult education. (Report No. CE067493). California: Jossey-Bass Publishers. (ERIC Document Reproduction Service No. ED 375322).
- Heywood, J. (1997). An evaluation of Kolb's learning style theory by graduate student teachers during their teaching practice. (Report No. SP037208). Paper presented at the Annual Meeting of the Association of Teacher Educators. Washington. (ERIC Document Reproduction Service No. ED 406333).
- Hinton, S. (1992). The learning style preferences of students in graduate school. (Report No. HE026226). Paper presented at the Annual Meeting of the Mid-South Educational Research Association. Knoxville: Kentucky. (ERIC Document Reproduction Service No. ED 354807).
- Hosford, P.L. (1973). An instructional theory: A beginning. New Jersey : Prentice-Hall, Inc.
- Jackson, P.W. (1968). Life in classrooms. New York: Holt, Rinehart and Winston, Inc.
- Johnson, R.K. (Ed.). (1989). The second language curriculum. Cambridge: Cambridge University Press.

- Keeves, J.R. (Ed.). (1988). Educational research, methodology, and measurement: An international handbook. Oxford: Pergamon Press.
- Key, M.R. (1975). Paralanguage and kinesics (Non-verbal communication). The Scarecrow Press, Inc.
- King, S. and Young, P. (1996). Opening the doors on best practice: Contrasting teaching styles in the multigrade classroom. Education in Rural Australia, 6 (1), 29-36.
- Knapp, M.L (1972). Non-verbal communication in human interaction. New York: Holt, Rinehart and Winston, Inc.
- Knapp, M.L. and Hall, J.H. (1992). Non-verbal communication in human interaction. Fort Worth: Holt, Rinehart and Winston, Inc.
- Köknel, Ö. (1994). İnsanı anlamak (Understanding human beings). İstanbul: Altın Kitaplar.
- Ladd, P.D. (1995). The learning and teaching styles of Tennessee secondary business education teachers. Delta Pi Epsilon Journal, 37 (1), 29-45.
- Lange, D.L. (1990). A blueprint for a teacher development program. In J.C. Richards, and D. Nunan, (Eds.), Second Language Teacher Education. New York: Cambridge University Press.
- Lapides, J. (1980). Teaching styles in adult education. An exploratory essay. (Report No. CE030440). Michigan, U.S. (ERIC Document Reproduction Service No. ED 208263).
- Legutke, M. and Howard, T. (1991). Process and experience in the language classroom. Essex: Longman Group UK Limited.
- Lynch, T. (1991). Questioning roles in the classroom. ELT Journal, 45 (3), 201-210.
- Lyons, C.A. (1984). Consistency between learning style patterns and teaching style behaviors of prospective elementary teachers. (Report No. SP024408). Paper presented at the Annual Meeting of the American Educational Research Association. New Orleans. (ERIC Document Reproduction Service No. ED 244936).
- Maggioli, G.H.D. (1996, April). The good, the bad, and the ugly, English Teaching Forum. 32-36.
- Martin, B.B. (1987). Developing a learning-teaching styles scheme to improve teaching behaviors of college child development student interns. (Report No. PS016984). Ed.D. Practicum, Nova University. U.S. (ERIC Document Reproduction Service No. ED 288638).

- Martin, R.E. (1986). Tools of the profession: Learning and teaching styles. Illinois Teacher of Home Economics, 30 (2), 54-56.
- Mc Aleese, R. and Hamilton, D. (Eds.), (1978). Understanding classroom life. Berks: NFER Publishing Company Ltd.
- McKinnon, N.M. (1991). A comparison of teaching learning styles of nursing instructors and nursing students at Northern Maine Technical College. (Report No. JC10222). Ed.D Practicum, Nova University. Maine. (ERIC Document Reproduction Service No. ED 331549).
- Ming, Li (1994). Body language in ELT. Modern English Teacher, 3 (1), 61-62.
- Moh-Leen, C., Kitchen, T. and Chu, L. (1998). So what if every learner has his/her own preferred learning style? Paper presented at the 1998 METU ELT Convention, Ankara.
- Moore, K.D. (1989). Classroom teaching skills: A primer. New York: Random House.
- More, A.J. (1993). Learning styles and the classroom. (Report No. PS022206). British Columbia University Publication: Vancouver. (ERIC Document Reproduction Service No. ED 368479).
- Mutlu, E (1993). İletişim sözlüğü (Dictionary of communication). Ankara: Ark Yayınevi.
- Nacino-Brown, Oke, F.E. and Brown, D.P. (1982). Curriculum and instruction: An introduction to methods of teaching. London: MacMillan Publishers Ltd.
- Neill, S. and Caswell, C. (1993). Body language for competent teachers. London: Routledge.
- Nunan, D. (1987). The teacher as curriculum developer. Adelaide: National Curriculum Developer Resource Centre.
- Nunan, D. (1988). The learner - centred curriculum: A study in second language teaching, Cambridge: Cambridge University Press.
- Nunan, D. (1989). Designing tasks for the communicative classroom, Cambridge: Cambridge University Press.
- Orlich, D.C., Harder, R.J., Callahan, R.C., Kauchak, D.P., Pendergrass, R.A., Keogh, A.J., and Gibson, H. (1990). Teaching strategies: A guide to better instruction. Massachusetts: D.C. Heath and Company.
- Özer, A. K. (1995). İletişimsizlik becerisi. (Skills of not being able to communicate) İstanbul: Varlık Yayınları.

- Pektaş, S. (1988). Sözel olmayan öğretmen davranışlarının öğretime etkilerinin değerlendirilmesi. (The effects of non-verbal teacher behaviors on instruction) Unpublished doctoral dissertation. Ankara Üniversitesi: Ankara.
- Pendergrass, R.A. (1981). Strengthening existing teaching styles: A staff development model. (Report No. SP018225). Paper presented at the Annual Meeting of the Association of Teacher Educators. Dallas. (ERIC Document Reproduction Service No. ED 204291).
- Pont, T. (1991). Developing effective training skills. London:McGraw-Hill Book Company.
- Prodromou, L. (1991, April). The good language teacher. English Language Teaching FORUM, XXIX (2).
- Raines, R.H. (1976). A comparative analysis of learning styles and teaching styles of mathematics students and instructors. (Report No. JC790014). Ed.D. Dissertation, Nova University. U.S. (ERIC Document Reproduction Service No. ED 162709).
- Reiff, J.C. (1985). A model for personalizing instruction in teacher education. (Report No. SP026105). Georgia: U.S. (ERIC Document Reproduction Service No. ED 256758).
- Richards, J., Platt J. and Weber H. (1985). Longman dictionary of applied linguistics. Essex: Longman.
- Richmond, V.P., McCroskey J.C. and Payne K.S. (1991). Non-verbal behavior in interpersonal relations. New Jersey: Prentice Hall, Inc.
- Rubin, L.J. (1971). A study on teaching style. (Report No. SP004870). Paper presented at Annual Meeting, AERA, New York. (ERIC Document Reproduction Service No. ED 050027).
- Sayers, F.C., Bingaman, E., Graham, R., and Wheeler, N. (1993). Yöneticilikte iletişim. (Communication in management). İstanbul: Rota Yayın.
- Saunders, M. (1979). Class control and behavior problems. London: Mc Graw-Hill Book Company UK. Limited.
- Scerba, J.R. (1979). Compatibility of teaching strategies and learning styles as a determinant of academic success. (Report No. TM008954). Paper presented at the Annual Meeting of the American Educational Research Association. San Francisco. (ERIC Document Reproduction Service No. ED 171752).
- Scherer, K.R., Ekman P. (Eds.). (1982). Handbook of methods in non-verbal behavior research. Cambridge: Cambridge University Press.

- Schober, O. (1994). Beden dili: Davranış anahtarı (Body language: Key to human behaviors). İstanbul: Arion Yayınevi.
- Smith, H.A. (1979, Fall). Non-verbal communication in teaching. Review of Educational Research, 49 (4), 631-672.
- Smith, L.H. and Renzulli, J.S. (1982). The assessment and application of learning style preferences: A practical approach for classroom teachers. (Report No. TM830352). Maryland:U.S. (ERIC Document Reproduction Service No. ED 229444).
- Smith, W.C., Jr. (1997). A review of the research into teaching styles/behaviors "impact on students" cognitive outcomes and bloom's taxonomy. (Report No. TM026530). Paper presented at the Annual Meeting of the Southwest Educational Research Association. Austin. (ERIC Document Reproduction Service No. ED 408310).
- Souster, D.K. (1982). Teacher attitude toward and student and teacher perception of teaching style and achievement. (Report No. SP021192). Doctoral Dissertation, Walden University: Canada. (ERIC Document Reproduction Service No. ED 222468).
- Suleiman, M.F. (1996). Achieving congruence between learning and teaching styles in linguistically diverse environments. (Report No. UD030861). Paper presented at the Annual Meeting of the National Social Science Conference. San Diego. (ERIC Document Reproduction Service No. ED 395048).
- Tabacknick, B.G and Fidell, L.S (1996). Using multivariate statistics. Harper Collins College Publishers:California
- Thompson, M.J and O'Brien, T.P. (1991). Learning styles and achievement in postsecondary classrooms. (Report No. JC910230). Paper presented at the Annual Conference of the American Educational Research Association. Chicago. (ERIC Document Reproduction Service No. ED 331554).
- Turanlı, A.S. (1997). Teachers' orientations to classroom management and their influences on teachers' behaviors, students' responses to these behaviors and the learning environment. Unpublished doctoral dissertation. METU: Ankara.
- van Lier, L. (1988). The classroom and the language learner. New York: Longman Group UK Limited.
- Vijver, F. van de, and Hambleton, R.K. (1996). Translating tests: Some practical guidelines. Laboratory of psychometric and evaluative research report. No:280. Amherst, MA: University of Massachussetts.

- Wadden, P. and McGovern S. (1991, April). The quandary of negative class participation: Coming to terms with misbehavior in the language classroom. ELT Journal. 45 (2).
- Wallin, P.K. (1990). Developing and implementing and inservice workshop series for middle school educators in learning/teaching styles and multiple intelligences. (Report No. SP033184). Ed.D Practicum, Nova University. Florida. (ERIC Document Reproduction Service No. ED 337417).
- Wheeler, P. (1991). Style mismatch or learning disability: A case study. (Report No. SP033270). Paper presented at the Annual Meeting of the American Educational Research Association. Chicago. (ERIC Document Reproduction Service No. ED 336359).
- Wittrock, M.C. (Ed.). (1986). Handbook of research on teaching. (3rd. Ed.). New York: Macmillan Publishing Company.
- Woods, P. (Ed.). (1980). Teacher strategies: Explorations in the sociology of the school. London: Croom Helm Ltd.
- Woolfolk, A. E. and Brooks D.M. (1985). The influence of teachers' non-verbal behaviors on students' perceptions and performance. The Elementary School Journal, 85 (4), 513-528.
- Wooton, M. (1992). Not using your voice: Non-verbal communication skills in teaching. On your own in the classroom (series). Institute of Education Library: University of London.
- YÖK / Dünya Bankası (1998). Fakülte – okul işbirliği (Cooperation of faculty and school) Ankara: YÖK.
- Zielke, W. (1993) Sözsüz konuşma: Davranışlarına bakarak insanları tanıma. (Non-verbal communication: Understanding human beings through their behaviors). İstanbul: Say.

APPENDIX A

QUESTIONNAIRE ON STUDENT PERCEPTIONS OF LANGUAGE TEACHERS' USE OF NON-VERBAL BEHAVIORS

Sevgili Öğrenci,

Aşağıda bu dersin öğretmeniyle ilgili cümleler bulunmaktadır. Sizden istenen, her cümleyi okumanız ve yanındaki sembollerden bu dersin öğretmenine en uygun olanını daire içine almanızdır. Bu sembollerin anlamları şudur:

HK	Hiç Katılmıyorum, Fikrime çok aykırı, Hiç bir zaman
KM	Katılmıyorum, Fikrime aykırı, Seyrek olarak
KS	Kararsızım, Arasına
K	Katılıyorum, Fikrime uygun, Genellikle
TK	Tümüyle Katılıyorum, Fikrime çok uygun, Her zaman

Lütfen bütün cümleleri işaretleyiniz. Boş bırakmayınız.

Her cümle için bir tek işaret koyunuz. Birden fazla işaretlemeyiniz.

Sonuçlar yalnızca bilimsel amaçlarla kullanılacaktır. Adınızı yazmaktan ve gerçek düşüncelerinizi belirtmekten çekinmeyiniz.

Bilimsel bir çalışmaya yaptığınız katkılardan dolayı teşekkür ederim.

Bu dersin öğretmeni:

1. Konuşurken öğrencilerle göz iletişimi kurar	HK	KM	KS	K	TK
2. Bedeni öğrencilere dönük durur	HK	KM	KS	K	TK
3. Anlattıklarının daha kolay anlaşılması için el kol hareketleri kullanır	HK	KM	KS	K	TK
4. Kürsünün arkasında uzun süre durmaz	HK	KM	KS	K	TK
5. Tahtayı kullanırken uzun süre sırtını sınıfa döner	HK	KM	KS	K	TK
6. Sakin, anlamlı yüz hareketleri kullanır	HK	KM	KS	K	TK
7. Bedensel olarak rahat	HK	KM	KS	K	TK
8. Ses tonundaki iniş çıkışları ayarlamaz	HK	KM	KS	K	TK

9. Konuşurken başka yerlere bakar	HK	KM	KS	K	TK
10. Tasdik edici baş hareketleri kullanır	HK	KM	KS	K	TK
11. Monoton, tekdüze konuşur	HK	KM	KS	K	TK
12. Olumlu yüz ifadesi kullanır	HK	KM	KS	K	TK
13. Akıcı konuşur	HK	KM	KS	K	TK
14. Anlaşılabilir ses tonu kullanır	HK	KM	KS	K	TK
15. Sınıf içi alanı etkili kullanmaz (Sınıfın her yerinde dolaşmaz, sürekli bir yerde durur)	HK	KM	KS	K	TK
16. Soğuk ve mesafeli yüz ifadesi kullanır	HK	KM	KS	K	TK
17. Katı ve gergin durur	HK	KM	KS	K	TK
18. Birini dinlerken karşısındakine doğrudan bakmaz	HK	KM	KS	K	TK
19. Konuşma hızını ayarlar	HK	KM	KS	K	TK
20. Katı yüz ifadesi kullanmaz	HK	KM	KS	K	TK

APPENDIX B

QUESTIONNAIRE ON STUDENT PERCEPTIONS OF TEACHER BEHAVIORS

Sevgili Öğrenci,

Aşağıda bu dersin öğretmeniyle ilgili cümleler bulunmaktadır. Sizden istenen, her cümleyi okumanız ve Cevap Formu'ndaki sembollerden bu dersin öğretmenine en uygun olanını daire içine almanızdır. Bu sembollerin anlamları şudur:

HK	Hiç Katılmıyorum, Fikrime çok aykırı, Hiç bir zaman
KM	Katılmıyorum, Fikrime aykırı, Seyrek olarak
KS	Kararsızım, Arasına
K	Katılıyorum, Fikrime uygun, Genellikle
TK	Tümüyle Katılıyorum, Fikrime çok uygun, Her zaman

Lütfen bütün cümleleri işaretleyiniz. Boş bırakmayınız.

Her cümle için bir tek işaret koyunuz. Birden fazla işaretlemeyiniz.

Sonuçlar yalnızca bilimsel amaçlarla kullanılacaktır. Adınızı yazmaktan ve gerçek düşüncelerinizi belirtmekten çekinmeyiniz.

Bilimsel bir çalışmaya yaptığınız katkılardan dolayı teşekkür ederim.

Bu dersin öğretmeni:

1. öğrenciye dostça davranır.
2. dersi sevdirir.
3. kendine güvenmez.
4. öğrencilerin bazı küçük hatalarını görmezden gelir.
5. öğrenciye güven verir.
6. bir konuya başlarken önceden öğrendiklerimizle bağ kurar.
7. enerjiktir (canlıdır).
8. öğrenci sorunlarıyla ilgilenmez.

9. dersi coşkuyla işler.
10. ne yaptığının farkında değildir.
11. teyp, film, harita vb. görsel-işitsel ders araçlarını kullanır.
12. öğrenciyi sever.
13. bir davranışı ötekine uymaz.
14. içtendir (samimidir).
15. gerekli bazı kurallar koyar.
16. öğrenciyi tehdit eder.
17. ders sırasında hareketsizdir.
18. sınıfta şaka yapıp gülümsenmesine izin vermez.
19. alıngandır.
20. koyduğu kuralların gerekçesini açıklar.
21. öğrencilerin soru sormasına, düşüncelerini söylemesine izin vermez.
22. dersi ilginç hale getirir.
23. dersi ilginç hale getirir.
24. mantıklıdır.
25. sınıfta bağırır, çağırır.
26. öğrenciyeye saygılı davranır.
27. dersi öyle akıcı işler ki dersin nasıl geçtiğini anlayamaz.
28. derse zamanında girmez.
29. tarafsız davranmaz.
30. esnek değil katıdır.
31. notu silah olarak kullanır.
32. konularla gerçek yaşam arasında ilişki kurar.
33. plansız hareket eder.
34. sabırsızdır.
35. öğrenciler arasında ayırım yapar.
36. derste çok şey öğretir.
37. derste işlenen konuyu çok iyi bilir.
38. dersi birkaç öğrenciyle işler.
39. eleştiriden rahatsız olur.
40. sınıfta disiplin bozulunca kararlı bir biçimde üzerine gider.

41. öğrenciler arasındaki işbirliğini teşvik eder.
42. ertesi ders ne yapılacağını önceden söyler.
43. başarıları övmez.
44. mizah duygusu (espri gücü) gelişmiştir, şakadan anlar.
45. öğrenciyle ilgili kararlarda öğrencilerin görüşlerini (oylama vb. yollarla) almaz.
46. yanlış yaptığımızda bizimle alay eder.
47. yanlışları düzeltir.
48. ders malzemelerini önceden hazırlamaz.
49. öğrencilere karşı önyargılı (peşin hükümlü) davranır.
50. eleştirilerinde kırıcı değildir.
51. derste neler öğrenileceği hakkında bilgi verir.
52. kolayca öfkelenir.
53. öğrencilerinin istediklerinin tam tersini yapar.
54. konuların iyi anlaşılmasını sağlar.
55. işinde titiz değildir.
56. öğrencileri adlarıyla çağırır.
57. anlaşılır bir dil kullanır.
58. düzensizdir.
59. konuyu açıklayıcı örnekler verir.
60. yaratıcılığı ve araştırmayı özendirir.
61. ders sırasında öğrencilerin ne yapacağını tam olarak açıklayamaz. Bazen öğrenciler “ne dedi?” diye birbirimize sorarız.
62. jest ve mimikleriyle dersi anlaşılmaz hale getirir.
63. başarılı olacağımıza inanmaz.
64. neşelidir.
65. bazı öğrencilerin varlığından bile habersizdir.
66. sınav sonrası soruların üzerinden gitmez.
67. sempattir (sevimidir).
68. sınav sonuçlarını geç açıklar.
69. adildir (haksızlık yapmaz).
70. değişik ve etkili öğretim yöntemleri uygular.

Öğretmenin Adı:.....
 Bölümü:..... Kıdemi:..... Cinsiyeti:..... Ünvanı:.....

Öğrencinin Adı :.....
 Bölümü:..... Cinsiyeti:..... Sınıfı:..... Değerlendirdiği
 dersteki başarı
 durumu
 Çok iyi 90-100
 İyi 75-90
 Orta 60-75
 Zayıf 40-60
 Çok zayıf -- - 40

ÖĞRETMENE İLİŞKİN ÖĞRENCİ ALGILARI ÖLÇEĞİ CEVAP FORMU

HK. Hiç Katılmıyorum KM.Katılmıyorum KS.Kararsızım
 K.Katılıyorum TK.Tümüyle Katılıyorum

- | | | | | | |
|-----|---------------|-----|---------------|-----|---------------|
| 1. | HK KM KS K TK | 25. | HK KM KS K TK | 49. | HK KM KS K TK |
| 2. | HK KM KS K TK | 26. | HK KM KS K TK | 50. | HK KM KS K TK |
| 3. | HK KM KS K TK | 27. | HK KM KS K TK | 51. | HK KM KS K TK |
| 4. | HK KM KS K TK | 28. | HK KM KS K TK | 52. | HK KM KS K TK |
| 5. | HK KM KS K TK | 29. | HK KM KS K TK | 53. | HK KM KS K TK |
| 6. | HK KM KS K TK | 30. | HK KM KS K TK | 54. | HK KM KS K TK |
| 7. | HK KM KS K TK | 31. | HK KM KS K TK | 55. | HK KM KS K TK |
| 8. | HK KM KS K TK | 32. | HK KM KS K TK | 56. | HK KM KS K TK |
| 9. | HK KM KS K TK | 33. | HK KM KS K TK | 57. | HK KM KS K TK |
| 10. | HK KM KS K TK | 34. | HK KM KS K TK | 58. | HK KM KS K TK |
| 11. | HK KM KS K TK | 35. | HK KM KS K TK | 59. | HK KM KS K TK |
| 12. | HK KM KS K TK | 36. | HK KM KS K TK | 60. | HK KM KS K TK |
| 13. | HK KM KS K TK | 37. | HK KM KS K TK | 61. | HK KM KS K TK |
| 14. | HK KM KS K TK | 38. | HK KM KS K TK | 62. | HK KM KS K TK |
| 15. | HK KM KS K TK | 39. | HK KM KS K TK | 63. | HK KM KS K TK |
| 16. | HK KM KS K TK | 40. | HK KM KS K TK | 64. | HK KM KS K TK |
| 17. | HK KM KS K TK | 41. | HK KM KS K TK | 65. | HK KM KS K TK |
| 18. | HK KM KS K TK | 42. | HK KM KS K TK | 66. | HK KM KS K TK |
| 19. | HK KM KS K TK | 43. | HK KM KS K TK | 67. | HK KM KS K TK |
| 20. | HK KM KS K TK | 44. | HK KM KS K TK | 68. | HK KM KS K TK |
| 21. | HK KM KS K TK | 45. | HK KM KS K TK | 69. | HK KM KS K TK |
| 22. | HK KM KS K TK | 46. | HK KM KS K TK | 70. | HK KM KS K TK |
| 23. | HK KM KS K TK | 47. | HK KM KS K TK | 71. | HK KM KS K TK |
| 24. | HK KM KS K TK | 48. | HK KM KS K TK | 72. | HK KM KS K TK |

SIÖD: _____ KÖ: _____ SY: _____ ÖÖİ:

* Bu ölçekteki sorulara eklemek istediklerinizi cevap kağıdının arkasına yazınız.

APPENDIX C

BARSCH LEARNING STYLE INVENTORY

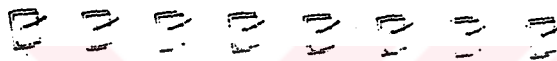
Jeffrey Barsch, Ed.D.
Revisions by Evelyn C. Davis, Ed.D.
(non-copyrighted)

Name _____ Date _____

To gain a better understanding of yourself as a learner you need to evaluate the way you prefer to learn. All persons should develop a style which will enhance learning potential. The following evaluation is a short, quick way of assessing one aspect of your learning style.

The Barsch is not a timed test. Answer each question as honestly as you can. There are 24 questions.

When you have finished, refer to the scoring instructions below. You will then see, very quickly, whether you have one best channel of learning or some combination of the three listed.

**Barsch Scoring Procedures**

Refer to your answer and write in the appropriate points:

Almost Always = 4 points
Usually = 3 points
Sometimes = 2 points
Seldom = 1 point
Almost Never = 0 points

Place the point value of each question on the line next to its corresponding number. Next, add the points to obtain your preference scores under each one of the headings.

VISUAL		AUDITORY		TACTILE	
No.	Pts.	No.	Pts.	No.	Pts.
2.	_____	1.	_____	4.	_____
3.	_____	5.	_____	6.	_____
7.	_____	8.	_____	9.	_____
10.	_____	11.	_____	12.	_____
14.	_____	13.	_____	15.	_____
16.	_____	18.	_____	17.	_____
20.	_____	21.	_____	19.	_____
22.	_____	24.	_____	23.	_____
VPS = _____		APS = _____		TPS = _____	

VPS = Visual Preference Score
APS = Auditory Preference Score
TPS = Tactile Preference Score

Please Note: A total score in one area should be four points or more different from a total in another area in order to be significant. Also notice the relative strength of your preferences (for example, how many 4's you had in an area).

How to Use This Information: This form can be used along with other diagnostic tools to help you determine some of the ways you are best able to learn. The Barsch tells you about your learning preferences in only one area.

DIRECTIONS: Place a check on the appropriate line after each statement, then refer to the scoring instructions.

	<i>Almost Always</i>	<i>Usually</i>	<i>Some- times</i>	<i>Seldom</i>	<i>Almost Never</i>
1. I remember more about a subject through listening than reading.	_____	_____	_____	_____	_____
2. I follow written directions better than oral directions.	_____	_____	_____	_____	_____
3. I like to write things down or take notes for visual review.	_____	_____	_____	_____	_____
4. I bear down extremely hard with pen or pencil when writing.	_____	_____	_____	_____	_____
5. I prefer to have an oral explanation of diagrams and graphs.	_____	_____	_____	_____	_____
6. I enjoy working with tools.	_____	_____	_____	_____	_____
7. I enjoy reading graphs, grids, charts, and diagrams.	_____	_____	_____	_____	_____
8. I can tell if sounds match when presented with pairs of sounds.	_____	_____	_____	_____	_____
9. I remember best by writing things down several times.	_____	_____	_____	_____	_____
10. I can understand and follow directions by reading maps.	_____	_____	_____	_____	_____
11. I do better at academic subjects by listening to lectures and tapes instead of reading books.	_____	_____	_____	_____	_____
12. I like to play with coins or keys in my pockets.	_____	_____	_____	_____	_____
13. I learn to spell better by repeating the letters of the word out loud than by writing the word on paper.	_____	_____	_____	_____	_____
14. I can better understand a news article by reading about it in the newspaper than by listening to the radio.	_____	_____	_____	_____	_____
15. I like to chew gum or eat a snack while studying.	_____	_____	_____	_____	_____
16. I try to remember something by "picturing it" in my head.	_____	_____	_____	_____	_____
17. I learn to spell a new word by tracing the word with a finger.	_____	_____	_____	_____	_____
18. I would rather listen to a good lecture or a speech than read about the same material.	_____	_____	_____	_____	_____
19. I am good at working and solving jigsaw puzzles and mazes.	_____	_____	_____	_____	_____
20. I prefer reviewing written material instead of discussing the subject matter.	_____	_____	_____	_____	_____
21. I prefer listening to the news on the radio than reading about it in a newspaper.	_____	_____	_____	_____	_____
22. I like to obtain information on interesting subjects by reading relevant material.	_____	_____	_____	_____	_____
23. I feel very comfortable touching others (handshaking, etc.).	_____	_____	_____	_____	_____
24. I follow oral directions better than written ones.	_____	_____	_____	_____	_____

APPENDIX D

TURKISH VERSION OF BARSCH LEARNING STYLE INVENTORY

Sevgili öğrencimiz,

Bu ölçek sizin öğrenme tarzlarınızı ortaya çıkartmak için hazırlanmıştır. Lütfen her soruya mümkün olduğunca içten yanıt vermeye çalışınız, ve size en uygun gelen seçeneği işaretleyiniz.

Akademik bir çalışmaya yapmış olduğunuz katkıdan dolayı teşekkür ederiz.

Kişisel bilgiler: Cinsiyet:..... Yaş:.....

Seviye :..... Bölüm:.....

ÖSS//ÖYS Puanınız:.....

Anne babanızın eğitim durumu ve Mesleği

Anne:..... //.....

Baba:..... //.....

Aşağıdaki her cümle için size en uygun olan seçeneği işaretleyiniz

	Her zaman	Sık sık	Bazen	Nadiren	Hiçbir zaman
1. Dinleyerek öğrendiğim bir konuyu, okuyarak öğrendiğim bir konudan daha iyi hatırlarım.					
2. Yazılı açıklamaları sözlü açıklamalardan daha iyi anlarım.					
3. Çalışırken yazmayı ve not almayı tercih ederim.					
4. Yazı yazarken kalemimi sıkıca bastırırım.					
5. Şekil ve grafiklerin sözlü olarak açıklanmasını tercih ederim.					
6. Çeşitli aletlerle çalışmayı severim.					
7. Grafik, plan, tablo ve şekilleri yorumlamayı severim.					

	Her zaman	Sık sık	Bazen	Nadiren	Hiçbir zaman
8. Sesler ikiye gruplar halinde verildiğinde birbirlerine uyup uymadıklarını anlarım.					
9. Birkaç defa yazarak çalıştığım şeyleri çok iyi hatırlarım.					
10. Harita kullanarak yolumu kolayca bulabilirim.					
11. Konuları okumaktansa dersleri takip ederek veya kasette dinleyerek daha iyi öğrenirim.					
12. Cebimdeki bozuk para veya anahtarlarla oynamayı severim.					
13. Sözcüklerin harflerini sesli bir şekilde tekrarladığımda, yazarak çalıştıktan daha kolay öğrenirim.					
14. Gazetede okuduğum bir makaleyi radyodan dinlediğimden daha iyi anlarım.					
15. Çalışırken sakız çiğnemeyi veya birşeyler atıştırmayı severim.					
16. Bir şey hatırlamaya çalışırken kafamda resimlerim.					
17. Yeni bir sözcüğün yazılışını öğrenmek için harflerin üzerinden parmağımla geçerim.					
18. Herhangi bir konuyla ilgili birşey okumaktansa o konuyla ilgili iyi bir dersi ya da konuşmayı dinlemeyi tercih ederim.					
19. Yap-bozları ve labirent gibi bulmacaları çözmekte başarılıyım.					
20. Herhangi bir konuyu tartışarak değil yazılı bir metni okuyarak gözden geçirmeyi tercih ederim.					

	Her zaman	Sık sık	Bazen	Nadiren	Hiçbir zaman
21. Haberleri gazeteden okumaktansa radyodan dinlemeyi tercih ederim.					
22. Bana ilginç gelen bir konuda bilgi toplamak için gerekli materyalleri okumayı severim.					
23. Çevremdeki insanlara dokunmakta güçlük çekmem (tokalaşmak vs.)					
24. Sözlü açıklamaları yazılı olanlardan daha iyi takip ederim					



APPENDIX E

A RATING SCALE ON CLASSROOM TEACHING AIDS / ACTIVITIES FOR THE LANGUAGE TEACHERS

NAME:.....

**WHICH OF THESE CLASSROOM TEACHING AIDS / ACTIVITIES DO YOU USE IN
TEACHING ENGLISH?
AND HOW OFTEN?**

(Please indicate frequency for each item)

HOW OFTEN?

	FREQUENTLY	OFTEN	SOMETIMES	RARELY	NEVER
1. Blackboard					
2. Role-play/Drama					
3. Movement/Group activities					
4. Discussion					
5. Group Work/Project					
6. Games					
7. Audio Tapes					
8. Visual Aids					
9. Lecturing					
10. Video Tapes					
11. Silent Reading					
12. Having students keep journals					
13. Oral presentations by students					
14. Using Bulletin Boards					
15. Dialogues					
16. Background Music					
17. Pair-work/Group work					
18. A Student or teacher reading the text aloud					
Please identify others and indicate frequency:					
19.					
20.					
21.					
22.					
23.					

VITA

Feyza Doyran was born in Ankara on June 6, 1964. She received her B.A. degree in English Language and Literature from Hacettepe University in 1985 and her M.A. degree in English Language Teaching from Middle East Technical University in 1989.

She also received a diploma in Teaching English from Aston University in Birmingham in 1991. Since 1985, she has been teaching English in the School of Foreign Languages, Department of Basic English at Middle East Technical University.

She has conducted workshops on “developing ELT materials”, and “using drama activities and body language in ELT”.

She has attended and assisted several workshops on her special interest areas which are “Personal Development” and “Human Verbal and Non-verbal Communication”. She has also been producing radio programs on books related to these topics.