

A COMPARATIVE STUDY ON THE PERCEPTIONS OF EFL INSTRUCTORS
AND STUDENTS REGARDING THE CHARACTERISTICS OF AN
EFFECTIVE EFL INSTRUCTOR

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OF AN EFFECTIVE EFL INSTRUCTOR**

submitted by **MELİKE ÇALIŞKAN** in partial fulfillment of the requirements for
the degree of **Master of Arts in English Language Teaching, the Graduate
School of Social Sciences of Middle East Technical University** by,

Prof. Dr. Sadettin KİRAZCI
Dean
Graduate School of Social Sciences

Prof. Dr. Nurten BİRLİK
Head of Department
Department of Foreign Language Education

Assist. Prof. Dr. Müge GÜNDÜZ
Supervisor
Department of Foreign Language Education

Examining Committee Members:

Assoc. Prof. Dr. Perihan SAVAŞ (Head of the Examining Committee)
Middle East Technical University
Department of Foreign Language Education

Assist. Prof. Dr. Müge GÜNDÜZ (Supervisor)
Middle East Technical University
Department of Foreign Language Education

Assist. Prof. Dr. Burcu ŞENTÜRK
Bartın University
Department of Foreign Language Education

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last Name: Melike ÇALIŞKAN

Signature:

ABSTRACT

A COMPARATIVE STUDY ON THE PERCEPTIONS OF EFL INSTRUCTORS AND STUDENTS REGARDING THE CHARACTERISTICS OF AN EFFECTIVE EFL INSTRUCTOR

ÇALIŞKAN, Melike

M.A., The Department of English Language Teaching

Supervisor: Assist. Prof. Dr. Müge GÜNDÜZ

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The purpose of this sequential explanatory mixed methods study is to investigate the differences between the perceptions of instructors and students about the characteristics of an effective EFL instructor and to find out how these characteristics have changed recently. Behaviors, beliefs, attitudes of the instructors, preferred teaching styles and the actions that they take have a vital role in encouraging the learning. Explanatory-sequential mixed method approach was utilized to collect data from the instructors. The participants included 102 EFL instructors and 152 students working/studying at the preparatory schools of state and foundation universities in Turkey. 254 participants responded to an online questionnaire related to the characteristics of an effective EFL instructor. Follow up semi-structured interviews were conducted with 11 instructors and 15 students. Quantitative data analysis included descriptive statistics and independent samples t-test; the qualitative data was analyzed manually according to the thematic analysis approach. Findings revealed the perceptions of EFL instructors and students related to the characteristics of an effective EFL instructor in terms of *personal characteristics, rapport between*

the instructor and students, language competency, knowledge of pedagogy, knowledge of target culture, extra-curricular activities, classroom management skills and adhering to administrative rules. Although EFL instructors and students agreed on the importance of these characteristics, there are some differences in their perceptions about these characteristics in terms of the ranking and means of the categories.

Keywords: EFL instructor, EFL student, characteristics of an effective EFL instructor, changes

ÖZ

ETKİLİ BİR İNGİLİZCE ÖĞRETMENİNİN ÖZELLİKLERİNE DAİR HAZIRLIK OKULU ÖĞRETİM GÖREVLİLERİ VE ÖĞRENCİLERİNİN ALGILARINI KARŞILAŞTIRMAYA YÖNELİK ARAŞTIRMA

ÇALIŞKAN, Melike

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Bu sıralı açıklayıcı karma yöntem çalışmasının amacı, etkili bir İngilizce öğretmeninin özelliklerine ilişkin öğretim elemanlarının ve öğrencilerin algıları arasındaki farklılıkları araştırmak ve bu özelliklerin son zamanlarda nasıl değiştiğini ortaya çıkarmaktır. Öğretim elemanlarının davranışları, inançları, tutumları ve tercih ettikleri öğretim stilleri öğrenmeyi teşvik etmede hayati bir role sahiptir. Öğretim görevlilerinden veri toplamak için sıralı açıklayıcı karma yöntem yaklaşımı kullanılmıştır. Katılımcılar, Türkiye'deki devlet ve vakıf üniversitelerinin hazırlık okullarında çalışan 102 İngilizce öğretim görevlisi ve 152 öğrenciden oluşmaktadır. 254 katılımcı, etkili bir EFL eğitmeninin özellikleriyle ilgili çevrimiçi bir anketi yanıtlamıştır. 11 öğretim görevlisi ve 15 öğrenci ile yarı yapılandırılmış görüşmeler gerçekleştirilmiştir. Nicel veri analizi, tanımlayıcı istatistikler ve bağımsız örnekler t-testi ile yapılmıştır; nitel veriler tematik analiz yaklaşımına göre manuel olarak

analiz edilmiştir. Bulgular, İngilizce öğretim görevlilerinin ve öğrencilerinin etkili bir İngilizce öğretim görevlisinin özelliklerine ilişkin görüşlerini sekiz kategori altında ortaya çıkarmıştır: *kişisel özellikler, öğretim görevlisi ve öğrenciler arasındaki ilişki, dil yeterliliği, pedagoji bilgisi, hedef kültür bilgisi, ders dışı etkinlikler, sınıf yönetimi ve idari kurallara uymak.*

Anahtar Kelimeler: İngilizce öğretim elemanı, İngilizce hazırlık sınıfı öğrencisi, etkili İngilizce öğretmenlerinin özellikleri, değişim

To my family

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LIST OF ABBREVIATIONS

ELT	English Language Teaching
EFL	English as a Foreign Language
ESL	English as a Second Language
KMO Test	The Kaiser-Meyer-Olkin Test

CHAPTER 1

INTRODUCTION

This chapter provides a look at the background of the study, its significance, purposes and research questions

1.1. Background of the Study

It cannot be denied that the instructors and the learners are considered as the fundamental figures in the educational settings. Being an effective instructor is the key point in facilitating the learning opportunities for students. To be able to search for the characteristics that make the instructor effective, one should understand the meaning of the word *effective*. The meaning of the term *effective* can show differences from one context to another. With the change of the personal, cultural, professional, or economic background of the person who describes the word *effective*, the meaning may differ. (Dinçer et al., 2013)

Many researchers suggested different meanings for the word *effective* for instructors. For instance, according to Million (1987), being *effective* in teaching depends on the way the instructor designs the lesson and the methods used for conducting the lesson. Wenglinsky (2000) defines an *effective instructor* as a person who provides chances for students to enhance questioning and thinking.

Understanding the characteristics of an effective instructor from the perspectives of both instructors and students is significant on the ground that instructors can check and adapt the suitability of their beliefs on teaching and learning. Moreover, by knowing what kind of characteristics an effective instructor should have from the perspective of students, the instructors can have the chance to know what their

students expect from them. Besides, the students can also realize their instructors' beliefs and they can reorganize their beliefs and attitudes accordingly. Hence, investigating the crucial aspects of being an effective instructor can increase students' and instructors' awareness in the teaching and learning process.

Students are one of the most important of the two parties in the learning process. Sadeghi and Babai stated that there would be no instructor without learners (2009). An effective instructor should try to understand who an effective instructor is from the perspectives of students. Knowing what the students expect from an effective EFL instructor will be beneficial to the instructor, causing rethinking and shaping of his/her teaching styles, techniques, beliefs, and behaviors (Sadeghi and Babai, 2009). When it is thought that each student is unique, the characteristics of an effective instructor cannot be generalized; it is important for instructors to know what their students exactly expect from an effective instructor. The beliefs, attitudes, and opinions of students will shed a light on the requirements of an effective instructor and it will open a door for stakeholders to improve themselves in the teaching and learning process. Researchers agree on the fact that effective instructors and effective actions are necessary in the classroom environment to provide an effective learning atmosphere (Markley, 2004). To that end, many researchers conducted numerous studies with the goal of determining the essential characteristics of an effective instructor (Bernhardt & Hammadou, 1987; Lafayette, 1993; Freeman & Johnson, 1998; Schulz, 2000); Vélez-Rendón, 2002).

Examining the literature shows that, there is a variety of studies that investigate the characteristics of an effective instructor. Researchers conducted questionnaires (Park & Lee, 2006; Brown, 2009; Onem, 2009), observations (Andrews & McNeill, 2005), interviews (Andrews & McNeill, 2005), workshops, and seminars (Hadley & Hadley, 1996; Borg, 2006) to come up with the characteristics of an effective instructor. The findings of these studies shared some common characteristics which can be categorized under individual-personal characteristics (being warm, understanding, friendly, smiling, motivating, supporting, etc.); academic qualities (subject matter knowledge); pedagogical knowledge and teaching qualities (making

the students engaged in the lessons, making the lessons interesting, using various teaching methods and techniques, preparing the lessons effectively). According to the findings of these studies, being knowledgeable in the subject matter, having pedagogical knowledge and having social skills are the most important characteristics to be an effective instructor. However, it is a challenging, long and complex road becoming an effective instructor (Fradd & Lee, 1997; Flores & Day, 2006). It necessitates a variety of capabilities.

There are some universal characteristics that are a must for each instructor. However, some characteristics can show differences in specific domains. For example, some studies investigated the characteristics of effective instructors from the perspectives of male and female students (Witcher et al., 2001; Minor et al., 2002). Additionally, Koutsoulis (2003) conducted a study to understand the differences between the perspectives of good students and weaker students about the characteristics of an effective instructor. All these studies showed some differences while describing the characteristics of effective instructor. Therefore, the required characteristics for an effective English language instructor may also differ depending on many different situations.

English is a global language and it is spoken all around the world. Şentürk (2017) stated the importance of English language in terms of international affairs for business and research. Hence, the students start learning English at school at a very young age in Turkey. The efficacy of language education depends on many different factors. Since the EFL instructor is considered to be the most crucial factor that determine the quality of language education, it is crucial for EFL instructors to be effective.

The role of language instructors has constantly been changing with different evolving situations. Technology has been developing, language itself has been evolving and the learner profile has been changing throughout the years. With those changes, the teaching methods, techniques, applications, and tools have also been changing. When we compare the requirements of an effective language instructor today to those of an effective instructor 20 years ago, a great number of differences

can be easily seen. As Harmer (2007) states, instructors may be exposed to some situations today in which they need to be controllers, facilitators, tutors or prompters in the learning process. Besides, he states that instructors should be on alert continuously and should rearrange their methods, techniques, and attitudes according to the needs and expectations of their students. Many researchers agree that instructors are the key point of deciding and determining the academic achievements of students (Rivkin et al., 2005; Rockoff, 2004). As a result, how to enhance the effectiveness of instructors has been on the agenda of researchers for a long time.

As one of the studies that aim to find the best definition, Clark (2002) described the effective instructor as a person who has the ability to enhance students' knowledge. Also, according to Vogt (1984), an effective instructor is someone capable of adapting teaching skills for students with different abilities without changing the learning goals and objectives. Another study by Collins (1990) showed that an effective instructor has five criteria: being devoted to students, being an expert in the subject matter, having the ability in managing the classroom, reflecting on their performance, and involving himself in the learning community. According to the Alberta Teaching Association (2012), an effective instructor applies his/her knowledge and skills in a specialized way to cater to various educational needs of learners and society. According to Chacon (2005), attitudes and assumptions of an instructor are two important issues to think while evaluating the effectiveness of the instructors. According to Campbell et al., (2004) the effectiveness of the instructors can be defined by the techniques that they use, how they manage the class, and to what extent they utilize the resources. As it can be understood from these studies, the pedagogical knowledge and personal skills of the instructors are crucial in determining the characteristics of an effective instructor.

Moreover, according to the studies in the literature, an effective instructor can be defined as an instructor whose teaching strategies result in the success of the students. The applications and the skills that the instructors utilize are supposed to end in the achievement of the students. However, in some contexts, it is hard to determine the effectiveness of an instructor based on evaluating the success of the students. Therefore, it is not always correct to evaluate the instructor's effectiveness

by looking at the results of teaching. One should take the process of teaching and learning into consideration while assessing instructor effectiveness. In light of this idea, Benson et al. (2001) suggest that delivering the knowledge to the students in a comprehensible way is the most crucial issue for an effective instructor. On the other hand, instructors should also be seen as facilitators rather than the source of information. Paris and Paris (2001) noted that effective instructors encourage students to seek for ways to reach knowledge. They create chances for their students to work on their own. Also, effective instructors allow students to take charge of their own learning.

Hassel (2009) describes an effective instructor with the help of an iceberg graphic. According to him, professional characteristics and applications are at the top part of the iceberg. However, in the part that is under the surface, there are other characteristics such as behaviors of instructors towards students; and devotion of instructors to improve themselves continuously. Furthermore, while evaluating the effectiveness of an instructor, administrators that they work with can participate. In some studies, researchers suggested that the extent the administrators appreciate the instructors is a determining factor for the effectiveness of the instructor. For instance, Stronge (2002) states that an effective instructor is generally appreciated by his/her administrators.

Goe et al. (2008) have come up with five different definitions of effective instructors. First of all, effective instructors are always hopeful that all the students have the capability of learning and they do not lose hope when the students sometimes fail. Secondly, effective instructors help students to steadily progress in their academic lives by encouraging them to attend classes, to pass to the upper class, and to graduate on the expected time. Also, effective instructors excel at planning the lesson by using different materials; engaging the students in the lessons, observing their progress, and making some changes in teaching style when needed. In addition to that, it is important for effective instructors to take part in the formation of learning environments where diversity is valued. Lastly, effective instructors are always willing to collaborate with other members of education such as the other instructors,

parents of the students, and administrators for the sake of the achievement of the students.

As mentioned above, there are many studies conducted to find out the ways to describe the characteristics of an effective instructor. The findings of these studies differ depending on the context, the profile of students, the subject matter, etc. Therefore, it would be misleading to stick to some specific characteristics to define what makes an effective instructor. As Papanastasiou (1999) stated, just one behavior or characteristic would not be enough to describe an effective instructor. In this vein, the current study aimed to figure out the perceptions of students and EFL instructors at preparatory schools at universities in Turkey. It would be enlightening to compare the findings of EFL instructors and students to better understand the expectations of these important compounds of the learning process. In addition to that, how the expected characteristics from an English language instructor altered recently will be figured out in light of the data collected through this study.

1.2 The Purpose and Research Questions

The purpose of this mixed methods study is to investigate the perceptions of EFL instructors and students towards the characteristics of an effective English language instructor in the language preparatory programs of the universities. Also, it intends to understand how the characteristics of an effective EFL instructor have changed recently. A sequential design (QUAN → qual) was preferred to understand the research problem and attain data. In the quantitative part of the study, it was aimed to figure out the general characteristics of an effective EFL instructor perceived by 102 instructors and 152 students at English language preparatory programs of 19 universities in Ankara. Participants from both state and foundation universities took part in the study. For the qualitative part of the study, which aimed to explain and enrich the data collected in the quantitative phase, 11 English language instructors and 15 students were interviewed by semi-structured interview questions. The present study seeks for the answers of the following questions:

- 1) What are the characteristics of an effective EFL instructor from the perspective of EFL instructors?
- 2) What are the characteristics of an effective EFL instructor from the perspective of EFL students?
- 3) What are the differences between the perceptions of EFL instructors and EFL students about the characteristics of an effective EFL instructor?
- 4) What are the perceptions of EFL instructors and students regarding the recent changes in the expected characteristics of an effective EFL instructor?

1.3 Significance of the study

Instructors' beliefs and presumptions about the efficacy of teaching and being effective in teaching have an important role in adapting and organizing the instruction (Chacón, 2005). When it comes to the students' perceptions of an effective instructor, Cotterall (1999) stated that searching the beliefs and attitudes toward language learning and language instructors would be informing for instructors about different types of learners with several different needs and expectations. In addition to that, surveying students' perceptions about an effective instructor are significant on the ground that there is a strong connection between students' beliefs about an effective language learning process and their performance and satisfaction. (Horwitz, 1988)

Moreover, some instructors have certain teaching philosophies and they shape their instructor identities accordingly. They have stable beliefs on the most appropriate teaching methods and techniques. They have a thought on how the students learn better and they consistently apply these methods. Also, apart from the teaching methods, some instructors behave toward the students in a certain way thinking that these behaviors are accepted well by the students. Some instructors behave in an authoritarian way towards students, some instructors are too disciplined or some of them use humor in the classes. They perform these behaviors with good intentions on the ground that they think these motivate the students. Nonetheless, these beliefs can be misleading for instructors. They may not get the expected behaviors from the students; the desirable results may not be achieved since the students may not be content with these methods and behaviors. The methods, techniques, and personal characteristics of an effective instructor may show differences with different student

profiles. Therefore, it is really important to know what exactly the students expect from an effective instructor in a certain context. Comparing the perceptions of students and instructors on this issue can be beneficial for instructors to see the differences and shape their teaching styles and interpersonal skills.

Also, studies in the literature generally focus on the perception of solely one side: either only the perceptions of students or only the perceptions of instructors about the effective instructor. There are not many studies including the perceptions of both sides: the instructors and the students at the same time. Hence, it is not easy to compare what these parties think and expect from each other. Aligned with this perspective, this study hopes to involve the perceptions of these two groups and compare them to understand the differences. By doing so, the instructors will have the chance to rethink and reflect on their teaching.

Moreover, in a constantly changing world, it is also expected that the characteristics of an effective English language instructor have changed. This study aims to figure out whether the expected characteristics of an effective English instructor by the instructors and students have changed recently. The data collected through this study will shed a light on how these characteristics have altered lately.

Furthermore, even though this study is conducted at the preparatory school level, it can shed a light on the instructors working in different levels such as high schools, primary schools and similar institutions. Additionally, this study can be applicable not only for English language instructors but also the instructors of other fields.

CHAPTER 2

LITERATURE REVIEW

There are numerous studies conducted with the aim of finding the characteristics of an effective instructor. Many researchers in national and international contexts suggested a variety of characteristics to define an effective instructor. For this reason, many researchers from the educator community conducted studies with English language instructors and language learners to be able to describe what makes an effective instructor. In this chapter, studies from the related literature will be presented.

2.1 Characteristics of an Effective Instructor

Although studies that seek for the characteristics of an effective instructor have revealed plenty of definitions and beliefs, understanding what makes an effective instructor is genuinely beyond this limited criteria. As Hativa et al. (2001) stated, figuring out the characteristics of an effective instructor necessitates not being limited to some specific instructor type. To that end, describing an effective instructor requires more than solely definitions. For the sake of coming up with a variety of perceptions about the characteristics of an effective instructor, many studies have been conducted with instructors and students. The details of the studies will be presented here.

In one of the studies that have been conducted with students, Rotgans and Schmidt (2011) worked with 498 students on their ideas about the capabilities of an effective instructor. The findings suggested that the most significant characteristic that increases the quality of learning is *building a good rapport with students*, followed by *being an expert in the subject* that they teach. Another significant result that was inferred from the collected data was the *ability to arrange teaching methods and techniques according to the students' levels*. It is interesting to see how the students perceive the

communication skills of an instructor as a primary characteristic of an effective instructor.

Another study that was conducted with students by Arnon and Reichel (2007) investigated the self-images of instructors and the expectations of students from an effective instructor. 89 students studying at two different colleges participated in the study. The data was obtained by a semi-structured questionnaire. The participants were supposed to write three positive characteristics of an effective instructor first. Secondly, they were asked to write three characteristics that an effective instructor should never have. The results emphasized two important categories: *personal skills* and *knowledge of the subject matter*. These two categories shared the same effect to decide whether an instructor is an effective one or not. It is interesting to see that the *personal skills* of instructors such as having strong and positive communication with students, *building a good rapport* with them, and *caring for them as different individuals* are as significant as the instructors' *control of the subject matter* and *pedagogical knowledge*.

Moreover, in one of his articles, Feldman (1976) evaluated 72 studies that were conducted with students about the characteristics of effective instructors. The most common characteristics in these studies were *awakening the interests of the students*, *being comprehensible*, *being an expert in the subject matter*, and *being willing to teach*. In this study, Feldman (1976) especially emphasized the importance of motivating the students to learn.

The studies that have been conducted with students predominantly suggest that *building a good rapport* and *having strong communication* with the students; *motivating them to learn* and *being understanding* are more essential for an effective instructor rather than being an expert in the subject matter and pedagogical knowledge. Hence, it can be inferred that the students give more importance to the personal skills of the instructors.

When it comes to the perceptions of instructors about the characteristics of an effective instructor, the primary characteristics show some differences. The findings of a study by Pettis (1997) showed that there are three significant characteristics that an effective instructor should have. The first one is that the instructor should be aware of the vitality

of *being moral*. Secondly, instructors should *never stop improving* themselves in their professions. Finally, the instructor must be *devoted to his/her profession*. As it can be inferred from the findings of this study, *lifelong learning* is an essential characteristic of an effective instructor, which is not counted as one of the top qualities from the perspectives of students.

In another study that was conducted with instructors, Cheung (2006) came up with a description of who an effective instructor is. According to him, an effective instructor works hard to *plan the curriculum and lessons*. Also, he/she should be *willing* and *devoted*. An effective instructor is also *caring* and *understanding* towards the students and *forgiving* about the mistakes that they make. This study proposes a new characteristic about being *effective at planning the curriculum*, which is not a primary characteristic between the students. In another study, Clark and Walsh (2002) worked with instructors. The findings of this study stated the vital characteristics an effective instructor should possess as *discipline, pedagogical competence, knowing the context* in which they teach and *personal characteristics*.

In light of these studies, it can be stated that there are some differences between the perceptions of students and instructors about the characteristics of effective instructors

2.2 Characteristics of an Effective English Language Instructor

As mentioned above, there are some common characteristics of effective instructors regardless of the subject that they teach. However, as the approaches, methods and techniques that are used in teaching English change, the characteristics to describe an effective English language instructor also change. The language itself is constantly evolving; hence, the methods, and materials used in classes should progress accordingly. To be able to keep up with these changes, language instructors should improve themselves all the time. Therefore, the characteristics to define an effective language instructor are supposed to show differences over time. Researchers state that there are some characteristics that differentiate language instructors from instructors of other subjects. For instance, Hammadou and Bernhardt (1987) suggest that it is believed that the subject matter itself differentiates the English language instructor from the instructors of different fields. In addition, Borg (2006) also states that English language instructors have always been exposed to a comparison with native speakers

of English in terms of *having control over the language and pronunciation*. For English language instructors, the medium of education is the message of the lesson. As Velez- Rendon (2002) stated, *the control of instructors in the English language* has a great role in teaching that language. Therefore, language instructors have to deal with a variety of challenges when compared to other instructors.

Additionally, English language instructors are required to possess some *personal skills*. According to Borg (2006), it is expected for English language instructors to have more *sincere, friendly, and relaxing* connections with their students when compared to the instructors of other subjects. It is crucial for language instructors to be aware of these requirements to shape their teaching philosophies. To that end, some researchers state that the opinions of instructors about an effective instructor have a great impact on their teaching style and the success of their students (Dembo & Gibson, 1985; Goddard et al., 2000). Hence, researchers conducted a great number of studies with both language instructors and language learners in order to figure out the qualities of an effective language instructor.

As it can be understood from the explanations above, the definition of effective EFL instructor and the characteristics that are necessary to be an effective EFL instructor may show differences from person to person or context to context. The perceptions of EFL instructors and EFL students regarding the characteristics of an effective EFL instructor will be presented below.

2.2.1 Perceptions of Students Regarding the Characteristics of an Effective

EFL Instructor

As the students are considered one of the most important figures in the educational settings, the researchers started to direct their interest to figure out their needs and opinions about the language teaching styles, which are directly related to the characteristics of the EFL instructors. Some of the studies that investigated the perceptions of students related to the characteristics of an effective EFL instructor will be presented here.

In a study conducted in Iran, Ghasemi and Hashemi (2011) examined the perceptions of EFL students' about the characteristics of an effective EFL instructor. The study

investigated the students' perceptions in terms of *subject matter knowledge*, *pedagogical knowledge*, and *socio-affective skills*. Analysis of the data revealed that there were some common characteristics that EFL instructors have to possess such as *being proficient in reading and speaking*, *motivating* and *encouraging the students* to learn English. Another study that was conducted by Wichadee (2010) to show the characteristics of an effective EFL instructor from the perspective of students revealed that *organization* and *communication skills* were the most important characteristics according to the opinions of EFL students.

In one of the studies that were conducted with the students, Korkmaz and Yavuz (2011) investigated the necessary characteristics of an effective EFL instructor with 100 students studying at a state university in Turkey. 77 male and 23 female participants gave written responses to a question that ask them to describe the characteristics of an effective language instructor. In the second step, a structured questionnaire was applied to students. Finally, a semi-structured interview was conducted. The results showed the need for five characteristics to be an effective English language instructor. These characteristics included being *acknowledgeable about how to teach efficiently*, being successful at *motivating the students*, *utilizing a variety of teaching techniques*, being *fair*, and being *open to development*.

In another study, Vadillio (1999) suggested that apart from having a *command of the language*, an effective English language instructor should be *conscious*, *sensitive*, *sincere*, and *forgiving*. By examining the findings of these studies, it would be convenient to say that being an effective English language instructor requires more than solely pedagogical knowledge. The personal characteristics of EFL instructors such as being patient, sincere and forgiving are crucial for the students.

In another study, Koç (2013) investigated the characteristics of effective instructors under four categories: *teaching strategies*, *teaching capabilities*, *classroom management*, and *control of subject matter* information. In this study, she compared the opinions of students from different levels about an effective EFL instructor. The data was collected by using a questionnaire. ANOVA was utilized to analyze the data. The findings revealed that an effective instructor has the capability of retaining *discipline* in the classroom, *increasing the motivation* of learners, figuring out the

needs of students, and forming *good connection* with learners. While there is a common belief that discipline is something to bother, it is interesting to see in this study that discipline is favored by students to form an organized learning environment. As it can be inferred from the study by Koç (2013), the perceptions of students may also show differences from each other. While the students in an institution believe that EFL instructors should be disciplined, the students in other institutions may get bored and demotivated by a disciplined instructor. Therefore, it is crucial to observe and understand the perceptions of students to provide them with an effective learning atmosphere.

The transition to the student-centered language teaching from traditional methods has created some changes in the language education styles of most countries. Salahshoura and Hajizadehb conducted a study with 42 English language students studying at one of the prominent language schools in Iran to figure out the main characteristics of an effective EFL instructor. The participants answered a 58-item questionnaire. The categories of the items in the questionnaire were *personal qualities*, *English language competency*, *evaluation methods*, the amount of instructor's emphasis on *different learning skills*, *mastery in teaching methodologies*, *instructor-student relationship*, and finally *classroom management skills*. According to the analysis of the quantitative data collected by the students, the most important characteristics of an effective EFL instructor were *being devoted* to his/her job, *being energetic* and *enthusiastic*, having *self-confidence*, being *punctual*, making the students *exposed to English* all the time, making *direct grammar corrections*, giving importance to *all skills* (especially the *speaking skill*), having *pedagogical knowledge*, being *respectful to students*, being *polite*, *motivating the students*, *using the class time effectively*, *managing the classroom* effectively. (Salahshoura & Hajizadehb, 2013)

There is also another study that investigated the characteristics of English language instructors from the perspective of industrial vocational school students. The participants were chosen from 23 different schools in Taiwan (Lin et al., 2010). The aim of the study was to figure out the definitions of an effective EFL instructor and to find out whether these definitions change with the background of students. A questionnaire was used to gather data. According to the findings, the most significant characteristic to describe an instructor as an effective EFL instructor was the ability in

managing the classroom. This study supports the idea that discipline and classroom management skills are crucial for effective instructors.

Another study by Sakurai (2012) searched the perceptions of students about an effective EFL instructor. The data was collected through a survey and a questionnaire. The results showed that an effective EFL instructor should be *knowledgeable* and *experienced*. In addition, the students expect effective EFL instructors to show *good personality characteristics* toward students. It is interesting to see that students preferred more experienced instructors while learning English. This was a new characteristic that was not mentioned by the EFL students in the previous studies above. Furthermore, Thi (2012) conducted another study with students studying at Marshall University. The purpose of this study was to find out the expectations of university students from EFL instructors. The findings of the study revealed that an effective English language instructor should *clarify each topic*. Also, according to the participant students, an effective EFL instructor must *encourage the students to learn English*. Another characteristic of an effective EFL instructor expected by the students was *giving importance to the students* and *caring* for them. It can be inferred that students expect their EFL instructor to build a good relationship with them, which motivates them to learn English.

Moreover, Jung (2009) conducted a study with the purpose of identifying the characteristics of an effective EFL instructor. The participants were 198 high school students in Taiwan. A questionnaire including 50 items was utilized to collect data. The data was analyzed by SPSS. According to the results, the students gave more importance to the *relationships that the instructors formed with students* than the instructors' *subject matter knowledge*. Therefore, the instructors should be *devoted* to their professions and *willing to teach*. Moreover, it is important for an effective EFL instructor to build a good rapport with their students. The instructors must update themselves on the recent changes and they should be understanding for each type of student. Furthermore, in Jung's study (2009), the opinions of male and female students differed on one issue; the *personal characteristics* of language instructors were more important for female students than male students. As it can be seen in this study, in some contexts, students prioritize the *personal skills* of instructors rather than their *expertise in the subject matter*. This study by Jung (2009) also supports what Stronge

(2007) stated in an earlier study. He noted that some researchers believe that the personal characteristics of an EFL instructor are far more important than pedagogical knowledge. (Stronge, 2007)

Mullock (2003) conducted a study to discover the characteristics of an effective language instructor. The participants were postgraduate TESOL students from there different universities in Sydney. The data was gathered through a questionnaire and interviews. According to the findings of the study, the students think that an effective EFL instructor is *knowledgeable about the needs* of the students. They know the strong sides of the students; they are also aware of the parts in which the students are having difficulty. Furthermore, effective EFL instructors should *update themselves* and be *informed about the latest trends* in English language teaching. Moreover, the findings of this study revealed that an effective language instructor should have a sense of *humor* and use this humor in the lessons. Being *forgiving* and *willing* were other qualities that were expected from an effective EFL instructor.

Furthermore, Arıkan et al, (2008) conducted a study with 100 students studying in the language preparatory schools of two state universities in Turkey. In order to collect data, they utilized a questionnaire developed by Yu-Hsin (1999). They also collected the written responses of the students about the qualities of an effective language instructor. According to the findings, students expect an effective EFL instructor to be *young, dynamic, creative* and *friendly*. It is surprising to see that language learners prefer young instructors rather than experienced ones, which contrasted with the findings of the study by Sakurai (2012). Another characteristic that the students mentioned was that the instructor should have a sense of *humor*. In addition, it was interesting that the students preferred the instructor to be *a native speaker of Turkish*, not a native speaker of English. It could stem from that the students have difficulty in comprehending the accent and speed of the native speakers. However, the students stated that it is important for an effective instructor to be fluent in English and to have correct pronunciation.

Moreover, another study by Arıkan (2010) investigated the effective characteristics of an effective EFL instructor by collecting data from 54 students in total. They utilized a mixed method approach and collected data by interviewing some of the students and

distributing surveys to all of the participants. Four students participated in the qualitative part; 50 more students were involved in the quantitative stage of the study. The results revealed that building a *positive classroom atmosphere* was one of the most necessary characteristics that an effective instructor should have. Moreover, the students suggested that an effective EFL instructor should be able to *interact with his/her students effectively*. Here, it is seen that communication with the instructor is quite necessary for students while learning English. Other characteristics included *being knowledgeable in the field* and the *target culture*. One of the findings of this study was quite unusual; the students added that an effective language instructor should *deliver handouts*. The students are not often willing to complete handouts or homework. However, this study shows that the learners expect their instructors to give a variety of materials to them. In addition, the ability to *adapt the coursebook* according to the students' needs and levels was another characteristic mentioned by the students.

The perceptions of EFL students about the characteristics of an effective EFL instructor were analyzed in another study conducted by Çelik (2013) with 998 EFL learners. A quantitative research design was utilized in this study; the data was collected by a Likert-type scale including 37 items. The analysis of the findings showed that an effective EFL instructor should demonstrate *enthusiasm* for his/her job, *decrease the students' level of anxiety* and behave students in a *polite* manner. Another study was conducted to figure out the characteristics of an effective EFL instructor related to characteristics and pedagogical behaviors with 116 students from Mexico, Brunei, Malaysia, Myanmar, the Philippines, Thailand, Indonesia, Cambodia, and Vietnam (Richter & Lara Herrera, 2016). Data was collected by the repertory grid technique. Results showed that EFL instructors' positive personality characteristics have a great impact on the students' improvement in English. The students also believed that the EFL instructors' effort to build a positive relationship with the students is crucial.

Another study was conducted with 24 Indonesian EFL students.(Sakkir et al., 2021). The researchers utilized both quantitative and qualitative data collection methods. The analysis showed that, according to the views of the students, an effective EFL instructor should be *friendly*, have *good pronunciation* skills, and *manage the class*

well. In addition to that, the students believed that the EFL instructors should be willing to learn *technological improvements* and integrate them into language teaching. However, the students think that the most important issue to consider to be an effective EFL instructor is *personality*. The students reported that a person cannot be an effective EFL instructor unless he/she has the appropriate personal traits to be an EFL instructor. It can be understood from this study that pedagogical knowledge or language proficiency would not be enough to be an effective EFL instructor if s/he does not possess proper personal characteristics such as *being patient, friendly, and enthusiastic*.

Recent research has revealed that the number of non-native English-speaking EFL instructors has been increasing around the world. Therefore, many researchers focused on the perception of EFL instructors and students regarding the correlation between English language competency and EFL instructors' efficacy. Serrano et. al. (2021) conducted a study with 661 students and 17 EFL instructors from six schools in Cuenca, Ecuador. The instructors were asked to provide a certificate that shows their English language proficiency levels. A self-efficacy questionnaire was also given to instructors. 661 students were asked to respond an instructor's efficacy questionnaire. The analysis of the findings showed that even though some EFL instructors have a great level of *English language competency*, they were not perceived as effective instructors by the students. This result shows that English language competency is not always a determining characteristic to be an effective EFL instructor. An effective EFL instructor needs more skills and characteristics than language competency.

A study was conducted with 190 EFL students in Jordan and they were asked to answer 5 points Likert scale questionnaire. After that, 25 students answered open-ended interview questions voluntarily (Obeidat, 2020). The analysis of the findings showed that the most necessary characteristics for an effective EFL instructor was *being proficient in the English language*, which was followed by *preparation before the lessons*, trying to have a *good rapport with the students* and *knowledge of pedagogy*.

EFL instructor's being native or non-native is a topic that has been discussed frequently. As English is spoken as a native language in some countries, some EFL instructors and students believe that native speakers make the most effective EFL

instructors since they own the language. They think that they know the rules and usages of the language better than non-native speakers, which make them more effective in language teaching. On the contrary, some people prefer an EFL instructor with whom they share the same nationality. They do not want the EFL instructor to be a native speaker of English. The students think that, as they share the same language with the instructor, the instructor can understand and empathize with them more easily. Concerning the students' preferences between native and non-native EFL instructors, Cheung (2002) conducted a study in Hong Kong. The EFL students stated that native EFL instructors were more effective than the non-native EFL instructors in terms of being competent in the English language and culture. Nonetheless, the students mentioned that non-native EFL instructors are more effective in teaching grammar when compared to native EFL instructors.

Humor is another topic that has been debated by EFL instructors and it has been wondered whether it affects language learning by increasing motivation and strengthening the bond between the instructor and the students. Some EFL instructors integrate humor into language teaching since they think humor reduces the anxiety of the students. A study was conducted by Al-Duleimi and Aziz (2016) in Baghdad with 80 students. The participants were supposed to give answers to 5 points Likert scale questionnaire related to the integration of humor into language classes. Descriptive statistics analysis was conducted to analyze the quantitative data. The results showed that most of the students (91.25%) agreed that EFL instructor should have *a sense of humor* and *integrate humor into the language teaching* on the ground that it reduces tension and it bridges the gap between the instructor and students. It can be understood from this study that EFL instructors should use humor to help students decrease their anxiety while learning English.

With the coronavirus outbreak in 2020, the schools were shut down. There was a sudden and compulsory transition to online education. It was a challenging process for both EFL instructors and students. The required characteristics of an effective EFL instructor had to change because of the change in the educational settings. To understand the necessary characteristics of an effective EFL instructor in online classes during the pandemic, Lubis and Samsudin (2021) conducted a study with 83 students. The data was collected by using a questionnaire and open-ended questions. The

students participated in the study after they completed the semester which lasted for 16 weeks. The results showed that an effective EFL instructor should be *more patient* and *friendly* when compared to face-to-face education. In addition to that, the students suggested that an effective EFL instructor should be able to *utilize various, contemporary and convenient instructional technology tools* to teach English. On the contrary, the students believed that an EFL instructor should *not be too serious* towards the students. EFL instructors' not being *open to students*, not *giving clear guidance* for the tasks, and not providing adequate *help* to students in terms of using educational technology were also less favored by the students.

Another important characteristic to be an effective EFL instructor is the classroom management skills. Classroom management has always been on the agenda of many researchers. Evertson and Weinstein (2006) stated that *classroom management* is perceived as one of the most serious difficulties that EFL instructors and students face. In addition to that, Psunder (2004) indicated that a well-maintained classroom is crucial in terms of organization and more effective instruction. Hence, researchers conducted many studies to figure out the perceptions of EFL instructors and students regarding the connection between classroom management and the efficacy of language education. Fowler and Şaraplı (2010) conducted a study to investigate the perceptions of EFL students in Lefke, North Cyprus about classroom management. The participants included 88 students. The data was gathered via a questionnaire including 20 questions related to the various classroom management techniques and their correlation with effective language teaching and learning. Interestingly, the analysis of the findings showed that *classroom management* is as important for students as it is for instructors. The students mentioned that strict techniques and rules can be utilized to maintain order providing that they know they are valued by the instructor.

As it can be inferred from the studies mentioned above, students believe that there are plenty of characteristics that an effective EFL instructor should possess. The perceptions of the students regarding the effectiveness of an EFL instructor may vary from one context to another. However, the most common characteristics according to the perceptions of students are *personal characteristics* such as being patient, friendly and sincere; building a *good relationship with the students*; being *competent in the English language*, having *pedagogical knowledge*, and *classroom management* skills.

2.2.2 Perceptions of English Language Instructors Regarding the Characteristics of an Effective EFL Instructor

The EFL instructors' perceptions regarding the characteristics of an effective EFL instructor have been investigated by many researchers. As their opinions and beliefs about what makes an effective EFL instructor have an important impact on the efficacy of language education, it is crucial to figure out their perceptions on the characteristics of an effective EFL instructor. The studies that were conducted with the EFL instructors will be presented in this part.

Khojastemehr and Takrimi (2009) conducted a study with 215 EFL instructors including 135 females and 80 males to figure out the necessary characteristics to be an effective EFL instructor. A 50-item questionnaire was used to collect data from the instructors. The analysis of the quantitative data revealed that *pedagogical knowledge* was more important than the other characteristics to be an effective EFL instructor.

A study conducted in Croatia (Kalebic, 2005) revealed some characteristics of an effective EFL instructor. These are *communicative skills, motivating the students, coping with unexpected situations, adapting teaching techniques* for different learners, *managing the classroom*, forming a *relaxing atmosphere* in the classroom, being knowledgeable about the *target culture*, and evaluating the students with *appropriate assessment techniques*.

Also, a study by Brosh (1996) revealed that the necessary characteristics to call an EFL instructor an effective one are being *acknowledgeable in the language*; having the capability to *arise the interest of the students*; *adapting the information* according to the levels of the students; behaving to each student *equally*. However, there were some differences between the instructor and the students regarding the order of these characteristics. While instructors stated that the most important characteristic is *motivating the students* to learn English; for students, the most significant characteristics of an effective instructor were behaving the students *fairly* and creating an atmosphere to *arouse an interest in students*.

Moreover, Park and Lee (2006) conducted a study with EFL instructors and students in a high school in Korea. They collected data by using a self-report questionnaire.

There were some differences between the perceptions of students and instructors. According to the instructors, *being proficient in English* was the most important characteristic of an effective EFL instructor. On the contrary, the students stated that the *pedagogical knowledge* of the instructor was the most important characteristic of an effective EFL instructor.

The researchers have also focused on the perceptions of pre-service EFL teachers on the characteristics of an effective EFL teacher. Çakmak and Gündüz (2018) investigated the perceptions of 192 students studying in the English Language Teaching departments at two state universities in Turkey. The quantitative data was collected via survey. The researchers also conducted interviews with 13 voluntary students. The analysis of the results showed that according to the pre-service teachers, the most important characteristics to be an effective EFL teacher were being *objective*, *competent in the English language*, and *consistent*. In addition to that, the results of the study revealed the importance of building *a positive learning environment*, making the necessary *planning before the lesson*, and *classroom management skills*.

According to Richards (2002), an effective EFL instructor should build *a relaxing atmosphere* and *prepare a variety of materials* to make the lessons more interesting. Also, he states that an English language instructor should be aware of the fact that most students are afraid to speak English because of language anxiety. Hence, an EFL instructor should organize the lesson in a way to lower the fears of students.

English language competency is another characteristic that EFL instructors should possess on the ground that one has to be knowledgeable about the subject matter they are going to teach. As there are many nonnative EFL instructors around the world, various studies have assessed the relation of English language competency to the efficacy of teaching. Ghasemboland and Hashim (2013) conducted a study with 187 EFL instructors from chosen language centers in a Middle East country. The data was collected with a questionnaire. The analysis of the findings revealed that there is a positive correlation between *English language proficiency* and EFL instructors' perceived self-efficacy. There, it can be said that as language competency increases, EFL instructors feel more comfortable and effective.

The studies presented above show that according to the perceptions of EFL instructors, the necessary characteristics of an effective EFL instructor are *personal characteristics* such as *motivating the students*, being *objective* and *fair*, helping students decrease their *level of anxiety*; *pedagogical knowledge* such as *planning* and *adapting* the materials and methods; *English language competency*; *classroom management* skills and *building a relaxing atmosphere* in the classroom. It can be seen that almost all of the characteristics mentioned by both EFL instructors and students are similar to each other. However, even though EFL instructors and students agree on some categories, there are differences between their perceptions of these categories. The studies that focus on the differences between the perceptions of EFL instructors and students regarding the characteristics of an effective EFL instructor will be presented below.

2.2.3 Comparative Studies on the Perceptions of EFL Instructors and Students regarding the Characteristics of an Effective EFL Instructor.

The perceptions and expectations of EFL instructors and students may differ from each other in some areas related to the components of language education. Their preferences and opinions may conflict since they stand in different places at different positions. It is possible to see discrepancies between EFL instructors' and students' perceptions in almost every sub-category of language education. As can be seen in Şentürk's study (2019), while students prefer to get immediate and explicit feedback from the instructors, the instructors do not find it appropriate. As the discrepancies in the beliefs of the instructors and the students may lead to negative consequences in terms of the quality of students' success, it is crucial to know the expectations and perceptions of both groups about the characteristics of an effective EFL instructor.

A study was conducted by Hajizadeh (2013) to compare the perceptions of EFL instructors and students about the characteristics of an effective EFL instructor. A 58-item questionnaire was applied to instructors. The questionnaire included categories such as instructors' *personal qualities*, *English language competency*, *teaching and evaluation methods* they used within the class, *mastery over teaching*, *instructor-student relationship*, and *classroom management* skills. The students were asked to give written responses to open-ended questions. The analysis of the data showed no

significant difference between the perceptions of EFL instructors and students. Nonetheless, there were some slight differences in some characteristics. Instructor's being *self-confident* was seen as more important by the EFL instructors rather than it was seen by the students. In addition to that, 50% of the students believed that the instructor's *good appearance* was important to be an effective EFL instructor. As it can be seen from the results of the study, there may be some differences between the beliefs of both groups. Therefore, knowing these differences may contribute to the instructors in terms of reflecting their behaviors, attitudes, and teaching philosophies. Hence, a lot of researchers tend to investigate the differences between the perceptions of EFL instructors and their students.

Another study that aimed to compare the perceptions of EFL instructors and students about the characteristics of an effective EFL instructor was conducted by Shishavan and Sadeghi (2009) in the Iranian context. A tailor-made questionnaire was utilized to collect data from the participants. Analysis of the findings revealed some differences between the perceptions of EFL instructors and students. According to the EFL instructors, the most significant characteristics were *pedagogical knowledge*, *assessment of the students in a fair way*, and *assigning homework* to students. Nonetheless, for EFL students, *personal characteristics* like being *patient* and *flexible*, and the *rapport between the students and instructors* were more important than the other characteristics. Also, *teaching English using the native language of students* was agreed upon by the students more than the instructors. (Shishavan & Sadeghi, 2009)

Another comparative study was conducted to show the differences between the perceptions of EFL instructors and students about the characteristics of an effective EFL instructor in the Omani context. (Al-Mahrooqi et al., 2015) The participants included 171 students and 233 EFL instructors. In order to collect data, a 68-item questionnaire including 7 categories was used. Descriptive statistics and t-tests were conducted to analyze the data. The results showed that EFL instructors and students mostly agreed on the importance of the *personal characteristics* of the instructor. Being *proficient in English language* and *treating the students in a fair way* were the other characteristics that both of the groups agreed on. However, some characteristics were perceived as unimportant by both groups such as the *knowledge of Western culture* (the target culture) and *integrating the technology into the language classes*.

The important characteristics was ranked as the following: *personal characteristics*, knowledge about *classroom management*, *knowledge about the students*, *pedagogical knowledge*, knowledge about *professional development* and the *content knowledge*. The item that had the highest score by students was EFL instructors' *speaking audibly and clearly*. The item that had the highest score by the EFL instructors was EFL instructors' *being prepared for the class*.

The incompatibilities between the perceptions of EFL instructors and students may decrease the efficacy of teaching and learning. Hence, many researchers attempted to explore the alterations in perceptions of EFL instructors and students to prevent the problems that may result from these mismatches. Another study that aimed to explore these differences was conducted in the Iran context with 75 EFL instructors and 202 students. Analysis of the results showed that the opinions of the students about the characteristics of an effective EFL instructor are different from those of EFL instructors (Alimorad & Tajgozari, 2016). Surprisingly, while EFL students believed that using *modern and communicative approaches* in language teaching was more effective, the EFL instructors believe that *traditional methods* were more effective.

Metruk (2020) conducted a comparative study to reveal the differences between the opinions of EFL instructors and students related to the characteristics of an effective EFL instructor. (Metruk, 2020). 45 Slovak EFL students and 32 Slovak EFL instructors participated in the study. In order to collect data, the researchers created an open-ended question questionnaire. The results showed that while EFL instructors and the students agreed on some characteristics, there were also some differences between their opinions. Apparently, *student-centered approach* was seen as crucial by both EFL instructors and students to provide effective language learning. The importance of *group work* and *pair work* was emphasized by both EFL instructors and students. However, while *expertise in subject matter* and *pedagogy* were seen as the most important characteristics for the EFL instructors, the students thought that EFL instructors' *personal characteristics* were the most crucial thing to make language learning effective.

As it can be seen in the studies mentioned above, even though some characteristics to be an effective EFL instructor are similar according to the perceptions of EFL

instructors and students, their opinions show differences about the content of the categories. For instance, although both EFL instructors and students believe that personal characteristics are crucial to be an effective EFL instructor, both groups give importance to different personal characteristics. Therefore, it is important to look investigate the perceptions of EFL instructors and students in a very detailed way. In addition, the required characteristics of an effective EFL instructor have been changing a lot recently due to many reasons. These changes result in the alterations of the perceptions of EFL instructors and students regarding the characteristics of an effective EFL instructors. Recent changes in the perceptions of EFL instructors and students will be presented in the next part.

2.3 Perceptions of EFL Instructors and Students regarding the Recent Changes in the Characteristics of an Effective EFL Instructor

“It is not the strongest or the most intelligent who will survive but those who can best manage change” (Charles Darwin.)

English language teaching methods and styles have changed during the past century according to the needs of the students. By the end of the 18th century, English started to be taught with the Grammar Translation Method. This method included learning the theory of the language. Reading, writing, and grammar were the most important skills according to that method. There were not any communicative purposes. The lessons were instructor-centered and the students' native languages were used throughout the lessons. At the beginning of the 20th century, with the World Wars in Europe, a new language teaching model appeared on the ground that the soldiers needed to learn foreign languages for conversational purposes. The belief according to this new model was that the language is mechanic and can be learned through repetitions, the errors were not welcome and the teaching was still instructor-centered. Later, with the developments in the transportation, people started to visit other countries easily, which created a need for more communicative approaches. With this new approach, the prominent aim of language teaching fronted to being proficient in communicative skills rather than being proficient in the structure of the language. The learners started to play a more important role in the class. They were supposed to be active and communicate with their classmates during the lessons. On the contrary, the role of the

instructors in the classroom was like a facilitator. (Salahshoura & Hajizadehb, 2013). With the spreading popularity of communicative methods, student-centered language teaching became more popular. However, there are some misunderstandings about the meaning of student-centered teaching. As Leo Jones (2007) states “A student-centered classroom is not a place where the students decide what they want to learn and what they want to do” (p.2). It is a place where we consider the needs of the students, as a group and as individuals, and encourage them to participate in the learning process all the time. The instructor’s role is more that of a facilitator.”

English language teaching patterns have changed a lot recently due to many reasons. Soft skills, communicative skills, technical skills, interpersonal skills, and ICT literacy have been the most adopted current trends recently. The aim of language teaching has evolved in a way that learner-centeredness and communication skills are seen as more important. Recently, learner-centered methods have come into prominence. Unlike the instructor-centered teaching approaches, in which the instructor is the main source of knowledge and the students are expected to be quiet and take the information coming from the EFL instructor; an effective EFL instructor of today should consider the students learning styles and make them discover the importance of self-learning. They should provide opportunities for students to be independent learners. In addition to that, EFL instructors should know the emotional elements that language learning demand. As Shaniga and Ilankumaran (2022) stated, learning and encouragement go together recently. The EFL instructors should realize that English is not a subject that the students must memorize some structures and vocabulary items and get points from it. On the contrary, the EFL instructors should make the students understand the importance of using English as a communicative tool, which can be achieved through collaboration of the students in the English courses.

With the improvements in technology, the EFL instructors started to integrate ICT (Information and Communication Technology) tools in language teaching. In order to motivate students to learn English, especially the students who belong to Gen Z, technology integration is crucial. If the EFL instructor can match the lesson objectives and online applications, the efficacy of teaching increases. There is much research that shows that the integration of different websites, applications, and electronic gadgets makes language learning more powerful. (Harmer 2001; Eaton 2010; Gilakjani 2014)

Hockly and Dudeney (2018) stated that blended learning, flipped learning and massive open online courses are some of the important trends that have started to be adopted in recent years with the help of technology. The aim of these approaches is to increase the quality of language teaching by combining ICT (Information and Communication Technology) and face-to-face lessons. Susskind and Susskind (2015) mentioned that the improvements in technology and easy access to knowledge have already caused some professions to lose their traditional roles. The role of the EFL instructors has also been changed accordingly. The EFL instructor is not seen as the only source of information anymore. With the current trends, an effective EFL instructor is seen as a guide, consultant, and facilitator to help the students discover and direct their own learning.

Moreover, as Qoura (2017) mentioned, with the integration of technology, an effective EFL instructor is supposed to possess some new competencies such as matching the technology with the content and the objectives, using the technological tools creatively for different needs of the students, fronting to more project-oriented teaching, acting as mentors and facilitators, designing lesson plans to apply technology instructional strategies and being competent in basic hardware and software operations.

However, integration of technology into language classes used to be seen as an option that can be utilized to foster language teaching and learning. The COVID-19 pandemic has been another source of change in language education recently. EFL instructors and students had to face rapid and unexpected changes. Nonetheless, with the COVID-19 outbreak, technology became a must for all the parties of language education. The EFL instructors and students had to deal with many challenges when they first started to utilize online platforms to teach and learn English during the pandemic. A narrative study was conducted (Situmorang et al., 2021) with 30 EFL instructors. The results showed that online language teaching was like an unknown world for the instructors when it began. They struggled with technological and mental problems. However, the EFL instructors experienced many improvements during the online teaching on the pandemic time. Situmorang et al., stated that the instructors met lots of free online sources that they had not known before the pandemic. They also reported that they are still using these resources in classes. In addition to that, instructors learned how to shift and fit themselves into the changing situations, which helped them a lot in face-to-face

education when the pandemic ends. Moreover, according to the instructors, the relationship between them and their students improved a lot in a surprising way during the pandemic. Situmorang et al., revealed in this study that instructors formed WhatsApp groups with their students during online education and tried to keep in touch all the time. The instructors continue to use these online groups to communicate with each other and to organize group discussion activities. Besides, the instructors mentioned that they gained a new way of giving feedback to students during the pandemic; they directed their attention to more personalized feedback for the students. Also, the instructors started to give importance to the participation and effort of the students rather than their achievements. Furthermore, the EFL instructors believed that they needed to be more creative and innovative to draw the students' attention to online education, which contributed a lot to their teaching skills. (Situmorang et al., 2021)

The decrease in the motivation of the students in online lessons fronted the EFL instructors to find more interesting and creative ways to teach a subject. For instance, Fitri et. al. (2021) conducted a study with EFL instructors who taught speaking skills during the pandemic. The analysis of the results showed that EFL instructors improved their teaching skills in order to compensate for the students' being lack of motivation and interest. The EFL instructors showed lots of videos, integrated different applications, and built strong communication with their students while trying to figure out the cause and solutions to the students' being demotivated in the lessons.

Another role that has been attributed to the EFL instructors recently is being an agent of change. In some countries, the EFL instructors should undertake the role of a person who works to raise awareness in the students. Eleyah and Alahdal (2017) conducted a study with 25 EFL instructors in Yemen. Semi-structured interviews were used to gather data from the participants. The analysis of the data revealed that EFL instructors perceive their roles as agents of change, leaders of democracy, and peace builders in society.

The changing role of EFL instructors has been investigated by many researchers recently. Kourieos and Evripidou (2013) conducted a study to see the characteristics of effective EFL instructors from the perspective of Cypriot students. The data was collected via a questionnaire and focus group interviews. The analysis of the findings

showed that effective EFL instructors prefer a more learner-centered approach in language teaching, which requires instructors to adopt a more assisting and facilitating role. The study also revealed that an effective EFL instructor does not perform authoritarian attitudes and behaviors toward students. According to the students, an effective EFL instructor care for students' diversities, interest, and anxiety.

Another important issue to consider in language education is teacher well-being. The emotions of the instructors have started to be on the agenda of researchers recently. While there are numerous studies about the motivation, emotions, feelings and needs of students, the well-being of the instructors has gained importance lately. Day and Gu (2009) stated that the well-being of instructors plays an important role in the efficacy of education.

To sum up, the roles of the EFL instructors and the characteristics that they need to possess to be effective EFL instructors have been constantly changing and it seems that it will continue to change. According to the recent trends, as Kojima and Kojima (2005) stated, EFL instructors should accept their new roles as facilitators, information-gatherers, decision-makers, motivators, and counselors.

CHAPTER 3

METHODOLOGY

This chapter includes the research design, participants, data collection instruments, and data analysis methods.

3.1 Purpose and the Research Questions

This study aims to contribute to the literature by discovering the characteristics of an effective EFL instructor from the perspective of EFL instructors and students and comparing the opinions of both sides. Moreover, this study targets to figure out how the characteristics of an effective EFL instructor have changed recently. The research questions are the followings:

- 1) What are the characteristics of an effective EFL instructor from the perspective of EFL instructors?
- 2) What are the characteristics of an effective EFL instructor from the perspective of EFL students?
- 3) What are the differences between the perceptions of EFL instructors and EFL students about the characteristics of an effective EFL instructor?
- 4) What are the perceptions of EFL instructors and students regarding the recent changes in the expected characteristics of an effective EFL instructor?

3.2 Research Design

Mixed method was utilized to discover the perception of English language instructors and students. Recently, most of the researchers emphasized the importance of mixed method designs in implementing research. (Proctor et al.2009; Landsverk et al. 2012; Palinkas et al. 2011a; Aarons et al. 2011) This research design

began to be utilized in the 1980s and it has contributed to studies by allowing researchers to achieve more comprehensive data. (Creswell & Creswell, 2018; Creswell & Plano Clark, 2007).

Mixed method research design possesses its own assumptions and methods of data collection. The aim of using mixed methods is to collect and analyze the data from a variety of sources in one study. (Creswell & Plano Clark, 2011) Utilizing mixed method provides a chance to base the study on a meaningful base. Maxwell states that this research design makes it possible to have an in-depth understanding of the issue. Also, in order to be able to work on complex issues, a mixed methods design can be effective on the ground that it harmonizes a variety of data sources. (Poth & Munce, 2020). The aim of using this design is to get various data that complement each other and serve the same topic (Morse, 1991). Moreover, there can be some weaknesses in one type of inquiry that is used in the study. In this situation, another type of inquiry may help cover the weaknesses of the other type. As Johnson and Onwuegbuzie (2004) suggest, using mixed methods research design provides the best opportunity to atone for the weak sides of both quantitative and qualitative methods. It also contributes to the study by reimbursing the weak sides of quantitative methods with the qualitative methods. (Patton, 1990) With the help of both quantitative and qualitative techniques, the researchers have the ability to come up with an extensive understanding of the problem or research questions and generalize the findings. (Enosh et al., 2014) For this reason, it makes the study more reliable. Furthermore, mixed methods allow the researchers to examine the topic from various research lenses (Shorten & Smith, 2017). Sequential explanatory research designs is one of the mixed methods research designs. As Plano Clark (2011) suggested, the aim of this design is to collect quantitative data first and then to collect the qualitative data to elaborate on the quantitative findings. The explanatory sequential mixed design necessitates collecting the data chronologically; quantitative data is collected first, and qualitative data is obtained later (Teddlie & Tashakkori, 2009).

Furthermore, in the sequential explanatory design, the priority is given to the quantitative phase of the study. As Creswell (2003) mentioned, the data collection process start with the quantitative data gathering. The quantitative data is important

on the ground that it shows the major aspect of data collection process. In the qualitative phase, a smaller component is integrated. However, as Morgan (1998) stated, the decision on the priority of data collection can be made before, later or during the data collection process.

Explanatory-sequential design was utilized in the current study. (QUAN→qual) (Creswell & Plano Clark, 2018). The aim of this study was to figure out the perceptions of EFL instructors and students regarding the characteristics of an effective EFL instructors. Also, it was aimed to find out the differences between the perceptions of EFL instructors and students. In addition, the study aimed to figure out the perceptions of two groups regarding the recent changes in the characteristics of an effective EFL instructor. To that end, it was decided to start with the quantitative data collection to be able to achieve the overall perceptions of EFL instructors and students. Therefore, in the first phase of the study, EFL 254 participants (102 EFL instructors and 152 EFL students) took the same questionnaire as a quantitative part of the study to be able to figure out and compare their opinions about the characteristics of an effective EFL instructor. Although this phase provided strong findings and answers, the data was collected by using only one source, which was a questionnaire, and data analysis included only descriptive statistics and independent sample t-tests.

Therefore, after the quantitative data process, a need for a qualitative data collection phase arose in order to explain, explore and interpret the data that was collected in the quantitative phase. Hence, 11 EFL instructors and 15 EFL students were selected among the voluntary participants which participated in the quantitative data collection phase. The participants were selected through purposeful sampling. 26 participants were interviewed with an online semi-structured interview. In this way, the perceptions of both instructors and students were examined deeply and their voices enriched and elaborated the quantitative data.

3.3. Participants and Sampling

In this part, a detailed explanation of the research setting, sampling method and participants of quantitative and qualitative studies will be presented.

3.3.1 The Research Setting

The setting for this study was the Basic English Departments of English Language Preparatory Programs at different foundation and state universities in Turkey. The participants were from 19 universities (6 foundation, 13 state) in Turkey. The reason of choosing these 19 universities was that the aim of these preparatory schools is to teach English to the students throughout one academic year and provide them with an English learning program to achieve a specific proficiency level. At all these 19 universities, the students are engaged with different skills in the English language. Since the focus of the students is nothing but only English language throughout one academic year, the students and the language instructor at preparatory schools are the ideal participants for the study.

The criteria to take part in the study were to be an EFL instructor or student who works or studies at universities' English Language Preparatory Programs. Selecting participants from 19 universities that are located in different parts of Turkey was seen as important in terms of the heterogeneity of the participants and their perceptions. Limiting the selection of participants to the universities in only one city in Turkey would be inappropriate to get an overall idea of perceptions of participants in Turkish context.

3.3.2 Sampling

In this study, sequential explanatory mixed methods were utilized. As the first step, quantitative data was gathered from 254 participants. The data collection process continued with gathering qualitative data via semi-structured interviews. The participants for the qualitative data gathering phase were chosen among the 254 people who had already taken part in the quantitative study.

In the quantitative study, maximum variation sampling was preferred to select the participants since this sampling technique is used to collect data from widest range of participants related to the topic. This sampling technique helps the researcher to gain a more wholistic perspective of the topic. Therefore, the questionnaire was sent to EFL instructors and students in many universities in Turkey. However, 19 universities responded to the questionnaire. 102 EFL instructors and 152 students at English language preparatory schools 19 foundation or state universities in Turkey

took part in this study. It was significant to choose the students to whom the instructors deliver English lessons this term to be able to make an effective comparison of their beliefs and expectations. For the selection of the participants to take part in the qualitative stage of the study, a purposeful sampling method was adopted. Patton (2002) defines purposeful sampling as a participant selection technique that is used in order to identify and choose information rich cases. In this sampling type, it is important to find and choose people that are supposed to be knowledgeable about the topic (Cresswell & Plano Clark, 2011). Therefore, a heterogenous selection was tried to be achieved in terms of age, gender, type of university and years of experience.

3.3.3 Participants in the Quantitative Study

The quantitative data was collected via an online questionnaire. The questionnaire was sent to 19 universities after the required permissions were taken from the related units of the preparatory schools of these universities. Both English Language instructors and students took the same questionnaire. The online platform that accepts the answers of instructors and students continued to be open to access until the necessary number was achieved. 152 preparatory school students and 102 English Language instructors working at the preparatory schools participated in the quantitative part of the study. In total, 254 people provided answers to the questions. 52% of the participants work or study at foundation universities ($n = 132$). 48% of them work or study at state universities ($n = 122$). See the Table 1 below for the detailed demographic information of the participants that sent responses to the questionnaire.

Table 1. Demographics of the Participants in the Quantitative Study

	Participant characteristics	Number of participants	Percentage
Position	EFL instructor	102	41%
	EFL student	152	59%

Table 1 cont'd

Type of	State	122	48%
University	Foundation	132	52%
Gender			
	Female	166	65%
	Male	86	34%
	Did not state	2	1%

3.3.4 Participants in the Qualitative Study

The participants for the qualitative part of the study were chosen among 254 people who participated in the quantitative part. At the end of the questionnaire in the first part, the participants were asked whether they would like to volunteer to take part in the interviews. 11 English Language instructors and 15 students stated that they were willing to give their consent to take part in the interviews.

Those who wanted to continue with the interview noted their e-mail addresses for the researcher to be able to contact them later. Purposeful sampling was utilized in order to have an even distribution of the participants. Similar number of participants from different genders, ages, experiences, and types of universities was tried to be achieved. The real names of the participants were changed to keep them anonymous and not to reveal their identities. In addition, some of the information that may reveal the participants' identities was not included in the study. It was assured that nobody can understand the participants' real identifications. See Table 2 and Table 3 below for the detailed demographic information of the participants that took part in the qualitative part of the study.

Table 2. Demographics of EFL instructors in the Qualitative Study

Pseudonyms	Age	Position	Experience	Type of University
Ayda	29	EFL instructor	7 years	Foundation
Begüm	28	EFL instructor	6 years	State
Asya	29	EFL instructor	5 years	Foundation
Derya	51	EFL instructor	23 years	State
Emir	27	EFL instructor	7 years	State
Emel	46	EFL instructor	22 years	Foundation
Melih	32	EFL instructor	7 years	State
Ogün	41	EFL instructor	19 years	State
Jülide	32	EFL instructor	8 years	State
Tülin	31	EFL instructor	7 years	Foundation
Zeynep	28	EFL instructor	6 years	Foundation

Table 3. Demographics of EFL students in the Qualitative Study

<i>Pseudonyms</i>	<i>Age</i>	<i>Position</i>	<i>Type of University</i>
Beste	18	EFL student	Foundation
Beril	22	EFL student	Foundation
Deniz	20	EFL student	State
Eray	21	EFL student	State

Table 3 cont'd

Hande	21	EFL student	Foundation
Nihat	18	EFL student	Foundation
Nilay	19	EFL student	State
Övünç	19	EFL student	State
Suzan	19	EFL student	Foundation
Çınar	20	EFL student	State
Doğuş	18	EFL student	Foundation
Helen	19	EFL student	State
Serdar	27	EFL student	Foundation
Ela	18	EFL student	Foundation
Melisa	19	EFL student	Foundation

3.4. Data Collection Instruments

This chapter includes the explanation of two different data collection instruments which were utilized in the study.

3.4.1 Questionnaire

The quantitative phase of the study consisted a Likert-scale that was adapted from two studies: (Kourieos & Evripidou, 2013; Shishavan & Sadeghi, 2009). The approvals of these researchers were obtained. Both English language instructors and students completed the same questionnaire to be able to make an efficient comparison between the perceptions of these two groups. Their consent was taken before completing the questionnaire. (Appendix B) The questionnaire included two parts. The first part was related to the participants' background information; the second part consisted of 32 Likert-scale questions focusing on the characteristics of an effective instructor under eight categories: *personal characteristics, rapport*

between the students and instructor, language competency, knowledge of pedagogy, knowledge of target culture, extra-curricular activities, classroom management skills, adhering to administrative rules. (Appendix C). The categories were taken and merged from the original studies (Kourieos & Evripidou, 2013; Shishavan & Sadeghi, 2009). As the questionnaire was formed by combining two questionnaires used in previous studies, a pilot study was conducted for the reliability of the combined questionnaire. After the factor analysis in SPSS, expert opinions were also taken on eight categories in the questionnaire. The questionnaire was translated into Turkish for the students to prevent any misunderstandings. Expert opinions were taken while translating the questionnaire into Turkish. Likert Scale items in the questionnaire included responses whose values are Strongly Agree = 1, Agree = 2, Not Decided = 3, Disagree = 4, Strongly Disagree = 5.

3.4.1.1 Pilot Study

A researcher is supposed to assure the properness and the quality of the instruments for the whole study while selecting an instrument (National Research Council Committee on Scientific Principles for Educational Research, 2002). As Taber mentions, the quality of an instrument can be defined under two categories such as validity and reliability. Validity can be described as the degree that an instrument measures what it intends to measure. On the other hand, reliability is whether the same conclusion is achieved when the measurements are rerun with the same instrument. (Taber, 2013). To test the reliability and validity of the instrument that was utilized in the quantitative part of the study, a pilot study was conducted. The participants were asked to involve in the study by e-mail and personal contacts. 54 participants took part in the pilot study. While 64% of the participants ($n=35$) were students, 36% ($n=19$) were EFL instructors. The participants in the pilot study were not chosen to take part in the main data collection part later. The questionnaire was sent to the participants via an online data-gathering platform.

After collecting the data, some tests were conducted to test the reliability of the scale. Cronbach's alpha was calculated by using the IBM SPSS (28) program to test the reliability of the items in the questionnaire. Cronbach's alpha is described as "one of the most important and pervasive statistics in research involving test construction

and use” (Cortina, 1993, p. 98). Cronbach’s alpha can be also defined as “a formula that provides an estimate of the reliability of a homogeneous test or an estimate of the reliability of each dimension in a multidimensional test” (Johnson & Christensen, 2019, p. 479). The appropriate value for Cronbach’s alpha can vary in different fields. As Johnson and Christensen suggested, in the field of education, Cronbach’s alpha is expected to be higher than .70 (Johnson & Christensen, 2019, p. 479). The Cronbach’s alpha coefficient of the questionnaire was found as $\alpha = .932$ for the 44 items. After that, to be able to test the validity of the scale, exploratory factor analysis (EFA) was performed via IBM SPSS Statistics. Some of the items were problematic according to the exploratory factor analysis since the load of these items (items 2, 3, 4, 6, 8, 12, 13, 14, 16, 25, 34, 36) were not higher than .30 in terms of the component matrix. Therefore, these items were removed from the scale.

After extracting these items, exploratory factor analysis was conducted one more time with the remaining 32 items. Varimax rotation was used. SPSS created eight factors for the items in the scale: *personal characteristics, rapport between the EFL instructors, level of competency in the English language, pedagogical knowledge, extra-curricular activities, knowledge of target culture, classroom management skills, and administrative rules*. After creating eight categories, the need to calculate Cronbach’s alpha arose again. Cronbach’s alpha was found as $\alpha = .925$ for the 32 items including eight categories. See Table 4 for the Cronbach’s alpha results.

Table 4. Cronbach’s alpha results

<i>Reliability Statistics</i>	
Cronbach’s Alpha	N of items
.925	32

After omitting 12 items from the questionnaire, Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) Test was conducted. KMO was found .693. The value for this test is supposed to be greater than .60 in order for the sampling to be adequate (Tabachnick and Fidell, 2007). Bartlett’s Test of Sphericity was $< .001$ (Approx. Chi-Square = 1236.257; $df = 496$). Table 5 shows the results for KMO and Bartlett’s test.

Table 5. KMO and Bartlett's Test Results*KMO and Bartlett's Test*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.693
Bartlett's Test of Sphericity	Approx. Chi-Square	1236.257
	df	496
	Sig.	<.001

Along with the results of these tests above, it was assured that the collected data was appropriate to conduct the factor analysis again to get information related to the validity of the scale one more time. Factor loadings showed that the items work with the load of %73.356 under eight category. After that, a normality test was conducted via SPSS. The analysis showed that the data distribution was normal. The normality test result of the questionnaire can also be seen in Table 6 below

Table 6. Test of normality*Test of Normality*

	Kolmogorov – Simirnov			Shapiro – Wilk		
	Statistics	df	Sig.	Statistic	df	Sig.
Normality Sc	.085	54	.200	.967	54	.140

The items in the questionnaire were reordered after the factor analysis. The classification of the 32 items under 8 specific categories is shown in Table 7.

Table 7. Categorization of the Items in the Questionnaire***Personal Characteristics***

Q17. Be open to criticism.
 Q9. Have a good sense of humor.
 Q18. Not lose temper and get angry
 Q20. Be open-minded

Rapport Between the EFL Instructors and Students

Q1. Be eager to help students in and outside the classroom.

- Q5. Treat students fairly regardless of achievement
 - Q7. Express confidence in students' language abilities.
 - Q11. Show interest in students (by remembering students' names) and their learning.
-

Level of Competency in the English Language

- Q21. Use English competently
 - Q22. Have a high level of proficiency with English vocabulary.
 - Q23. Be fully familiar with English grammar
 - Q24. Have a native-like accent
-

Pedagogical Knowledge

- Q10. Arouse students' motivation for learning English.
 - Q26. Be familiar with language learning theories
 - Q30. Integrate computer-aided instruction into FL teaching.
 - Q31. Teach English in Turkish (students' native language)
 - Q32. Use English as the predominant means of classroom communication
 - Q33. Simplify his/her classroom language to facilitate comprehension of what is being said.
 - Q35. Set activities that require students to interact with each other in English
 - Q37. Provide opportunities to use English through meaningful tasks and activities.
 - Q40. Expose students to real life topics
 - Q41. Thoroughly explain new grammar rules before making Students discover the relevant structure on their own.
 - Q42. Correct students immediately after making a grammar mistake during communicative activities.
-

Extra-Curricular Activities

- Q38. Provide opportunities for students to use English beyond the classroom setting
 - Q45. Assign homework
-

Knowledge of Target Culture

- Q25. Be acquainted with the target culture
 - Q39. Set activities which expose students to the target culture
-

Classroom Management

- Q15. Use authority to maintain discipline
 - Q44. Manage the class time well
-

Administrative Rules

Q19. Stick to administrative rules and regulations

Q27. Follow the textbook rigidly

Q28. Follow the syllabus tightly

In addition, after analyzing the collected data during the pilot study, a need to add another question to Part A (Personal Information) arose. To better examine the participants' profiles, another question asking their universities' names was added to the first part of the questionnaire. After these tests and regulations, the scale took its final shape. (Appendix D)

3.4.2 Semi-Structured Interview

For the qualitative part of the study, 11 EFL instructors and 15 students were interviewed to explore and comprehend the quantitative data better and to get a more comprehensive insight into their opinions on what makes an effective EFL instructor. The participants for the interview were chosen among the instructors and students who took part in the quantitative part of the study.

A pilot semi-structured interview was conducted with one volunteer participant. After the pilot interview, some sub-questions were added to facilitate the participants' progress to come up with new ideas related to the topics. The interview was conducted in Turkish with the students to enable them to express their ideas and beliefs without the language barrier. The interview consisted of 11 questions (Appendix G). The participants' answers were recorded by taking their consent.

3.5. Data Collection Procedures

In explanatory-sequential mixed methods design, the researchers start with collecting and analyzing the quantitative data and continue with qualitative data (Tsushima, 2015) (See Figure 1)

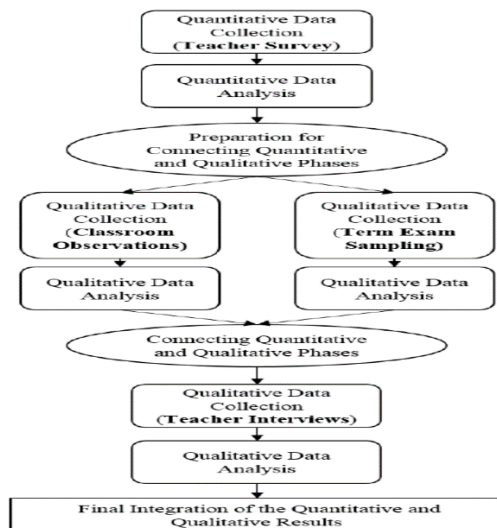


Figure 1. A sequential explanatory mixed methods research design

The data for the quantitative phase of the study was collected through an online questionnaire platform (Google Forms) to be able to reach a variety of participants. Moreover, the study included some participants from the universities in Turkey. For the qualitative part of the study, most of the instructors and students were interviewed via an online platform called Zoom. Some instructors were interviewed face to face since the researcher had personal contact with them. Interviews were recorded with the consent of the participants. See below for more detailed information related to the data collection process.

3.5.1 Data Collection for the Quantitative Part of the Study

After getting the necessary permissions from the related units of preparatory schools of the universities, the questionnaire was sent to the EFL instructors and students. In some of the universities, the head of the preparatory program was willing to share the questionnaire with the instructors and the students at the same institution via their mail groups. Since these mail groups include each student and instructor of the university, the questionnaire was sent to all of them easily and quickly. However, in some universities, after taking permission from the coordinators, the questionnaire was conveyed to the EFL instructors by finding each of their e-mail addresses. In addition, they were asked to share the questionnaire with their students. Also, calling the participants by sharing the questionnaire on social media platforms contributed a lot to reaching many participants for the quantitative part of the study. Google Forms was used to design and transform the questionnaire into an online version. 254

participants, 152 of which were instructors and 102 of which were students, took place in the quantitative part. Among these 254 participants, 26 participants were selected for the second part of the study.

3.5.2 Data Collection for the Qualitative Part of the Study

Data collection for the qualitative part of the study was performed through interviews which included 10 questions related to the characteristics of an effective English Language instructor. 26 participants, 11 of which were instructors and 15 of which were students took part in the second part of the study. The interviews were held in Zoom and Microsoft Teams and recorded after taking the consent of the participants. The duration of the interviews showed differences between the students and the instructors. While most of the students shared their ideas related to the questions in almost 30-40 minutes, it took 60-80 minutes for instructors to answer each question. They were willing to share their opinions and beliefs on the characteristics of an effective English Language instructor.

3.6. Data Analysis

Explanatory-sequential mixed methods were chosen for the design of this study. Therefore, the study included two different stages to gather data from the participants. Hence, two different types of analysis were required to examine the quantitative and qualitative data. See the detailed explanation of the data analysis process of each part separately below.

3.6.1. Data Analysis for the Quantitative Part

In order to analyze the quantitative data, IBM SPSS (Statistical Package for Social Sciences) was utilized. After the data was collected through the online questionnaire, it was turned into Excel documents and transformed into SPSS after necessary controls were made.

3.6.2. Data Analysis for the Qualitative Part

For the qualitative part of the study, the interviews with the instructors and students were recorded and transcribed by the researcher. The transcribed data collected from the instructors and the students was analyzed by thematic analysis approach. This approach allows the researchers to organize the data effectively. By utilizing

thematic analysis approach, the researchers determine different themes by reading the data repeatedly. (King, 2004; Rice & Ezzy, 1999). Moreover, according to Braun and Clarke (2006), analyzing the data with a thematic approach is reliable and valid since it is flexible for determining, exploring, and commenting. This approach necessitates reading and re-reading the data many times in an organized and standardized way in order to come up with a satisfactory final analysis (Cavendish, 2011). To interpret the collected data in this study, phases of the thematic analysis approach were followed. After familiarization with the data, initial codes were generated. By categorizing the initial codes, some specific codes and themes were achieved. To complete the coding process, intercoder reliability is crucial to prove researcher reflexivity. (Joffe & Yardley, 2003). Intercoder reliability of qualitative data analysis of the current study was based on the codes and themes on the previous studies in the literature. In addition, expert opinion was taken about the themes and sub-themes found in the study. See Table 8 for the details of the participants, instructors, data collection and analysis.

Table 8. Details of the Methodology Part

	Participants	Instruments	Data Collection	Data Analysis
Quantitative Study	254 participants (102 EFL instructors, 152 students)	An online questionnaire	E-mails, announcements, social media posts	Descriptive statistics, independent samples T-test
Qualitative Study	11 EFL instructors, 15 students	Semi-structured interviews	With voluntary participants, via Zoom meetings	Thematic Analysis of the interviews

CHAPTER 4

FINDINGS

This chapter provides a look at the statistical results of the quantitative data and the analysis of the qualitative data. The quantitative and qualitative data were analyzed separately. While quantitative data was analyzed via IBM SPSS, the qualitative data was analyzed with thematic analysis approach. The results will be shown separately as the analysis of quantitative data and qualitative data. Also, the results will be grouped and explained according to the research questions: the characteristics of an effective English Language instructor from the perspective of EFL instructors; the characteristics of an effective English Language instructor from the perceptions of English language learners; the differences between the perceptions of EFL instructors and students about the characteristics of an effective English Language instructor and the changes in the expected characteristics of an effective English Language instructor recently.

4.1. Findings of the Quantitative Study

The quantitative part of the study aimed to discover the frequency of the necessary characteristics of an effective EFL instructor from the perceptions of EFL instructors and students. Moreover, the differences between the perceptions of EFL instructors and students were found. IBM SPSS Statistics 23 program was utilized to conduct the analysis of the quantitative data.

4.1.1. Descriptive Analysis Findings

Descriptive statistics were conducted to have an overall idea about the general features of data. According to the statistics, 65% of the participants were female ($n = 166$); 34% of them were male ($n = 86$). Two of the participants preferred not to state

their genders. The statistics revealed information about the position of the participants. While 41% of the participants were EFL instructors ($n = 102$) and 59% of the participants were EFL students. ($n = 152$). 52% of the participants work or study at foundation universities ($n = 132$). 48% of them work or study at state universities ($n = 122$).

After the exploratory factor analysis, eight categories were created, as explained in the data analysis section. These categories were *personal characteristics*, *rapport between the EFL instructors and students*, *level of competency in English*, *pedagogical knowledge*, *extracurricular activities*, *knowledge of the target culture*, *classroom management skills*, and *administrative rules*. The means of the items and categories will be presented according to the following values of 5 points Likers Scale: Strongly Agree = 1, Agree= 2, Not Decided = 3, Disagree= 4, Strongly Disagree= 5.

Table 9. Descriptive Statistics for the Characteristics of an Effective EFL Instructor

	<i>n</i>	<i>M</i>	<i>SD</i>
Rapport	254	1.32	.39
Personal Characteristics	254	1.35	.39
Pedagogical Knowledge	254	1.54	.96
Level of Competency in English	254	1.57	.50
Knowledge of Target Culture	254	1.67	.71
Classroom Management Skills	254	1.75	.64
Providing Extracurricular Activities	254	1.87	.69
Being sticked to administrative rules	254	2.98	.96

Among the eight categories of characteristics, for all the participants (both EFL instructors and the students), the most necessary characteristics for an effective EFL instructor was the *rapport* ($M = 1.32$) the instructor tries to build with his/her students while teaching English, followed by the *personal characteristics* of the EFL instructors ($M = 1.35$), *pedagogical knowledge* of the EFL instructor ($M = 1.54$), *level of competency in English language* ($M = 1.57$), *knowledge of target culture* ($M = 1.67$), *classroom management skills* ($M = 1.75$), providing *extracurricular*

activities ($M = 1.87$), and adhering to administrative regulations ($M = 2.98$). In other words, for both EFL instructors and EFL students, when calculated together, the most significant characteristic that an effective EFL instructor should possess was trying to build a good rapport with his/her students. The least expected characteristic from an EFL instructor was the fact that he/she obeys and attach to administrative rules and regulations without making any change. See Table 8 above to see the total descriptive statistics for the characteristics of an effective EFL instructor.

The mean scores of the items in the questionnaire were calculated without separating EFL instructors and students in this section. Its aim was to get an overall idea of all participants. Their quantitative data analysis will be presented separately in the following section. According to the total calculations, item 8 (An effective EFL instructor should show interest in students and their learning) had the highest score ($m = 1.14$, $SD = .36$), followed by the item 4 (An effective EFL instructor should B-be open-minded ($m = 1.18$, $SD = .42$). When it comes to the lowest scores, item 31(An effective EFL instructor should follow the textbook rigidly without making any change) had the lowest score ($M = 3.40$, $SD = 1.34$), followed by the item 32 (An effective EFL instructor should follow the syllabus tightly) ($M = 3.28$, $SD = 1.35$). The quantitative data of EFL instructors and EFL students will be analyzed separately along with the research questions in the following part.

4.1.2. Findings Related to the Research Questions

Research Question 1: What are the characteristics of an effective EFL instructor from the perspective of EFL instructors?

To find out the answer to the first and the second research questions, descriptive analysis was conducted separately for the EFL instructors including 102 people and EFL students including 152 people. Descriptive analysis of the quantitative data of EFL instructors showed the characteristics that had the highest and the lowest scores. The characteristics that had the highest scores from the EFL instructors was the *rapport* that the EFL instructors try to build with their students ($M = 1.39$), which was followed by the *personal characteristics* of an EFL instructor ($M = 1.45$); *knowledge of the target culture* ($M = 1.66$); *level of competency in English language*

(M = 1.70); *classroom management skills* (M = 1.88); *pedagogical knowledge* (M = 1.98); providing *extracurricular activities* (M = 2.03) and lastly, adhering to *administrative regulations* (M = 3.28)

In other words, the EFL instructors believe that *the rapport* between the instructor and the student is the most crucial characteristic to be an effective EFL instructor. On the contrary, the least important characteristic to be an effective EFL instructor is *adhering to the administrative rules and regulations*. The EFL instructors think that making changes and adaptations in the book, syllabus or other elements makes language teaching more effective.

When the mean scores of instructors related to the items in the questionnaire were calculated, it was found that item 9 (*An effective EFL instructor should use English competently*) had the highest score (M = 1.14), which was followed by item 6 (*An effective EFL instructor should treat students fairly regardless of their achievements.*) (M = 1.22) However, item 31 (*An effective EFL instructor should follow the textbook rigidly without making any change*) had the lowest score (M = 3.87) , which was followed by item 32 (*An effective EFL instructor should follow the syllabus tightly*) (M = 3.71). See Table 10 below for the descriptive analysis of the items in the questionnaire answered by EFL instructors.

Table 10. Descriptive statistics for the Items in the Questionnaire (EFL instructors)

<i>Items in the Questionnaire</i>	<i>M</i>	<i>SD</i>
9. Use English competently	1.14	.38
6. Treat students fairly regardless of achievement.	1.22	.50
4. Be open-minded	1.22	.44
7. Express confidence in students' language abilities.	1.28	.51
19. Set activities which require students to interact with each other in English	1.29	.49
8. Show interest in students (by remembering students' names) and their learning.	1.30	.57

Table 10 cont'd

3. Not lose temper and get angry quickly	1.34	.58
20. Provide opportunities to use English through meaningful tasks and activities.	1.35	.53
1. Be open to criticism.	1.38	.50
13. Arouse students' motivation for learning English.	1.39	.63
<i>Table 10 continued</i>		
29. Manage the class time well	1.40	.53
14. Be familiar with language learning theories	1.41	.65
11. Be fully familiar with English grammar	1.44	.65
10. Have a high level of proficiency with English vocabulary.	1.47	.65
17. Use English as the predominant means of classroom communication.	1.51	.60
26. Be acquainted with the target culture.	1.56	.65
21. Provide opportunities for students to use English beyond the classroom setting.	1.64	.71
15. Integrate computer-aided instruction into EFL teaching.	1.67	.74
27. Set activities which expose students to the target culture.	1.75	.77
5. Be eager to help students in and outside the classroom.	1.77	.76
24. Expose students to real life topics.	1.83	.84
18. Simplify his/her classroom language to facilitate comprehension of what is being said.	1.86	.71
2. Have a good sense of humor.	1.87	.76
25. Assign homework regularly.	2.24	.84
30. Stick to administrative rules and regulations	2.26	.93
28. Use authority to maintain discipline.	2.36	.94
12. Have a native-like accent	2.77	1.14

Table 10 cont'd

22. Thoroughly explain new grammar rules before making students discover the relevant structure on their own.	3.10	1.36
16. Teach English in Turkish (students' native language)	3.20	1.09
23. Correct students immediately after making a grammar mistake during communicative activities.	3.42	1.21
32. Follow the syllabus tightly	3.71	1.08
31. Follow the textbook rigidly without making any change	3.87	1.05

The table shows the ranking of the means of each item in the questionnaire from the highest to the lowest according to the EFL instructors perceptions. It can be understood that English language competency, treating the students fairly, being open minded and expressing confidence in students' language abilities are the items that had the highest scores from EFL instructors. However, correcting students immediately when they make a mistake, following the syllabus tightly and following the textbook without making any changes are the items that got the lowest scores from the EFL instructors.

Research Question 2: What are the characteristics of an effective EFL instructor from the perspective of EFL students?

This section will present the EFL students' perceptions regarding the characteristics of an effective EFL instructor based on the qualitative data analysis.

To find out the answer to the second research question, descriptive analysis was conducted for the answers of 152 EFL students gave to the items. Descriptive analysis of the quantitative data of EFL students showed the characteristics that had the highest and the lowest scores. The characteristics that had the highest scores from the EFL students was the *rapport* that the EFL instructors try to build with their students ($M = 1.284$), which was followed by the *personal characteristics* of an EFL instructor ($M = 1.287$); *level of competency in English language* ($M = 1.48$);

pedagogical knowledge (M = 1.55); *classroom management skills* (M = 1.66); *knowledge of the target culture* (M = 1.67); *providing extracurricular activities* (M = 1.75); and lastly, *adhering to administrative regulations* (M = 2.77)

In other words, EFL students believe that the *rapport* that the instructor tries to build with his/her students is the most significant characteristic to call an instructor as an effective EFL instructor. Nonetheless, the least significant characteristic for students to be an effective EFL instructor is *adhering to the administrative rules and regulations*. Similar to the EFL instructors' ideas, the EFL students think that EFL instructors should be able to make changes and adaptations in teaching English when it is necessary for the learner's needs, profile and learning styles.

After calculating the mean scores of the items in the students' questionnaire, it was found that the item 9 (*An effective EFL instructor should use English competently*) had the highest score (M = 1.14), which was followed by item 4 (*An effective EFL instructor should be open minded.*) (M = 1.16). On the contrary, item 31 (*An effective EFL instructor should follow the textbook rigidly without making any change*) had the lowest score (M = 3.08) , which was followed by item 32 (*An effective EFL instructor should follow the syllabus tightly*) (M = 2.98). See the Table 11 below for the descriptive analysis of the items in the questionnaire answered by the EFL students.

Table 11. Descriptive statistics for the Items in the Questionnaire (EFL students)

<i>Items in the Questionnaire</i>	<i>M</i>	<i>SD</i>
9. Use English competently	1.14	.35
4. Be open-minded	1.16	.40
1. Be open to criticism.	1.19	.43
13. Arouse students' motivation for learning English.	1.19	.44
7. Express confidence in students' language abilities.	1.21	.44
14. Be familiar with language learning theories	1.21	.40

Table 11 (cont'd)

3. Not lose temper and get angry quickly.	1.23	.45
6. Treat students fairly regardless of achievement.	1.23	.46
19. Set activities which require students to interact with each other in English1	.27	.55
20. Provide opportunities to use English through meaningful tasks and activities.	1.28	.62
5. Be eager to help students in and outside the classroom.	1.34	.54
8. Show interest in students (by remembering students' names) and their learning.	1.34	.57
21. Provide opportunities for students to use English beyond the classroom setting.	1.34	.54
24. Expose students to real life topics.	1.35	.63
10. Have a high level of proficiency with English vocabulary.	1.36	.63
17. Use English as the predominant means of classroom communication.	1.38	.70
29. Manage the class time well	1.38	.59
11. Be fully familiar with English grammar	1.46	.60
2. Have a good sense of humor.	1.55	.74
22. Thoroughly explain new grammar rules before making students discover the relevant structure on their own.	1.57	.87
27. Set activities which expose students to the target culture.	1.67	.84
26. Be acquainted with the target culture	1.68	.84
18. Simplify his/her classroom language to Facilitate comprehension of what is being said.	1.70	.89
15. Integrate computer-aided instruction into FL teaching.	1.74	.94
28. Use authority to maintain discipline.	1.95	1.05

Table 11 (cont'd)

12. Have a native-like accent	1.97	.92
23. Correct students immediately after making a grammar mistake during communicative activities.	1.98	1.06
25. Assign homework regularly.	2.15	1.04
30. Stick to administrative rules and regulations	2.25	1.20
16. Teach English in Turkish (students' native language)	2.38	1.35
32. Follow the syllabus tightly	2.98	1.45
31. Follow the textbook rigidly	3.08	1.43

The table shows the ranking of the means of each item in the questionnaire from the highest to the lowest according to the EFL students' perceptions. It can be understood that using the English language competently, being open-minded, being open to criticism, and arousing students' motivations are the highest scored items for the EFL students. Nonetheless, teaching English by using the native language of the students, following the syllabus tightly and following the textbook without making any change are the lowest scored items for EFL students.

As it can be seen from the quantitative data analysis of EFL instructors and students, there are similarities between the ranking of the characteristics; however, the means of the items show differences between EFL instructors and students. Under the same categories, some items were given more importance by EFL instructors than the students. These differences will be presented in the following section.

Research Question 3: What are the differences between the perceptions of EFL instructors and EFL students about the characteristics of an effective EFL instructor?

To answer the research question 3, independent Samples t-test was conducted to see whether there is a significant difference between the perceptions of ELF instructors and students in terms of the categories related to characteristics of an effective EFL instructor. According to the results of the independent samples t-test analysis, in all the categories except for the *knowledge of target culture*, there is a significant difference between the perceptions of EFL instructors and the EFL students.

Independent samples t-test results for each characteristic will be presented separately below.

Table 12. Independent Samples T-test Results for Personal Characteristics

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Std Error mean</i>	<i>t</i>	<i>df</i>	<i>Sig(2-tailed)</i>
EFL instructors	102	1,45	.42	0.42	3.375	252	.001
EFL students	152	1,28	.36	0.36			

It was found that there is a significant difference between the perceptions of EFL instructors and students related to the *personal characteristics* of EFL instructors to be an effective instructor. ($t(252) = 3.375, p = .001$). Personal characteristics were more important for EFL students ($M = 1.28, SD = .36$) than EFL instructors. ($M = 1.45, SD = .42$) See the table 12 above for the independent Samples t-test results for the personal characteristics

Table 13. Independent Samples T-test Results for the Rapport between the EFL instructors and students

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Std Error mean</i>	<i>t</i>	<i>df</i>	<i>Sig(2-tailed)</i>
EFL instructors	102	1,39	.40	0.40	2.233	252	.026
EFL students	152	1,28	.38	0.31			

There is also a significant difference between the perceptions of EFL instructors and EFL students related to *rapport between the EFL instructors and the students*. ($t(252) = 3.375, p = .001$). Again, the EFL students gave more importance to the rapport ($M = 1.28, SD = .36$) than the EFL instructors ($M = 1.45, SD = .42$). See Table 13 above for the Independent samples T-test results for the rapport between the EFL instructors and students.

Table 14. Independent Samples T-test Results for the EFL instructors' level of competency in English language

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Std Error mean</i>	<i>t</i>	<i>df</i>	<i>Sig(2-tailed)</i>
EFL instructors	102	1,70	.40	0.54	3.458	252	.001
EFL students	152	1,48	.38	0.46			

English instructors' *level of competency in English* language was another characteristic creates a significant difference between the EFL instructors and students. ($t(252) = 3.458, p = .001$). For EFL students, EFL instructors' level of competency in English was more important ($M = 1.48, SD = .38$) than it was for EFL instructors ($M=1.70, SD= .40$). See Table 14 above for the independent samples t-test results for the EFL instructors' level of competency in English language.

Table 15. Independent Samples T-test Results for the pedagogical knowledge of EFL instructors

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Std Error mean</i>	<i>t</i>	<i>df</i>	<i>Sig(2-tailed)</i>
EFL instructors	102	1,98	.42	0.42	8.026	252	.000
EFL students	152	1,55	.42	0.34			

In addition to that, there is also a significant difference between the perceptions of EFL students and EFL instructors related to the *pedagogical knowledge* of the EFL instructors. ($t(252) = 8.026 p = .000$). Pedagogical knowledge of the EFL instructor was more important for the students ($M = 1.55, SD = .42$) than the EFL instructors ($M = 1.98, SD= .42$). See Table 15 above for the independent samples t-test results.

Table 16. Independent Samples T-test Results for the EFL instructors' providing extracurricular activities

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Std Error mean</i>	<i>t</i>	<i>df</i>	<i>Sig(2-tailed)</i>
EFL instructors	102	2.03	.68	0.06	3.250	252	.001
EFL students	152	1.75	.67	0.67			

Another category that built a significant difference between the perceptions of EFL instructors and students was EFL instructors' *providing extracurricular activities*. ($t(252) = 3.250, p = .001$). EFL students care more about the EFL instructors' providing extracurricular activities ($M = 1.75, SD = .67$) than the EFL instructors ($M = 2.03, SD = .68$). See Table 16 below for the independent samples t-test results.

Table 17. Independent Samples T-test Results for the Classroom Management Skills of the EFL instructors

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Std Error mean</i>	<i>t</i>	<i>df</i>	<i>Sig(2-tailed)</i>
EFL instructors	102	1.88	.58	0.05	2.628	252	.009
EFL students	152	1.66	.66	0.05			

Classroom management skills of the EFL instructors also created a significant difference between the perceptions of EFL instructors and students. ($t(252) = 2.628, p = 0.09$). Classroom management skills were more important for the EFL students ($M = 1.66, SD = .66$) than it was for the EFL instructors. ($M = 1.88, SD = .58$). See Table 17 above for the independent samples t-test results.

Table 18. Independent Samples T-test Results for the EFL instructors' adhering to administrative regulations.

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Std Error mean</i>	<i>t</i>	<i>df</i>	<i>Sig(2-tailed)</i>
EFL instructors	102	3,28	.84	0.08	3.895	252	.000
EFL students	152	2.77	1.23	0.10			

There is also a significant difference between the perceptions of EFL instructors and students related to the EFL instructors' *adhering to administrative rules*. ($t(252) = 3.895, p = .000$). Again, EFL students gave more importance to the EFL instructors' adhering to administrative rules ($M = 2.77, SD=1.23$) rather than the EFL instructors ($M = 3.28, SD= .84$). See Table 18 above for the independent samples t-test results.

Table 19. Independent Samples T-test Results for the EFL instructors' knowledge of target culture

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Std Error mean</i>	<i>t</i>	<i>df</i>	<i>Sig(2-tailed)</i>
EFL instructors	102	1,66	.66	0.65	-,172	252	.864
EFL students	152	1,67	.75	0.61			

The only characteristic that there was no significant difference between the perceptions of EFL instructors ($M=1.66, SD=.66$) and students ($M=1.67, SD= .75$) was related to the EFL instructors' knowledge of *target culture*. ($t(252) = -,172, p = .864$). See Table 19 for the independent samples t-test results.

To sum up, the quantitative data analysis showed that even though EFL instructors and students agreed on the fact that the characteristics related to *personal characteristics, rapport between the EFL instructors and students, level of competency in English, pedagogical knowledge, extracurricular activities, knowledge of the target culture, classroom management skills, and administrative rules* are important to be an effective EFL instructor, there are some significant

differences between the perceptions of both groups in terms of the ranking of these characteristics and the degree of importance they gave to the different items in the questionnaire except for the ones related to the *knowledge of target culture*.

Finding of the qualitative study will be presented in the next section.

4.2 Findings of the Qualitative Study

The aim of the qualitative part of this sequential exploratory mixed methods study is to contribute the quantitative findings with the help of more detailed explanations that were gathered by semi-structured interviews. In addition, research question 4 will be answered in this section. Among the participants that took part in the quantitative part of the study, 11 English Language instructors and 15 English language learners were chosen to participate in the semi-structured interviews. The participants were selected among the voluntary ones and purposeful sampling was utilized to choose them as mentioned in the participants section.

The interviews were conducted on online platforms such as Zoom and Microsoft Teams and recorded after taking the participants' consent. After that, the recordings were transcribed verbatim and analyzed according to the thematic approach. The initial coding process was followed by narrowing the codes to themes and sub-themes. 7 themes and 24 subthemes were created at the end of the analysis process. As mentioned in the data analysis section, the themes were created by considering the related studies in the literature, especially the studies from which the interview questions were adopted.(Kourieos & Evripidou, 2013; Shishavan & Sadeghi, 2009). The themes that were formed by analyzing the data gathered in the qualitative part of the study contributed to enriching and comprehending the quantitative data. Intercoder reliability was provided by the expert opinions and the codes the researchers have come up with in the studies by Kourieos and Evripidou (2013) and Shishavan and Sadeghi (2009). As sequential explanatory mixed methods were adopted in the current study, the aim of the qualitative data was to explore and interpret the quantitative data. Therefore, the themes in the qualitative data will be helpful to understand the detailed perceptions of EFL instructors and students related

to the characteristics that were revealed in the quantitative part of the study. Table 20 shows the themes and subthemes in relation to the research questions.

Table 20. Themes and Subthemes in relation to the Research Questions

<i>Research questions</i>	<i>Themes</i>	<i>Subthemes</i>
RQ1 & RQ2 & RQ3	Personal Characteristics (EFL instructors)	Being patient Being respectful for diversities Being organized and disciplined Having a sense of humor Being sociable Being creative Being open to lifelong learning Admitting when you don't know Being native or nonnative
	Personal Characteristics (EFL students)	Being patient Not being contemptuous Being energetic Being devoted to the profession Having a sense of humor Not being too disciplined Being native or nonnative
	English Language Competency	Knowledge of subject matter Accent
	Pedagogical Knowledge	Planning Adapting & Conducting
	Rapport between the EFL instructor and students	
	Classroom Management	
RQ4	Recent changes in the characteristics of an EFL instructor	Method based changes Technology-related changes Change in the instructor roles Covid-19 related changes

Themes and subthemes will be explained in detail with the contribution of the direct quotes of the participants and the researcher’s own interpretation. Although EFL instructors and students agreed on the necessary of the same characteristics as seen in the quantitative part, there are differences between their perceptions regarding the sub-themes of the characteristics. Perceptions of both groups regarding the characteristics of an effective EFL instructor will be explained separately in detailed in the following parts.

4.2.1 Personal Characteristics of an Effective English Language Instructor

The semi structured interviews which included 11 EFL instructors and 15 students showed that the personal characteristics of an EFL instructor are very crucial to call an EFL instructor as an effective one. Most EFL instructors and students expressed that the personal characteristics of an EFL instructor determine the success of the language learning process. It was also agreed by most of the EFL instructors and students that there is a significant correlation between the motivation of the students for learning English and the personal characteristics of the EFL instructor. Table 21 shows the perceptions of EFL instructors and students regarding the personal characteristics of an effective instructor. The perceptions of EFL instructors and students regarding the required personal characteristics of an effective EFL instructor will be explained below separately.

Table 21. Perceptions of EFL instructors and students regarding the personal characteristics of an effective EFL instructor

EFL Instructors	Students
<ul style="list-style-type: none"> • Being patient • Being respectful for diversities • Being organized and disciplined • Having a sense of humor • Being sociable • Being creative • Being open to lifelong learning • Admitting when you don’t know • Being native or nonnative 	<ul style="list-style-type: none"> • Being patient • Not being contemptuous • Being energetic • Being devoted to the profession • Having a sense of humor • Not being too disciplined • Being native or nonnative

4.2.1.1 Perceptions of Instructors about the Personal Characteristics of an Effective EFL Instructor

The analysis of the data gathered from the EFL instructors revealed that personal characteristics an EFL instructor such as being patient, respectful for diversities, organized and disciplined, having a sense of humor, being sociable, creative, open to lifelong learning, admitting when you don't know, and being native or not are crucial for teaching. All the instructors mentioned that one should have some personal characteristics to be an effective language instructor. Learning a new language is a challenging process for students as it opens a door to an unknown world. Therefore, many students start learning the language with negative prejudice. Hence, being a language instructor is a very demanding job and it necessitates some specific personal characteristics to handle the difficulties. One of the EFL instructors stated that:

(...) because there are lots of obstacles in front of us and we have to overcome all of them one by one, and if you do not have the necessary personal characteristics to become an EFL instructor, you cannot cope with them easily, so having the required personal characteristics is my number one to determine an effective EFL instructor. (Melih, 32, EFL instructor, state university)

Most of the EFL instructors (n=10) reported that personal characteristics is the most significant issue to consider to be an effective EFL instructor. When an EFL instructor has the right personal characteristics, the other requirements to be an effective instructor generally follow. The detailed explanation of the expected personal characteristics of an effective EFL instructor will be presented below.

4.2.1.1.1. Being patient

The most common characteristic that was reported by the EFL instructors was being patient. The more the EFL instructor is patient, the more he/she creates chances for students to learn the language. Learning a new language can be very difficult and confusing for some students. Therefore, they can find it challenging to comprehend the topics and the structures that encounter in the learning process. Moreover, some students may feel anxious when they are supposed to produce in English. Also, some

of the students may not get benefit from a specific teaching style. They come to the classroom with a variety of learning styles. Therefore, an effective EFL instructor should be patient and understanding to be able to overcome these demanding situations. Two of the EFL instructors stated:

(...) I mean, if an EFL instructor's personality trait is very impatient, with such impatience, I will tell him "don't be an instructor", because language is not a thing to learn by saying once. There is no such thing, none of us learns that way. Some instructors say "I said it five times, you should have learned it." Is there a rule that present perfect tense is learned when the instructor says it five times? You should stop and think. Should I be an instructor? (Derya, 51, EFL instructor, state university)

For example, the student still makes mistakes about what you explained 2 minutes ago. It shouldn't be a problem for the instructor. English is like an unknown world. A person does not speak wrong or doesn't make mistakes intentionally. In other words, that student is not trying to force himself not to understand the topic. Making those mistakes actually shows that the student is on the way of learning. So be patient. (Emel, 46, EFL instructor, foundation university)

Some EFL instructors (n=8) suggested that every EFL instructor had better be patient when it comes to teaching a language regardless of the students' levels or ages on the ground that each age group requires distinctive progress in which the instructors should be patient. One of the EFL instructors mentioned that:

It may be a bit of a cliché, but first of all, I think we should be patient because it has a huge impact. Especially when our target audience is young learners, patience is needed a lot, but of course, if they are young adults, we should still be patient. I think it makes learning effective. (Ayda, 29, EFL instructor, foundation university)

4.2.1.1.2. Being Respectful for Diversities

One of the common personal characteristics that are agreed by the EFL instructors was being respectful for diversities. As English is a Lingua Franca of today, it is spoken globally in many countries. Many people with different backgrounds, different nationalities and cultures speak English. Therefore, according to the participants, it is crucial that an effective EFL instructor should accept the diversities

and respect them. It also helps instructor to accept the diversities in the classroom and it builds a great chance to utilize English as a tool of connecting with these students. Two of the participants mentioned that:

Maybe Syrian students come to your class. English can be used as a tool. Unfortunately, I've heard that they are discriminated, because they come from another country and they can't speak. I guess there is a cultural difference with each other, although they seem close. But an EFL instructor can use English to reach a very beautiful thing here, it can be a purpose to use it in a real sense and it can be a tool. (Derya, 51, EFL instructor, state university)

Because learning English means understanding various people from another cultures. This is something unique to us, I mean, to EFL instructors. We can use English to build a bridge with different people and it helps us tolerate the students coming from different parts of Turkey. How can a math instructor use it as a bridge? I think it's unique to us. (Asya, 29, EFL instructor, foundation university)

4.2.1.1.3. Being Organized and Disciplined

Another common view amongst the participants was that an effective EFL instructor ought to be disciplined and organized. When the instructors are disciplined, the students come to class with more preparation; hence, they become more ready to learn. In addition, according to some of the instructors, the students get detached from the learning atmosphere and they do not give importance to the lessons when the EFL instructor is flexible. However, some participants (n=6) reported that they observed an increase in the motivation of the students and improvement in their language levels. The instructors also mentioned that when they are strict about some issues like checking the homework regularly, collecting money when the students speak in Turkish, not showing empathy when the students come to class late fosters the learning process. The participants believe that when they are disciplined, students feel like the instructor gives importance to the lessons. Therefore, according to the instructors, the students start to care about the lessons more. Two of the participants mentioned:

In one of my skill classes, I checked the writing assignments on the due date and gave a stern speech to those who didn't. Although we did not have such a system, I just wrote down the names of those who did not. I wasn't going to do anything with the list. After that day, I saw that they all started doing their homework and they took it very seriously and their writing has improved a lot. The students in my more disciplined class improved more than the other class. (Jülide, 32, EFL instructor, state university)

(...) in the first place, of course, the instructor should be very disciplined. Of course, I'm not talking about a psychopathic degree. You know, there are certain rules, if he applies those rules in a disciplined way, the student really understands the value of this and sees that the instructor strives for them, I think it is very good for an effective learning environment. (Ayda, 29, instructor, foundation university)

In addition, some opinions were expressed about being organized by the instructors. Some participants (n=5) indicated that an EFL instructor should be planned, well organized and consistent throughout the academic year. It is generally appreciated by the students that the instructor maintains the same order throughout the year. One of the participants reported:

If the instructor says "I want this like this, I want that like this" at the beginning of the year or the beginning of the term and if he behaves differently to a student or he changes some applications because he is angry that week, it does not fit the sense of justice in the student or that sense of discipline. (Tülin, 31, instructor, foundation university)

4.2.1.1.4. Humor

Some of the participants (n=6) agreed that humor is a necessary characteristic to be an effective EFL instructor. It was reported that integrating humor into the language lessons makes the learning environment more fun for the students. Participants also mentioned that learning a totally new language after some age makes most of the students feel anxious and nervous. Hence, it might be beneficial to add some humor into the lessons to break the negative and tense atmosphere in the class. Moreover, according to some participants, integrating humor into the lessons at appropriate times helps students to get away from the lessons for a few minutes and turn back in a more focused way. Besides, humor is useful in terms of its contributions to the connection between the instructor and students. Hence, it is agreed by the

participants that, an effective EFL instructor should have a good sense of humor.

Two of the participants said:

(...) if it is a lesson in which students get bored easily, like English, humor is a bit more necessary than the other branches because some things are remembered through these funny moments. For example, there's a topic or a vocabulary item and you make a joke about it or you give a very funny example about that and students laugh a lot and they remember that joke later and they directly remember the vocabulary item. (Melih, 32, EFL instructor, state university)

For example, I am a joker. I love to make jokes in class and I have seen many times that it improves the bond between me and my students. In the first years of my teaching, I avoided making jokes for the fear of losing authority, but I saw it was the opposite. (Emel 46, EFL instructor, foundation university)

4.2.1.1.5. Being Sociable

Being social was another necessary characteristic that was stated by EFL instructors (n=5) during the interview. According to some of the instructors, an effective EFL instructor should be sociable and open to interaction with the students. As language itself is built to communicate with other people, EFL instructors should be connecting with the people around them. He/she needs to talk a lot and share many things not only with his/her students and also with his/her friends. Two of the participants mentioned:

I think an effective EFL instructor should be someone with high personal skills. So, I don't think the people who are introverts or some people who have social phobias can be good English instructors. (Emir, 27, EFL instructor, state university)

When I was studying in the university, there was a boy at the same class, he didn't talk to anyone and he did not have any friends. He was really unsociable. I wondered how he would be an EFL instructor when he graduated. I believe, certainly, an EFL instructor needs to be sociable. (Zeynep, 28, EFL instructor, foundation university)

Some EFL instructors (n=8) believed that students generally tend to see and believe the EFL instructors as sociable and energetic people. This belief stems from the relation between the language and the people who speak that language. The students

often have an image in their heads of an ideal EFL instructor and this EFL instructor is often sociable like the people they see in the movies they watch. The students generally reflect these common beliefs about the personal traits of the native speakers of English. One of the participants said:

(...) because students watch movies in English and they think that English people are always fun and dynamic and they like to hang out and do many activities with their friends outside all the time. The students, somehow, believe that we are just like these people in the movies in our private lives, really sociable, and they aspire it. (Tülin, 31, EFL instructor, foundation university)

4.2.1.1.6. Being creative

Creativity was another important characteristic that EFL instructors mentioned. Participants believed that an effective EFL instructor should be very creative and imaginative since teaching the language necessitates building and adapting materials for different types of students, coming up with interesting ideas and ways to teach, turning the classroom into an interesting atmosphere, and making the lessons attractive. One of the participants reported:

(...)I mean, an EFL instructor should be creative, I think creativity is very important. Sometimes, when I don't have time, I go to the class unprepared; but when I feel that the students start to get bored, I directly come up with an idea and change the activity into another one. I do it even though I have not got prepared for the lesson beforehand. It's just because of my creative personality and it helps a lot. (Emir, 27, EFL instructor, state university)

It was also agreed by some of the participants that an EFL instructor has to be creative because of the expectations. These expectations generally come from the administrators of the institutions where they work. Some participants commented that EFL instructors are supposed to work harder when compared to the instructors of other departments. It is expected from EFL instructors to diversify their teaching, to find plenty of materials and to make the students have fun during the lessons. According to some of the participants, instructors of other subjects are not supposed to make that much effort. Hence, EFL instructors feel like they have to be more creative to fulfill the expectations. One of the participants reported:

I have instructor friends from other fields, for example, I have a friend who is a mathematics instructor. He does not work as hard as EFL instructors. For example, I think they don't try to create as many things as we do in terms of materials and testing. Maybe, it's because we are trained that way. Or maybe, when something happens, EFL instructor is usually the most criticized person and administrators force us to do lots of things. (Zeynep, 28, EFL instructor, foundation university)

4.2.1.1.7 Life-long learning

Another recurrent theme in the interviews was being open to improvements and continuing to learn throughout life. English is a living language and it alters day by day. In addition, the students' profiles change as time passes. In the meantime, the methods, techniques and strategies that are used for language teaching show differences as time goes on. Therefore, most participants suggested that an EFL instructor should keep himself informed on the latest trends. S/he should utilize every opportunity to develop himself by taking part in seminars, conferences, etc. Hence, one should have a characteristic that is open for improvement and that loves learning.

In my own life, I am curious and eager to learn. I have seen a lot of benefits of this in my teaching career because English is constantly changing, language rules are changing. Sometimes, I say 'don't use this structure like this, it would be wrong if you use it', however, that usage becomes usable next year. That's why it's very important to constantly follow and try to learn. (Derya, 51, instructor, state university)

Another issue that was mentioned by the EFL instructors about lifelong learning was that it facilitates for EFL instructors to empathize with the students. When they learn something new, they walk the same paths as their students do, they may face the same challenges or difficulties in the learning process. Hence, they can have a chance to understand their students' fears, anxieties and attitudes. Two of the participant stated:

My first priority is that an EFL instructor should a student herself. If a instructor is also a student, if he/she is trying to learn a new thing, he will learn what will attract the students' attention, what will work better for a student. (Emel, 46, EFL instructor, foundation university)

(...) that's why I always tried to find something new for myself as much as I could. For example, I try to learn a new language. I tried to learn a new hobby. If something works for me, I just try it with my students in the class. I try to understand the psychology of the student, so my first priority is that the instructor himself should be a student. (Ogün, 41, EFL instructor, state university)

4.2.1.1.8. Admitting that you don't know

Another important personal characteristic of an effective EFL instructor was that he/she should admit that he/she does not know when he/she encounters a structure or a vocabulary item that s/he does not know. English has a variety of structures and words; even native speakers of that language can experience situations in which they do not have adequate knowledge to comprehend the meaning of a word. In addition, English is not our mother tongue, which increases the possibility of chances to come across an unknown structure in that language. One participant mentioned:

I do not own the language. It's not my mother tongue, I should be able to say "I don't know it, but I can explain it to you after I check it". I always say "I have no idea about this, let me research it, let's open it and see it together." (Emel, 46, EFL instructor, foundation university)

Some participants also reported that they can easily access the information due to technology. Hence, when an EFL instructor experiences a situation in which he/she has difficulty with a structure or a word during the lessons, s/he is able to find out the correct information in a second. One of the participants reported:

In the past, there was no internet in the classrooms. I just had to go and have a look myself and then come back and say it. Now, we can access information immediately. After learning it myself, I always say thank you to my students because I learned something new thanks to them. (Derya, 51, EFL instructor, state university)

However, some of the participants mentioned that an effective EFL instructor should have an acceptable balance while showing that he/she does not know something related to the English language. If the frequency of saying "I do not know" increases, it may cause the students to doubt the language competency of the instructor.

(...)But the frequency of this is also very important. In other words, if we research and learn lots of things in the class in front of the students, then the student will not have a feeling that this is my instructor, she knows the language very well, I can benefit from it. (Tülin, 31, EFL instructor, foundation university)

Moreover, some participants indicated that giving chances to students to correct the instructors' mistakes and to give feedback to the instructor may build a sense of respect; it shows that the instructor sees each student as an individual from whom he/she can learn many things, too. One EFL instructor mentioned:

One thing is very important, for example, our students are like us. They may have much more information about what we don't know. They know lots of things, so we should make them correct us when we make mistakes. It shows that we respect their opinions and their participation in the lesson. (Jülide, 32, EFL instructor, state university)

Furthermore, some participants mentioned that the students are exposed to English more than past because of technology, video games, songs, or movies. Therefore, they are unintentionally familiar with some structures or the way a word is pronounced. Even if they do not know, they can check the information that their instructors share with them easily by using their smartphones during the lessons. If the instructor does not put their egos aside and continues to make mistakes while claiming s/he knows the best, the students can feel it and prove that the instructor is wrong after checking on the internet. This results in having a sense that the instructor does not know the language very well. One of the participants mentioned that:

I mean, we attend so much training but we mispronounce a word, I mean, because I may not know it, but I'm looking at how it is pronounced. We should not make the same mistake persistently. Then, the students may have a perception that this instructor does not know English, it does not matter how many books he/she has written on teaching English. (Asya, 29, EFL instructor, foundation university)

4.2.1.1.9 Being native or non-native

The effect of EFL instructor's being native or non-native of EFL was another theme that creates conflicts between the EFL instructors and the EFL students.

The language that the EFL instructors try to teach is English and it is not our mother tongue; we are not the native speakers of English. Hence, teaching a language that we do not own is a highly debated topic in ELT area. There are some conflicting opinions about who teaches English more effectively. Some people think that native speakers of the language are better to teach English since they know the language and structures better. In addition to that, they are more familiar with the usages of some specific structures and vocabulary items in different contexts. On the contrary, some people think that having proper pedagogical skills is enough to teach the language even if it is not your mother tongue. The data collected by the instructors revealed that EFL instructor's being native or not is not a determining factor to be an effective EFL instructor. According to most of the participants, if an instructor is knowledgeable about how to teach English, being native or not does not matter. Native speakers are not necessarily better English instructors. What counts in the classroom setting is the ability to manage the class, employ various techniques, keep the students involved and, of course, be a good model for the students. Being the native speaker of a language is useless if an instructor does not know how to transfer the knowledge to the students. One participant mentioned that:

I think it's ridiculous that someone with a different major abroad can do the same job with us just because he knows English. Even though I am Turkish and know Turkish at the moment, I would feel uncomfortable if I had to go and teach Turkish language. (Emir, 27, EFL instructor, state university)

Having the same nationality with the students can be more advantageous while teaching English. Some instructors indicated that sharing the same nationality with the students can be a good example for students. It will be an opportunity to see that their instructors walked the same path and experienced the same journey with them because the instructor is perfectly competent in English even if he/she is Turkish. Therefore, the students believe that they can also do the same thing. Therefore, it raises their confidence while learning English. In addition to that, when the EFL instructor is Turkish, s/he may predict the structures that the students may have

difficulty with while learning English. As a native speaker of Turkish, the instructor can guess the parts that are challenging for the students, which makes him/her better shape the learning tools and strategies. One of the participants mentioned that:

I am Turkish and I learn English as a foreign language. I had also some challenges while learning it. For example, present perfect tense was really confusing for me because I could not find the exact Turkish correspondence of it. Now that I am an EFL instructor, I know that present perfect tense will be difficult for my students since they are also Turkish learners of English. So, I arrange my lessons knowing it. An American instructor could not have understood it. (Emel, 46, EFL instructor, foundation university)

Being Turkish also contributes to the bond between the instructors and the students. As they have the same origin, they have many experiences in common to share with each other. Speaking the same language and sharing the same culture strengthens the connection between them. One participant mentioned that:

For example, we have a foreign colleague instructor, but our students think that the lessons are always ineffective because they cannot get along with our foreign instructor. There is a cultural difference. He has a lot of difficulties in communicating with the students. Since they could not share anything outside of the lesson, they could not establish a bond with the instructor. They were praying for the lesson to end. (Tülin, 32, EFL instructor, foundation university)

Some of the participants believe that when the students start to learn English, their first instructors should be Turkish to be able to lay a strong foundation. A Turkish instructor should introduce the basics of English to the students. After they reach a specific degree in the language, the students can proceed with a native speaker of English to improve their language skills. For instance, the students may have speaking classes with a native speaker of English.

4.2.1.2 Perceptions of Students about the Personal Characteristics of an Effective EFL Instructor

The data gathered from the EFL learners revealed that personal characteristics of an EFL instructor are important to be able to create an effective learning atmosphere. Most of the students mentioned that they get more motivated for learning when the EFL instructors possess the characteristics that are appropriate for being a language instructor. The perceptions of students regarding the required personal characteristics of an effective EFL instructor will be presented with the help of the excerpts. Some students mentioned:

I think, first of all, we have been entering a very different world, which does not possess our mother tongue, when we first started learning English. When we start learning English and it is very new for us, the first thing that will come to my mind is that this adventure may not be very easy for everyone. That's why I think the first thing that comes to my mind is that the English instructor should possess positive personal characteristics. (Hande, 21, student, foundation university)

I think personal characteristics of an EFL instructor is really important for students, because I don't know, English seems like a very different thing which has different rules and different culture to me and I think it is absolutely necessary for an EFL instructor to have personal characteristics that will attract the students' motivation and facilitate the learning. In addition, I believe, an EFL instructor should possess more different and more positive personal characteristics from the instructors of other subjects. (Deniz, 20, student, state university)

The specific personal characteristics that students expect from an effective EFL instructor will be explained below.

4.2.1.2.1 Being patient

The most recurrent theme that is obtained from the data collected by the language learners during the interviews was EFL instructor's being patient. Most students mentioned that the most important characteristic for an EFL instructor to call him/her effective was being patient. According to the students, it is a natural thing to get panicked and anxious and makes lots of mistakes while learning a language on the ground that it is a totally different and confusing process for them. The students are

generally biased when learning a new language. They experience a variety of challenges while they try to learn a new language, especially after a certain age. Therefore, it is crucial not to decrease their motivations, to wound their confidence by getting angry quickly. Therefore, they expect the EFL instructors to be patient. Two students reported:

So, I don't think EFL instructors should be impatient because this is not a short process that, we are learning a new language after all. Also, of course, no one stays silent for 45 minutes during a lesson. Of course our focus can get distracted sometimes and we start not to listen or talk to a friend. But our instructors immediately start yelling and folding to us even if it is a silly thing. I don't think that a patient instructor would do that. (Beril,22, student, foundation university)

Most of us have actually been learning English since primary school, but, how can I say? It is not effective because most of us are afraid of the reaction of the instructor. Language instructors should be patient so we can believe that even if I make a mistake, he/she will correct your mistake in a nice way. (Suzan, 19, student, foundation university)

Some students stated that EFL instructors' being patient does not have much influence on teaching the language. However, it affects the bond and connection between the instructor and the student. Therefore, it decreases the motivation of students to get more information about the other components of language learning. One of the students mentioned:

If the instructor is not patient and understanding, I take what I need to take, what I need to learn, for example, I learn one thing that will come out in the exam. Afterwards, if he teaches something about that culture or a daily usage of a structure or something related to the lifestyle of American people, I don't listen to her, I talk to my friend or do something else. (Nilay, 19, student, state university)

4.2.1.2.2. Not being Contemptuous

One unanticipated finding was that the EFL instructor should not humiliate the students. This was a personal characteristic that was not mentioned by the EFL instructors during the interviews. Most of the students reported that some of their language instructors humiliate the students when they do not know or remember the correct answer or when they cannot proceed in learning. Some of the instructors even insult the students when they cannot get the expected answers. According to the participants, it is one of the most alienating things for students while learning a language. The participants mentioned that they already come to class with plenty of worries about learning a new language, and when they face a derogatory attitude from the instructor, they directly close themselves to learning. Two participants mentioned:

I don't like instructors who have a condescending attitude towards the students. This, of course, affects the classroom environment a lot. At least, such instructors should be able to hide that characteristic feature towards the student. (Çınar, 19, student, state university)

When one of our EFL instructors teaches a subject 2 weeks ago and the student does not know or remember the subject, because he/she did not study, the instructor says ‘‘Why didn’t you study? You are such a person, you don’t have enough capability. If you do not study, you can only do this much’’. I hate that kind of attitudes. (Beril, 22, student, foundation)

The students also mentioned that EFL instructors should pay extra attention not to cause the students to lose their confidence by humiliating them since learning a language necessitates performing and producing. Therefore, the students need to feel confident and willing to produce or attempt to proceed. If the EFL instructor ignores this situation and continues to look down on students, they lose their motivation for learning the language. One participant reported that:

The instructor's being condescending makes me very cold from the lesson, that is, in English, which is a language based on speech, and sometimes we can't speak, we can't pronounce it. Then, the instructor reacts with such a harsh language or in a more humiliating way. It makes me very alienated. (Nilay, 19, student, state)

Some students also indicated that they feel shy since they think their classmates will make fun of them when they make a mistake while speaking in English during the lessons. While they feel uncomfortable about their friends' opinions, they search for support from the instructor. However, the instructor also performs pejorative attitudes toward the students. This leads to a great sense of failure in students.

I think an EFL instructor should not have a sarcastic attitude, because as I mentioned at the beginning, we learn a new language and we hesitate a lot. Our classmates are already ruthless to each other; they are constantly waiting for someone to make a mistake to make of him. If the instructor exhibits the same attitude, I think the students will be lost. (Övünç, 19, student, state university)

4.2.1.2.3. Being energetic

The other iterant personal characteristic that was stated by the students was instructors' being energetic. This was another personal characteristics that the EFL instructors did not mention. Surprisingly, some differences related to this characteristic were observed. Some participants mentioned that an EFL instructor ought to be dynamic and energetic since the nature of the English language necessitates that. They believe that focusing their concentration on English, which is a completely unfamiliar language for them, throughout the lesson is a challenging thing. Therefore, the instructor should be energetic to keep the classroom dynamic. One student mentioned that:

Other than that, I think the EFL instructor should not have low energy. You know, the tone of the instructor's voice should be a little higher so that he/she could gather the focus and dominance of the classroom. Some instructors behaves like they do not want to come to class, they do not want to teach English to us; they have low energy. If he/she behaves like he/she does not want to teach, then I don't want to learn English, either. (Beste, 18, student, foundation university)

On the other hand, nearly half of the students stated that they get really uncomfortable when the instructor is too energetic. They say that they get disturbed by the excessive behaviors of the instructors. Moreover, they get tired of the tone of the instructor's voice. Some of the participants indicated that the high tone of voice of some instructors causes headaches in students. One participant mentioned:

I think it is not necessary at all for the prep school age group. When the instructor moves too much, it distracts me. He is constantly moving, constantly shouting... We are not children. We are aware that we need to learn the language. It's ridiculous that the instructor is constantly making extreme moves to entertain us. (Melisa, 19, student, foundation university)

4.2.1.2.4. Being devoted

Another recurrent personal characteristic that was reported by the students was that EFL instructors' being devoted to their professions. According to the students, an EFL instructor should love his/her job and be willing to teach in and outside of the class. One student indicated that:

I can't endure it when EFL instructors are obviously unhappy while doing his/her job, while teaching. It is exciting for me when it is clear that the instructor is happy because he/she has taught people something and enjoyed teaching, I get more efficiency from those lessons (Nihat, 18, student, foundation university)

Furthermore, some participants stated that the English language is not limited to classrooms. They feel a need for continuing to learn English outside of the class. Hence, they think that the instructor should be available and willing to teach English outside the class. When the EFL instructors are devoted to their jobs, they always welcome the students whenever they come for help. One of the students reported that:

Once, we were going to take the writing exam in the second semester. Since I was not in that class, I did not know that type of paragraph. I remember, five minutes before the exam, I ran to one of my EFL instructors and said, "What am I going to do, instructor?" My instructor had summarized the that type of paragraph very well in five minutes and I got 18 or 19 out of 20 in that writing exam. The fact that I understood it so well in such a short time gave me self-confidence in writing after that day. (Deniz, 20, student, state university)

4.2.1.2.5. Having a Sense of Humor

EFL instructors' having a sense of humor was another contradiction among the students. While some students agree that an EFL instructor should be funny and make use of humor in teaching English, others stated that it is not necessary and even not suitable for learning a language.

One participant stated that:

I think an EFL instructor should have some sense of humor because at some points, the language can be very boring, but if humor gets involved, you can have a recovery there again. And it keeps you back to the lesson. (Suzan, 19, student, foundation university)

On the other hand, many participants indicated that humor is not required and effective in language classes. They believe when the instructor makes jokes in English, they do not understand it and they do not know how to react it. Furthermore, some jokes may be inappropriate and not suitable for each student in the class. One participant mentioned that:

I think there is no correlation between our learning English and the English instructor's being funny. There is no need for the instructor to make us laugh. I can't understand when the instructor is joking in English anyway. Should I laugh, should I shut up, what should I do? Some of classmates understand and laugh. I feel even worse. (Nihat, 18, student, foundation university)

4.2.1.2.6. Not being too disciplined

Discipline was another characteristic that was mentioned by the students. Surprisingly, most of the students disagree that an EFL instructor should be disciplined. The students are annoyed by the disciplined behaviors of the EFL instructors. They think that a language is learned in a relaxing atmosphere, without pressure. They feel more comfortable and ready to learn when the EFL instructor is more flexible. Moreover, the students perceive the phenomenon of discipline as something that the instructors or principals at elementary or primary schools utilize to control the students. Nevertheless, the students at the university degree do not need an outer discipline to control their own learning process. They are capable of taking the lead of their learning, which makes them more autonomous. Two of the participants mentioned:

What is the need for an English instructor to be disciplined? Some instructors are suffocating us. They try to control everything, they give homework all the time, they get angry even if I'm two minutes late for the lesson, they go crazy when they don't do their homework. Of course he's doing this for my own good. But this is ridiculous and unnecessary. (Övünç, 19, student, state university)

If I want to learn, I will learn. If I don't want to learn, I won't learn. How old are we people? Harsh actions, tough attitudes, a tough character... Just to seem like a disciplined instructor. Seems very cheesy to me. (Çınar, 20, student, state university)

4.2.1.2.7 Being native or non-native

The data collected from the students conflicted with the opinions of the instructors regarding being native or non-native. While the instructors think that EFL instructor's being native or not is not an important factor for effective language teaching, the students stated that the EFL instructor's being native does matter. An American or a British instructor would be a more effective EFL instructor than a Turkish instructor since they own the language. They know the daily and informal language. Also, the meaning of a word may alter when the context changes. The native speakers are knowledgeable about these issues since they speak English since they were born. In addition to that, the students indicated that the native speakers do not care about the mistakes or wrong usages in daily language. They do not stay obedient to the grammar rules strictly. Therefore, an American or British instructor may be more understanding about the students' mistakes. According to the students, Turkish instructors are obsessed with using the English grammar properly; when the students make a little mistake, they directly correct the students. This situation decreases the students' confidence and motivation. One student mentioned that:

Even the British don't pay that much attention to grammar when speaking English. I always see that English is spoken in a broken and erroneous way in the TV series I watch, the movies I listen to, or the songs I listen to. It's ridiculous that Turkish instructors stop and correct me when I say "she go" instead of "she goes" while trying to explain something. That's why if we had an American English instructor, we would speak English more comfortably. (Serdar, 27, student, foundation university)

The students tend to switch to Turkish when they cannot express something in English. Knowing that the instructor is Turkish, they always start explaining something in Turkish or they say the Turkish correspondence of a word directly. Therefore, if the instructor does not share the same the nationalities with the students, they will force themselves to speak in English because the instructor will not understand them otherwise. Hence, being a Turkish EFL instructor is a disadvantageous thing to teach English effectively.

4.2.2 Language Competency of an Effective EFL instructor

Another common view related to the characteristics of an effective EFL instructor was about the language competency. Divergent and conflicting opinions between the EFL instructors and students emerged in the analysis of the data collected in the interviews. While most of the EFL instructors believe that an EFL instructor does not need to be perfectly proficient in the language in terms of vocabulary competency, grammar skills, accent, etc., the students think that it is vital for EFL instructors to be fully proficient in the language skills and to have a native-like accent. Table 22 shows the perceptions of EFL instructors and students regarding the language competency of an effective EFL instructor. The opinions of both EFL instructors and students will be shown separately below.

Table 22. Perceptions of EFL instructors and students regarding the language competency of an effective EFL instructor

EFL Instructors	Students
<ul style="list-style-type: none"> • Impossible and unnecessary to be like a native speaker • Suitable for target learner audience • Decrease in language proficiency levels • Intelligible accent 	<ul style="list-style-type: none"> • Native-like proficiency • Native-like accent

4.2.2.1 Language Competency of an Effective EFL Instructor from the perceptions of Instructors

Almost all of the EFL instructors indicated that they are not native speakers of English and that it is impossible to know each detail of the language. In addition to that, they mentioned that it is unattainable to have a native-like accent. They stated that they do not know each detail and word in their mother tongue because it is impossible. Besides the impossibility of these skills, EFL instructors think that these skills are not a must to teach English effectively. According to the instructor participants, it is enough for EFL instructors to be competent in English skills and subskills in a degree that is enough to teach the target learner audience. The participants also mentioned that it is determined to which level we should teach English to our students, therefore, it would be adequate to have that much English proficiency. If a preparatory school program aims to take the students to B2 level English, then it would be enough for an EFL instructor to know B2 level English or a little more than that. Two participants mentioned that:

For example, the student asks a specific question. The English correspondence of a word related to engineering. In the first years of my teaching, I couldn't say "I don't know, let's see what it is". Because when I said "I don't know", I thought the students would say "How come is this woman an English instructor?, she doesn't even know English". But I definitely don't feel that way anymore cause yeah I don't have to know everything (Zeynep, 28, EFL instructor, foundation university)

We are not native speakers either. Of course, giving input to the student as accurately as possible, but we cannot know everything. I don't have to know every word asked, I'm not a walking dictionary after all. An EFL instructor does not need to be very good at English but he absolutely needs to be very good at teaching. As I said, I feel safe in the classroom if I can answer all my students' questions But, I think they will understand me if I don't know a vocabulary item which is rarely used. (Jülide, 32, EFL instructor, state university)

Some participants shared their concerns about a decrease in their English language competencies as their experience of teaching increased. Being exposed to students whose levels are quite low causes a decline in instructors' language levels.

Moreover, some EFL instructors stated that their level of competency in English has decreased since the year when they graduated from university. They mentioned that they used to read plenty of academic articles and studies when they were students at university. However, they had to quit it as they could not spare some time for it due to the fact they spend most of their time at work.

Opinions about the accent were also shared by the EFL instructors. As mentioned above, most of the instructors do not believe that they can have a native-like accent. They do not believe that they should, either. They generally agreed that pronouncing the words in a comprehensible way is more significant than having a native-like accent. They indicated that the primary aim of learning a language is to communicate effectively, therefore, EFL instructors must know the correct pronunciation of the words for the benefit of the students. In addition, in order to prevent fossilization, the EFL instructors ought to expose students to correct pronunciation of the words. In addition to that, the number of people who speaks English as a foreign language is more than the number of native speakers of English. There are many different accents of English around the world. When two people with different nationalities come together, such as a Japanese and an Italian, they do not need to have an American or British accent. It will be enough for them to understand each other while communicating. Hence, it was obvious from the collected data that the EFL instructors believe that it is unnecessary and impossible to be fully proficient in English. Two participants mentioned:

I speak English with a Turkish accent. The important thing is to be understandable. Also, my accent can improve in the future because I should say that being a instructor is like being on an adventure so you learn and change on the way and it's not just about the knowledge. Also, whose English or whose accent are we going to teach? There are many accents around the world. (Jülide, 32, EFL instructor, state university)

I like the British accent very much and I have been trying to speak with a British accent since I was a student. But when my students' level is so low, I feel like they don't understand me. I stop speaking with an accent. It's like they understand better that way. (Zeynep, 28, EFL instructor, foundation university)

4.2.2.2 Language Competency of an Effective EFL Instructor from the perceptions of Students

Surprisingly, the data collected from the students revealed that they find it quite important for an EFL instructor to be perfectly proficient in all of the English language skills. The students mentioned that the more knowledgeable the instructor in English skills, the more effectively the students learn. The students also feel that when the EFL instructors are fully competent in English, they trust the instructor more. Unlike the instructors, the students think that EFL instructors should give importance to their profession and they should know almost everything about the language. When the instructor shows that he/she has great control over the language skills, the students get impressed and more motivated for learning English. One of the students mentioned:

I may be wrong but I think that I pay more attention to the instructor when I believe she is good at English including every single aspect – good grammar, good pronunciation, good listening, I mean an EFL instructor needs to be good at English if she wants to be an effective instructor. Otherwise, I get afraid of getting wrong information from her. (Helen, 19, student, state university)

The comments the students made related to the accents of the EFL instructors were also contrary to instructors' beliefs about this issue. Almost every student stated that EFL instructors should have a native-like accent. The EFL instructor is the authority and he/she is the person who knows English the best in the class. Therefore, the students perceive the EFL instructor as a role model for themselves. They are generally exposed to the way the instructor speaks English. They indicated that they always try to imitate the instructor while speaking. Hence, the instructor's accent and speaking style have a vital role in the student's speaking style. Therefore, according to the students, an effective EFL instructor should have a specific native-like accent.

Two students mentioned:

(...) so, he must have a certain accent. For example, an American accent, or British accent... Sometimes when instructors speak English like they speak Turkish, we say "Is this instructor really speaking to us in English?", "Is he really an English language instructor?" (Hande, 21, student, foundation university)

I think accent is very important because, as I said, some instructors don't speak with an accent. While watching a series in English on the Internet, I don't understand anything because it has nothing to do with what I heard from our instructor. Also, it is more attractive when the instructors speak the way the owners of this language speak. It is not aesthetic when the instructor speak English with a Turkish accent. It is ridiculous. (Ela, 18, student, foundation university)

4.2.3 Pedagogical Knowledge of an English Language Instructor

A significant theme that was achieved by the data collected by both EFL instructors and students was the importance of pedagogical knowledge to be an effective EFL instructor. Being knowledgeable about how to teach the language according to the students' interests, levels, learning styles and various profiles was one of the priorities that was mentioned by the participants. In light of the data collected from the participants, it was obvious that an effective EFL instructor should have good command of planning the lessons, adapting the teaching methods and techniques accordingly, and in testing and evaluating the students. Table 23 shows the perceptions of instructors and students regarding the pedagogical knowledge of an effective EFL instructor. The subthemes related to the pedagogical knowledge of an EFL instructor will be given below separately.

Table 23. Perceptions of instructors and students regarding the pedagogical knowledge of an effective EFL instructor.

EFL Instructors	Students
<ul style="list-style-type: none"> • Approaching the students properly • Creating an effective learning environment • Making sudden changes when necessary • Adapting their teaching for various settings • Finding the most valid and efficient styles for the students 	<ul style="list-style-type: none"> • Being knowledgeable about how to teach the language • Taking the students' feelings, interests, learning styles etc. into account while teaching • Not everyone who knows how to speak English can be an effective EFL instructor

4.2.3.1 Required Pedagogical Knowledge of an Effective EFL Instructor from the perceptions of Instructors

Pedagogical knowledge is crucial for EFL to convey information to the students. Some EFL instructors believe that it is more important than being competent in the language. According to most of the participants, not every person who knows how to speak English can be an effective EFL instructor. Knowledge of pedagogy is essential for EFL instructors in terms of approaching the students properly, creating an effective learning environment, making sudden changes when necessary, adapting their teaching for various settings and finding the most valid and efficient styles for the students. According to most of the EFL instructors that took part in the interviews, someone who knows pedagogy knows the psychology of learning, how to approach students, at what level and what kind of behaviors they exhibit, and they become aware of that these behaviors are quite normal, and they know how to deal with them.

There is so much more to teaching than transferring information. You need to think about learner psychology, conditions for learning, which include conditions like the room temperature and learners' physical well-being, then you need to control the classroom, you also need to know what to teach first and what to leave for later stages. Hence, teaching English is not just teaching English. An effective EFL instructor should know the difference between the “what” of teaching, and the “how” of teaching. One EFL instructor reported:

That is, a person who knows the language or a person who knows any subject cannot teach effectively.. So pedagogical knowledge is definitely more important than being competent in the language. (Tülin, 31, EFL instructor, foundation university)

It is well known that classroom applications determine the efficacy of teaching. However, in order to get the highest efficacy from these applications, an effective EFL instructor needs to plan and design the lesson before he/she comes to the classroom. The importance of the planning stage was emphasized by most of the participants during the interviews. One participant mentioned:

I prepare separate materials and lesson plans for my 4 separate classes because the dynamics of each class are different. For example, one of my classes loves to lecture with songs or with videos; another class loves to learn the rules written on the board. First of all, we should plan our lessons by considering the general energy of the classes. (Ayda, 29, EFL instructor, foundation university)

It was also significant for EFL instructors to observe each and every student in the class before starting to plan the lesson. There might be some issues to avoid for some of the students. The EFL instructors integrate a topic to draw the attention of the students with only good intentions. Teaching a structure in a context related to real life or suitable for the students' interest is generally seen as an effective thing to keep the students' focus on the lesson. However, according to the participants, some students may have painful experiences about the topic that the instructor utilizes to warm up the students for the lessons. In that situation, the students may feel sad or get affected by the topic in a negative way. It affects not only their motivations but also the interaction between them and the instructor. Therefore, EFL instructors should know the students' sensibilities and consider the possible reactions they will give before integrating a topic into the lesson. Hence, the importance of the planning stage was indicated by some participants. One of the participants mentioned:

For example, 'what does your mother do?, what does your father do?' I have observed that questions like these can be extremely dangerous. For example, a student has just lost his mother. Here you go. The class suddenly turns cold. Or when a student says my mother doesn't work, she is a housewife, she can get a reaction from her friends. This can cause serious injuries. (Derya, 51, EFL instructor, state university)

Some EFL instructors believe that the lessons should be designed together with the students. Their opinions should be taken into account while planning a lesson. Some of the participants mentioned that even curriculum should be developed with the collaboration of the students. When the students feel included by contributing the planning and shaping the lessons, it fosters staying focused on the lessons. They feel responsible for the proceeding of the lesson. Another comment related to the significance of planning was that the EFL instructors should reflect on their teaching

after the lessons and they should never give up replanning and re-designing the lessons. One of the participants mentioned that:

I always go to my classes prepared. I have been working for my 23 years. For 23 years, I have never entered a class unprepared. Even though I have taught it before, something always comes to mind when I look at that lesson. I change the things that went wrong. Even if something went well, sometimes I change this because kids may get bored of it. (Derya, 51, EFL instructor, state university)

Another common view among the participants was related to the adapting. The EFL instructors believed that there is not a best way to teach English to everyone. Each student, each group and each level necessitate specific kinds of changes and alterations. EFL instructors must search for the most effective techniques and methods for their students by changing, adapting, omitting or adding a variety of things in the curriculum and in the ways of teaching. Almost every school and institution have got a pre-determined curriculum and a chosen coursebook to be used in the classroom. EFL instructors are aware of the fact that they have to follow the same curriculum and coursebooks since all the students will be tested and evaluated by exams and tests which are prepared by taking the curriculum and coursebooks into consideration. Nonetheless, the EFL instructors that participated in the interviews believe that they must make changes in the books by being loyal to the objectives. One of the participants mentioned that:

An instructor should know the objectives well. What am I supposed to teach today? If this objective is achieved, the instructor should be able to make any changes he wants. When you open the book and do whatever is in the book, except for one or two students, no one gets any benefits. (Emel, 46, EFL instructor, foundation university)

Adapting the lesson in the light of students' interests makes the students more attracted to the lessons. Therefore, some EFL instructors said that the students should feel that it was worth coming to class. One participant mentioned that:

I want my students to learn one thing – even one single thing – in my lesson. To achieve this, I always make use of something that comes up during the lesson, maybe the lyrics of a song, or maybe a picture in the book, I mean something outside the book. Something extra... So, I believe, in order to be

effective, you need to look for ways to draw your students' attention. (Ogün, 41, EFL instructor, state university)

It was a common belief among the EFL instructors that adapting is a must in English teaching. Nevertheless, some of the participants mentioned that an EFL instructor should not make changes just for the sake of adapting. Sometimes, the activities in the coursebook are sufficient and effective to teach or practice a subject. However, according to some participants' observations, some instructors change the activity in the book just because they want to seem like they are effective instructors, and to seem like they put a lot of effort, they work a lot and they come up with different materials and activities all the time. Some participants stated that if a part in the book is adequate to teach a subject, it does not need to be changed with another one. If the instructor wants to change it anyway, they should find more suitable ideas that can serve to another style of learning. One of the participants mentioned that:

When I was a student, there was a tutor at the internship. She took an activity from the book, for example, the ordering activity. The instructor took the ordering activity from the book and pasted it on the cardboards. He glued the cardboards together on the board. He asked students to stand up and order the sentences on the cardboard. The student was going to order those sentences in the book anyway. What's up now? What changed? (Emir, 27, EFL instructor, state university)

In light of the data collected by the instructors, it is obvious that an effective EFL instructor should always consider adapting, when necessary, to keep the students' attention in the lesson.

4.2.3.2 Required Pedagogical Knowledge of an Effective EFL Instructor from the Perceptions of Students

Another recurrent theme that was reached by the interviews of the students was the significance of the pedagogical knowledge of the instructors. According to their opinions, not every student has the aptitude for learning a language. While some students come to class with a consciousness of their desires and needs to learn English, others may not have such opinions or will to learn it. Therefore, the efficacy of these students in English and their motivation to learn depend on the instructor's

pedagogy knowledge. An effective EFL instructor should have a great knowledge of pedagogy to teach the language. For most students, being knowledgeable about the pedagogy is vital; being knowledgeable about how to teach the language is more important than being knowledgeable about the language itself. One of the students mentioned:

When I was in high school, I had an English instructor. He graduated from a brilliant university in Turkey, but he graduated from chemistry department. He became an English instructor because he knew English, but he did not know how to teach it. Yes, he spoke English very well, but I didn't understand anything and I couldn't learn anything. (Serdar, 27, student, foundation university)

An effective EFL instructor should observe each student and adapt the teaching materials and techniques accordingly. When the instructor takes the students' feelings, interests, learning styles etc. into account while teaching, the students learn better; their level of motivation increases; the efficacy of the lessons rises. If the EFL instructor does not consider how the students learn the best, the students lose their focus quickly and it also affects the rapport between the instructor and the students. One of the students mentioned:

(...) There were friends in the class who played different instruments such as guitar and violin. Our instructor knew that we were interested in music and instruments. That's why, for example, we read a reading piece about a strange instrument in English. It was very interesting. We had to read it to learn about the instrument. (Beste, 18, student, foundation university)

Another comment that was made by the students was that it can be easily understood whether a person is knowledgeable about how to teach English, which techniques to use, how to approach the student etc. The students stated that they can feel the difference between an EFL instructor who has pedagogically informed and an EFL instructor who does not. One student mentioned:

For example, I notice it when we study English with our friends. We have a friend in the class who is very good at English and always gets high grades in exams. We decided to study with him. We wanted him to teach us some grammar structures before the quiz, but we did not understand much. He knows English very well, he always gets high marks but he can't explain.

Because teaching English requires a lot of different features. (Ela, 18, student, foundation university)

There were some other comments from the students related to the pedagogical knowledge. Most of the students are aware of the fact that being an effective EFL instructor necessitates knowing how to teach and explain a topic in English. For many students, being an effective EFL instructor requires understanding the students' psychological situations. They agreed that being an EFL instructor is very challenging. They reported some of their experiences in teaching:

For example, sometimes my friends ask me to explain something. I explain it nicely. But he doesn't understand. How can you not understand? It's such an easy thing, there are two things you need to keep in mind, but he still can't do it. I was going to go crazy. I started laughing because I was too angry. Then, I started to understand how it was difficult to teach English. (Suzan, 19, student, foundation university)

Some students complained that some EFL instructors cover all the topics in a rush without stopping in order to keep up with the pacing. When the EFL instructors try to catch up with the pacing, their instructor talk time increases; sometimes they do not even let the students participate in the lesson. However, the students indicated that when they participate in the lesson, speak and produce something, they learn more effectively.

Of course we have a program. It is clear which day and which page we will process. We have six hours of classes on Wednesdays, for example.. Our longest day. We become very tired at the last hour. Our instructor comes and covers the parts that need to be covered. We say we are tired, but our instructor does not listen to us. Therefore, nobody understands anything from that lesson. Since no one understands anything, our instructor has to explain that subject again the next day in the first lesson in the morning. I think this is so silly. It's also very sad to see that you don't care about us. (Helen, 19, student, state university)

4.2.4 The Rapport Between the EFL Instructors and Students

Another recurrent theme related to the characteristics of an effective EFL instructor was the rapport between the EFL instructors and the students. Most EFL instructors and students think that the communicational aspects of teaching English are crucial. They believe that an effective EFL instructor should have a strong bond with the

students and that they should have common channels with students to teach effectively. However, there should be a balance while building a rapport with the students. Table 24 shows the perceptions of instructors and students regarding the rapport between the instructor and students. The opinions of both EFL instructors and students will be explained in detail separately below.

Table 24. Perceptions of instructors and students regarding the rapport between the instructor and students

EFL Instructors	Students
<ul style="list-style-type: none"> • Positive relationships • Balancing the connection • Being friendly; not being a friend • Trying to get to know the students contributes to instructors a lot in terms of shaping the lessons according to the students 	<ul style="list-style-type: none"> • Language is a communicative tool • English is learned by producing and participating in the lessons • Positive correlation between the connection that the instructor tries to have with students and the desire of the students to learn English • positive relationship is not necessary at preparatory school level

4.2.4.1 The EFL instructors’ perceptions of The Rapport Between the EFL Instructors and Students

It was a common belief among the instructors that forming positive relationships with the students contributes a lot to teaching English. An EFL instructor cannot be effective if s/he gives importance to the bond with their students. All the efforts will be useless if they do not try to have positive connections no matter how much they are competent in English and pedagogy. However, they stated the importance of the fact that balancing this connection. It can get to dangerous levels if the instructors cannot differentiate between being friendly and being a friend. One participant stated that “ an EFL instructor should give the student the sense that “I am your instructor, not your friend””. Participants mentioned some memories from their experiences about the connection between themselves and their students. One participant mentioned that:

In my first year, as I said, I had a lot of problems because I was too friendly so that there would not be such a hierarchical order. In my second year, I was incredibly strict in every class because I had problems of being too friendly in the previous year. In other words, I have never shared anything from my own life with students, I have never had casual conversations. I think that I can't get pleasure and efficiency from it either. In the third year, after finding the middle of it, lessons became effective. (Asya, 29, EFL instructor, foundation university)

For example, once I decided "I will really speak full English both in and out of the classroom this semester" and we really tried to speak full English like this. Of course, the students cannot always express themselves effectively in English. So, we couldn't share anything. There was no bond between us. It went like this for a month. I noticed that the students' interest in the lesson also decreased. Since we could not establish a common communication, because they did not know me and did not like me, their interest in the course decreased. (Begüm, 28, EFL instructor, state university)

Building positive relationships and trying to get to know the students better contributes to instructors a lot in terms of shaping the lessons according to the students. The instructors mentioned that they learn lots of things about the students' personal lives by caring for the students and trying to have positive relationships with them. When they have some information about the students' lives outside the class, it becomes easier to integrate topics that can make the language teaching more interesting for them. One of the participants mentioned:

The relationship definitely affects their learning and my teaching. I stay close to them and learn about their interests. I try to know what they are following these days so that I can give examples from there when I teach, because they understand them better. Indeed, for example, I used to give very classic examples of the present perfect, but it is not like that anymore. This is because I learn a little about what they are following and give example about them. (Melih, 32, EFL instructor, state university)

Some participants emphasized the importance of the balance in the relationship between the EFL instructors and the students. According to them, an effective EFL instructor should not perform excessive closeness and friendliness towards the students on the ground that it may lead to losing the authority of the class. Two

participants shared their memories from the time when they could not arrange the balance while forming relationships with the students:

It was my first year. I got really angry and got harsh on the students because they did not do the activity. I shouted them a lot. Then, after I left the class, I was so upset that I was constantly thinking this incident. I was saying to myself ‘‘Why did I get so angry with the students?’’ I was really unhappy because I behaved badly. Then, I made cookies and took them to class the next day. I said, ‘‘I’m sorry, I was very angry with you yesterday’’. How ridiculous it was to bring cookies to the student, I realized later. I was trying to do this so that the students would love me and not alienate me, but of course, as I said, you have to keep that line, the balance. That’s why I think it is necessary to maintain that balance. (Begüm, 28, EFL instructor, state university)

I was giving quizzes to the students. I had a student with whom I was very good. We met outside, we had coffee. I was being very friendly. I saw that he was trying to cheat in the exam and I took the paper from his hand. He walked out of the classroom shouting and kicking the desk. Afterwards, he said to me, ‘‘I thought you liked me more than the other students, I didn’t expect you to treat me like that’’ (Ayda, 29, EFL instructor, foundation university)

4.2.4.2 The students’ perceptions of The Rapport Between the EFL Instructors and Students

Building a positive rapport between the EFL instructors and the students was another conflicting issue among the students. Some students indicated that EFL instructors should build and maintain positive relationships with students. According to them, language itself is a communicative tool and people use the language to contact each other. Therefore, EFL instructors should care about the rapport between themselves and the students while teaching English. One of the participants mentioned that:

Language means communication. Yes, we learn English for academic purposes, but academia is not just writing or reading. When I start studying at my department, I need to understand my instructor who teaches psychology in English. I need to be able to communicate. Also, communication is the most valuable thing in daily life. Therefore, the English instructor must also be someone who likes to communicate with their students. (Doğuş, 18, student, foundation university)

Furthermore, the fact that English is learned by producing, participating in the lessons and trying to communicate in that language was another comment that the students stated. They believe that they need to have many opportunities to produce the language, participate in the lessons and express themselves in English. Therefore, an EFL instructor should be smiling, sincere and friendly toward students. If the EFL instructor does not make efforts to establish a bond with their students, the students do not have the courage to participate in the classes. They need to feel free to express themselves in English and they believe that they feel the instructor should be open and available for any kind of consultation and questions coming from the students.

Two of the students reported:

He can be as equipped as he wants, he can speak English as well as he wants, but I would definitely prefer someone who communicates well with me and knows how intermediate level English, over someone who knows very well and does not communicate with me in a positive way because we are human. (Serdar, 27, student, foundation university)

I was not getting on well with my English instructor last term. That's why I used to go into class and sit quietly and leave. Since I did not like the instructor, I did not want to attend the lesson. That's why I couldn't get any benefit from that lesson. But, I like my instructor this term; I feel she cares about me and she always ask how I feel in the breaktime, so, I am more motivated to attend the classes. I can watch Youtube videos and learn English without coming to school. I come here for communicating. (Beril, 22, student, foundation university)

Some participants indicated that there is a positive correlation between the connection that the instructor tries to have with students and the desire of the students to learn English. According to some of the students, when the EFL instructor behaves sympathetically and warm in order to make the students love him/her, the students understand the efforts of the instructor and they start to care for him/her or show more respect for them. In addition, the students mentioned that when they have no interest in lessons or English at all, they participate in the lessons and do all the necessary activities and tasks just because they love their instructor. They care about the instructor and they do not want to let him/her be upset or frustrated by the students' unwillingness in the lessons. Moreover, the students make

more effort than they could do and show more interest in learning English in order not to make their instructor feel disappointed by them.

Another issue that emerged from the data collected by the students was that get more enthusiastic to come to class to learn English to see their instructors on the ground that they see him/her as an important person in their lives. They give importance to the connection between themselves and the instructors. Moreover, they are more engaged in the lessons when they get to know about the instructors' personal lives even if it is a tiny detail. Therefore, the students get more motivated when they have good relations with their instructors.

There were some contrasting opinions of students about the rapport between the EFL instructors and the students. They believe that EFL instructors are always seen as the most sincere instructors toward the students. Many students agreed that is welcome that the EFL instructor loves the students and share many personal things with them to be able to establish a strong bond. However, some students indicated that trying to have positive relationships is not necessary for both instructors and the students. It can be a required and desired characteristic at the elementary school. Nonetheless, it is not necessary to call an instructor an effective EFL instructor. The students mentioned that they are aware of the fact that they come to class to learn English and they do not need to have a personal connection with the instructor. They do not need to love him/her, either. According to the students, if you pay enough attention to show respect to the instructor, it would be enough. An instructor's efficacy in pedagogy and competency in the language are more important than the way he/she treats the students. One student mentioned:

I don't care at all about the relationship between instructor and student. Because I personally had a bad relationship with some instructors in preparation school this year, but I was listening to her lectures and the lectures were very helpful for me. It may be better for some students to establish positive relationships, but for me, the information he can give to the student is more important to me than the relationship. (Nihat, 18, student, foundation university)

Moreover, some of the students shared some negative experiences about their relationship with their instructors. They mentioned that the EFL instructors should be friendly and sincere to the students so that the students can share about themselves. However, the students believe that the EFL instructors should not share the information that they get from their students about their private lives with another instructor or other students. One of the students said:

One of my instructors was very friendly, I loved him very much. I shared many things with him. I never thought you'd go to another instructor and explain the things we talked about. Another day, another instructor gave an example about me while teaching a grammar topic in class. My instructor told another instructor what I talked to him about. I was shocked and very sad. (Deniz, 20, student, state university)

4.2.5. Classroom Management Skills of an Effective EFL instructor

Managing the classroom while teaching English was another crucial theme that was excerpted by the data collected from the EFL instructors and students. Since English is a lesson that many students have prejudice about, an EFL instructor should have effective classroom management skills. Table 25 shows the perceptions of instructors and students regarding the classroom management skills of an effective EFL instructor. The opinions of both EFL instructors and students will be explained separately below.

Table 25. Perceptions of instructors and students regarding the classroom management skills of an effective EFL instructor.

EFL Instructors	Students
<ul style="list-style-type: none"> • If instructor has difficulty in managing the students, the efficacy of teaching decreases. • Building the rules of the class together with the students • Pair work or group work 	<ul style="list-style-type: none"> • Bad management affects the learning process in a negative way. • Not conflicting with a student in the class in front of the other students • Using authority in a strict way to maintain the order • physical appearance

4.2.5.1 Perceptions of EFL Instructors of Classroom Management Skills of an Effective EFL instructor

The data analysis of the instructors showed that classroom management skills while teaching English was seen as one of the most important characteristics that are necessary to be an effective EFL instructor. If an instructor has difficulty in managing the students, the efficacy of teaching decreases. According to the participants, having control over the students is one of the most challenging issues in English teaching. They mentioned that the instructor should utilize his/her authority to maintain discipline in the classroom. To achieve this, the instructors should build the rules of the class together with the students. When the instructors determine the rules with the students, the students feel more responsible to obey these rules. Therefore, many instructors stated that they try to set some specific rules with their students at the very beginning of the academic year.

Moreover, classroom management is seen as necessary for effective language teaching on the ground that the instructor needs these skills while setting an activity in the class such as pair work or group work. Participants mentioned their classroom management strategies while teaching in English. Ignoring the problematic student was one of the strategies that some instructors stated. As the students are generally between 18-20 years old in the preparatory programs, they sometimes behave in a problematic way in order to prove themselves or show themselves in class. The instructors should understand their intentions and ignore them for a while since the only aim of this student is to get some attention from the instructor. An effective EFL instructor should direct all of his/her time and energy to the students who really want to learn English instead of dealing with the problematic student.

Moreover, some instructors stated that their students generally feel that learning English is not necessary for them since they will not need English when they graduate from university. In that condition, the instructors should spend some time to explain the importance of being competent in English in today's world. Keeping calm and trying not be aggressive toward the students are seen really crucial in terms of classroom management. Two of the participants regretted that they

kicked a student out of the class in the past. They indicated that they should be more calm while reacting to a student who performs unwanted behaviors in the learning environment.

Having some strategies to manage the class is hard for some instructors since they need to change these strategies when they start to teach English for a new class each semester. They mentioned that the profile and the dynamic of each classroom are different from each other, therefore, they need to observe their new students and arrange their strategies accordingly. A technique can be effective to maintain order in a class but it may not work in another one. There is not a best strategy that is suitable for all types of students.

Having the exact authority in the classroom is substantial for some instructors to teach the language effectively. One participant mentioned that:

I graduated from one of the best universities in Turkey and he we were taught about an education system where hierarchy was not accepted. We were always said that we should be facilitators in the class. Therefore, I tried to approach the students like we were equal. I applied this in my first year and it all messed up. That's why it's so important to establish authority. (Ayda, 29, EFL instructor, foundation university)

The instructors were aware of the fact that the attention of the students may be distracted after sometime during the lessons. This situation should be seen as a natural thing by the EFL instructors and they should give breaks in the middle of the lesson when it is necessary. One participant mentioned that when the students get bored and start not listening, she lets her students take a Twitter break for 15 minutes, or a WhatsApp break, but after that, she states that she has to cover the following parts in the book and she suggests to plan together. In other words, she thinks that the classroom can be managed by reconciling with the students.

Ignoring the students who disrupt the order of the classroom was a common strategy for some instructors as mentioned above. However, some participants believe that ignoring the student is not a solution. Trying to understand the reasons why the student behaves like that by talking to student during the break time after the lessons can be a good solution to prevent these kinds of behaviors to occur again. According

to one of the participants, talking to the students outside of the class and stating these disruptive behaviors make the instructor unhappy and cause her to lose her concentration while teaching English. Instead of expressing anger that results from the student's action, it would be better to express unhappiness and asking for help from the student to do her job.

Using mobile phones during the lessons was another common problem that destroys the order of the class. The instructors try lots of strategies to prevent the students to use their mobile phone unless it is not necessary for the flow of the lesson. Some participants mentioned that they prefer to take the students' mobile phones before the lesson. Some of them stated that emphasizing the importance of being here to learn English since they spend their valuable time and even their money if it is a foundation university. Reminding the students that classroom is the only way that they can interact in English with other people and that they will not have this opportunity in another place easily.

It was also mentioned by some of the participants that classroom management skills are highly important to make the students do the pair work or group work activities effectively. Group work activities may not make the management of the class easier but they are often good for students because they can learn from one another or work together and help one another. One participant mentioned that:

If I don't divide students into groups effectively while doing group work, if I don't say to each of them one by one, "you are number one, you are number two, you will work with this person, you will work with the other person", then, a complete chaos will occur in the classroom. I can never get that activity done effectively. I give them twenty minutes, for example. Twenty minutes later, "Instructor, wasn't I number two?" We are confused," they say. Activity could not be done, and also we wasted our time. (Jülide, 32, EFL instructor, state university)

One of the EFL instructors mentioned that he often uses *silent authority* technique. When the level of noise rises, he stops talking and doing whatever he is doing at that moment and draws his students' attention again. Similarly, when he is saying something important, he first lowers his voice, and when the students are all ears, he repeats but this time much more loudly (Ogün, 41, EFL instructor). Using the voice

in different ways is also another strategy that was mentioned by some of the instructors. For example, one of the participants mentioned that she sometimes reads something in a funny way, sometimes like an old woman, sometimes like a child. She also indicated that she often reads something in British English and then in American English and this really draws her students' attention. (Zeynep, 28, EFL instructor, foundation university)

If the EFL instructor cannot have the capability to make it clear that he/she is the instructor in the class, not their friend, the students may easily go beyond the border and they may start to behave the instructor as if he/she was one of their friends. In that situation, the instructor loses the authority in the classroom and the students do not see the instructor who is the owner of the knowledge and they start to respect him/her less. One participant shared one her memories in which she could not manage the class effectively:

For one activity, I asked students to pull their desks to the back of the classroom and sit there because I was going to use the front of the class later for another part of the activity. The students went to the back of the classroom and sat down. I was sitting at the instructor's desk. A group of students asked me for help while doing the activity. The question they asked was actually a very simple one. That's why I wanted them to do it themselves and said, "I can't come there". The students said, "We'll bring you here then". I laughed and didn't say anything. Suddenly, four or five students stood up and came towards me, and they grabbed my chair, carried me with the chair, and led me to the back of the classroom. It was an extremely silly thing, which was caused by lack of classroom management skills. (Ayda, 29, EFL instructor, foundation university)

4.2.5.1 Perceptions of EFL Students of Classroom Management Skills of an effective EFL Instructor

The data collected from the EFL students revealed the importance of EFL instructors' classroom management skills. When the instructors do not manage the students and the lesson, it affects the learning process in a negative way. The students agreed that the instructor should utilize some strategies to maintain the order and flow of the lesson. For some students, having eye contact with the students is one of the most beneficial ways to keep the attention of the class. The students

mentioned that some instructors constantly look at some specific students, generally the ones who participate in the lessons more. They do not care about the other students and they do not make eye contact with them. Hence, these students do not give importance to the lesson knowing that the instructor does not even look at them.

In addition to that, an EFL instructor should behave in a calm way when they encounter a problem coming from a student in the class. It is not well accepted by the students that the instructor ignores the problematic students. It is also not welcome that an EFL instructor has a conflict with a student in the class in front of the other students. The instructor should handle this situation outside of the classroom.

Moreover, EFL instructors should not integrate their own feelings or beliefs while discussing with a student. They should be professional and should not take these discussions personally. Furthermore, the EFL instructor should behave equally toward each student in the class. According to the students, some EFL instructors behave differently to some students. They do not apply the same rules to them; they do not give the same punishment to them because they love these students more than the others. This causes a loss of trust between the student and the instructor.

Silence is a crucial factor for some students while learning English. Therefore, they believe that the instructors should provide a silent atmosphere in the classroom. The instructor should use his/her authority if it is necessary to maintain a silent atmosphere in the class and to prevent the noise to distract the students' attention. Some students who study at foundation universities shared their concerns about the classroom management skills of the EFL instructors. One participant stated that:

We sacrifice a year to learn English. We also give money. Since the places where we will be exposed to English outside the classroom are very limited, the time I spend in the classroom is very valuable to me. In the 45-minute lesson, some students are talking all the time, the instructor cannot silence them, cannot teach the lesson. I think this is very bad. I am there to learn English but I cannot learn it. (Doğuş, 18, student, foundation university)

It was an unexpected finding that some students think that the instructor ought to use his/her authority in a strict way to maintain the order. They believe that if a student performs behaviors that should not be done, then the instructor has the right to

reprimand that student by saying ‘ ‘ I am your instructor, who are you to behave like this in my lesson?’’.

Surprisingly, the physical appearance of the instructor is a factor that affects the authority of the instructor in the class. Some students mentioned that an EFL instructor should be careful about his/her appearance, hair, clothes and hygiene. When the EFL instructor wears careless clothes and comes to class without makeup, the students’ motivation decreases. One of the students mentioned that:

For example, an English instructor should be meticulous and well-groomed. When they come to class by paying attention to their dress and make-up, I understand that they care about their work and us, and come to their job with love. For example, we have a instructor who dresses very well and follows fashion. I always look at her because she looks so beautiful, I'm always interested in her and I follow the lesson. (Beste, 18, student)

4.2.3 Changes in the Characteristics of an Effective EFL Instructor

Research question 4 will be explained in this chapter.

Research Question 4: What are the perceptions of EFL instructors and students regarding the recent changes in the expected characteristics of an effective EFL instructor?

The required characteristics of an effective EFL instructor have been discussed for many years. However, with the changing nature of the language and the education area, there have been plenty of changes in the necessary characteristics of an effective EFL instructor as the time passes. These changes do not take so long in today’s world. Even in 5 years, there have been many alterations in the expected characteristics of an effective EFL instructor. Especially, with the rapid developments in technology, a new tool, application or technique is being added to language teaching constantly these days. In addition to that, as generations change, the expectations from an EFL instructor also change. Moreover, transferring to

distance education with the COVID-19 pandemic has brought a variety of novelties and changes in language teaching. It would be impossible to expect the same characteristics that EFL instructors should have 5-10 years ago with all these changing situations. The data that was collected by both EFL instructors and EFL students revealed some specific changes in the requirements of being an effective EFL instructor. The categories related to the changes emerged from the data and organized according to the collected data. Opinions of both groups will be explained separately below. Table 26 and 27 show the changes that stem from different issues.

Table 26. Changes in the characteristics of an effective EFL instructor

Technology based changes	Methodology based changes	Changes in teacher roles
<ul style="list-style-type: none"> Integrating technological tools and applications Changing generation of students Students were born into technology Motivation 	<ul style="list-style-type: none"> Not choosing a specific method; teaching English in a way that they believe the best way for their students Productive and communicative skills 	<ul style="list-style-type: none"> Well-being of instructors Instructor authority Not the only source of information Student-centered Raising awareness Following social media and popular culture

Table 27. Covid-19 Pandemic related changes

Covid-19 Pandemic Related Changes
<ul style="list-style-type: none"> Online education Challenging at the beginning Increase in technological literacy Understanding the possibility of using technology in language teaching Continuing to use the technological tools even after the pandemic ended Pre-class activities Time management Getting help from their colleagues using online communication platforms to interact No need to wait for face-to-face meetings Academic improvement -- online seminars, webinars or conferences Digitalization of the teaching sources Learner autonomy Students' not using the hardcopy books Be available Patience

One of the most common themes excerpted from EFL instructors' data was the changes resulting from the improvements in technology. Instructors mentioned that their students were born into technology, therefore, it is a must for EFL instructors to integrate technology into teaching English to keep the students' focus on the lesson. The students can become easily bored and demotivated when EFL instructors use the old methods such as writing on the board with a board marker, following the coursebook without adding an extra activity in which the students can use their smartphones, etc. Most of the participants stated that they try to add an activity that necessitates using the available technology in the class in almost every lesson. One of the instructors mentioned:

(...) but since we teach English to the students who were born in technology, they are also more interested and get more motivated when they do the things online. Using the technology leads to better learning. So, even if we don't like it, I don't like it at all, let me speak personally again, I had to learn how to integrate technology and I care about it much. (Ayda, 29, EFL instructor, foundation university)

Some instructors stated that they had been using the technology and they had believed that technology is a must in language teaching even before the pandemic. The frequency of using technology in language classes increased with the pandemic and online education. However, it was already important to utilize technology before the pandemic. It was not the pandemic and distance education that makes the use of technology a necessity. The changing generation of students necessitated adding instructional tools while teaching English. Hence, it was reported by some instructors that they often used technology to draw the attention of the students even before the pandemic. Nonetheless, there has been a dramatic increase in the need for technology in language teaching. The COVID-19 pandemic resulted in many changes in education, one of which was transferring to the online education. Online education made it mandatory to use the technology. According to the participants, even if they had difficulty in adapting themselves to online teaching at the very beginning of the pandemic, they got used to delivering the lessons online after some time. The instructors believe that the online education has contributed to their technological literacy in teaching. Most of the EFL instructors indicated that they improved their technology skills with the online education. They realized that integration of the

applications, tools, games and different websites fostered the students' learning process. Therefore, the instructors stated that they continued to use the technological tools even after the pandemic ended. They benefited from these tools so much during the online education that they did not stop integrating technology into the language teaching in face-to-face education after the pandemic. Three participants mentioned:

(...)we had to use the technology in online lessons, and I saw that this could actually be good to teach English. After seeing it, I started to include a lot of technology in face to face lessons. There were some colleagues that thought to get retired when we transferred to online education because they were not capable of using the technology however, they learned it somehow and now they use it in their face to face classes. Their walls were demolished. (Derya, 51, EFL instructor, state university)

For example, last semester, I was going to ask students to give feedback on how the term went, what was good or bad. Normally I used to ask them to write their opinions on a paper, but this semester, they suggested to write it on "Padlet". It was easier and more convenient for them because they liked using that platform in online lessons and they wanted to do it in face to face lessons. They wanted their friends to see what they wrote on "Padlet". (Emel, 46, EFL instructor, foundation university)

I think we definitely need to accept that technology knowledge is no longer 1 additional but 1 must. Because, God forbid, if there is a shutdown or something, there may be reasons that we do not think differently and that we need to switch to online education again. Now, a newly graduated English instructor needs to know things like how online lessons will go, how online exams will be done. (Melih, 32, EFL instructor, state university)

Some participants mentioned that they could see the changes in English language teaching easily since they have both online and face-to-face education at the same time. As they observed the applicability of some approaches and techniques during the online education process, some methods became easier to apply for them. Before online education, some applications seemed impossible or challenging to integrate into language teaching. However, with the online education, the instructors got accustomed to using these applications and techniques and they understood the possibility of using them in language teaching. Also, it was reported by some of the participants that pre-class activities increased a lot. They stated that there were some platforms that they were using for online education to interact with the students and

deliver the lessons such as Zoom, Google Class, Microsoft Teams, etc. They indicated that they continued to use these platforms even after they transferred to the face to face education. One participant mentioned:

After the pandemic ends, we transferred to do hybrid, both face-to-face and online education. Sometimes, I make a video of the parts I will cover face-to-face on the following day and send it to the students via Microsoft Teams. I tell them “Before you come to the class tomorrow, watch the video well and study the topic”. The next day, without having to explain the subject, we move on to the practice part. This both saves a lot of time and increases learner autonomy. I knew the Flipped Learning before the pandemic, but I wouldn't have done such a thing because it seemed really difficult for me. With the online education, I understood it was easy. I use it a lot now in hybrid system. (Zeynep, 28, EFL instructor, foundation university)

The contribution of online lessons to time management was another opinion that the instructors mentioned in the interviews. The duration of online lessons was shorter than the normal duration of the face-to-face lessons. At first, the instructor had a lot of trouble with time management in online education, since the duration of the lessons was reduced. But then, since they thought about how they could get more efficiency in a shorter time, they got used to planning their lessons accordingly. Now in face-to-face lessons, this skill helps them a lot in terms of time management in the class. They stated that they have improved their time management skills in online education so much that they no longer have any problems in face-to-face education. The instructors formed or enrolled in some online communication platforms to interact with their colleagues when they were away from each other during the online education. They needed each other's help more than ever during that time. After the pandemic and online education ends, they still continued to use these platforms to consult each other. Using these platforms rescued them from the attachment to the time and place to communicate with each other. They stated that they used to wait for an arranged face-to-face meeting to discuss the issues about the teaching policies or problems that they encountered in teaching. Nonetheless, they do not have to see their colleagues in an arranged place or time to ask for something.

The instructors also mentioned that there are plenty of channels to improve themselves in terms of teaching English. Before the pandemic, participating the

online seminars, webinars or conferences was not popular among the instructors. However, with the pandemic, joining online training became more common just like everything. Even the instructors that did not have Skype on their computers before the pandemic, started to join as many conferences as possible because it was easy for them to join online. One participant mentioned that:

Before the pandemic, I didn't have Skype or Zoom on my computer. Why should I download skype, who would I talk to anyway? but now, everyone does everything via skype. Conferences and seminars are always on zoom. For example, there used to be a conference I wanted to go to a lot, but it would be in Izmir. I would be lazy or not have time, I would not go. Now that it's online, I easily attend all kinds of conferences. It helps me a lot to improve myself. Five years ago, there was no such perception. (Emel, 46, EFL instructor, foundation university)

Another change that was mentioned by the EFL instructors was related to the methodology of English. In the past, the instructors were supposed to stick to some methods or approaches. They were always taught that an EFL instructor should always clarify which method is the best for their students to learn. After long debates on the advantages and disadvantages of various methods, the EFL instructors were told that using the eclectic methods was the most suitable one. Some participants indicated that they used to elaborate on this method issue and they felt that they had to decide on the method while they planned their lessons. However, they do not choose a specific method nowadays; they try to teach English in a way that they believe the best way for their students. Some participants stated that they did not use to apply some techniques in the class because these techniques were always seen as useless by their own professors when they study at the university. However, they do not hesitate to apply them now if they believe that they will work for their students. The instructors said that it used to be seen as ridiculous, funny or something to make fun of to teach English in a certain way. Nonetheless, any kind of teaching technique is welcomed and nobody judges them if it works for the students. In other words, according to the participants, recently, methodism has lost its popularity. The idea of “this method is not appropriate to teach English to this group” has decreased.

Digitalization of the teaching sources was another change that EFL instructors have gone through recently. The instructors had to use the digital version of coursebooks,

worksheets and other teaching materials during the online education. They used to deliver printed materials to the students before the pandemic. However, they started to prepare online worksheets, PPPs, games or activities to teach English when the online education started. They felt the convenience of digital versions of these materials and they continued to use the digital versions when they transferred to face-to-face education. According to the participant instructors, the digital versions of the materials are easier to prepare, share and keep. Also, they are more durable when compared to the printed materials. Hence, the participants mentioned that they prefer to prepare and use digital materials rather than hard copies even in face-to-face education.

Another change in the characteristics of an effective EFL instructor was related to the use of the board in the classroom. The participants stated that there was a belief that the more the instructor writes on the board, the more effective he/she is seen effective. However, with the integration of technology and smart boards, the EFL instructors started to write less on the board. Two of the participants mentioned that:

There is a huge difference between using the board 10 years ago and using it now. Why? Because I can use technology. I know that I show them everything with projector or connect students with a small link or QR code and I can get their opinions that way. I can show the extra exercises there. I've never liked writing on the board anyway. As an instructor, I don't like my handwriting at all. Therefore, I am so happy that I don't need to use it anymore. (Derya, 51, EFL instructor, state university)

The thing is, there was an instructor who entered that class before me. He was teaching the first two hours in the morning, then I was teaching the same class. When I entered and saw that there was nothing written on the board, I was questioning whether this instructor did not teach anything. But right now I don't think so. I think he may have done it from projection or by integrating technology in any way. (Begüm, 28, EFL instructor, state university)

The data collected from the EFL instructors also revealed that the well-being of instructors started to be seen as important in the efficacy of teaching English. Some participants mentioned that considering the language students' needs, interests and well-being was always popular. However, it was not common to think about how the EFL instructors feel or what kind of things they need. It became more popular today to think about whether the EFL instructors feel burnout, unsafe or exhausted. The

participants mentioned that they started to encounter lots of articles about instructor burnout, instructor motivation, etc. Therefore, it can be said that the well-being of the instructors is cared more when compared to 5-10 years ago.

Productive and communicative skills became more and more important for both EFL instructors and students. Being competent in these skills also became a determinant factor in whether s/he is an effective EFL instructor or not. Teaching English was more mechanic in the past and the most common way to teach English was to teach the grammar and vocabulary items. The other skills of English such as speaking, reading, writing and listening were not seen as necessary by the EFL instructors. There are many different reasons for this such as the examination system in Turkey. Most of the participant instructors stated that their own EFL instructors taught them only English grammar, vocabulary items and some reading skills on the ground that these were the only skills that they would encounter in the university entrance exam. Also, people did not need to communicate in English in their daily lives in the past. Therefore, the productive and communicative skills were not crucial or necessary for them. However, skills like speaking or listening carry more importance than the grammar or vocabulary competence today.

The students are exposed to English with the help of the technology and they expect to be able to communicate in English when they learn it. The EFL instructors are aware of the fact that making the students use the language has the utmost importance. In addition, since the students need to be proficient in all the skills in English to follow the lessons when they start to study in their departments, the EFL instructors know that being an effective EFL instructor means not only teaching the grammar but also making the students capable of every skill to communicate in English. One of the instructors mentioned that:

Verbal communication was not very important for us, even though I was in the language class at high school, we always studied grammar. We had different English instructors in high school and I can say that there was not one instructor who gave importance to verbal communication. So even though there were only 11 students in the class, there was no speaking lesson. However, as an EFL instructor, I give more importance to verbal communication skills, and oral communication is more important than grammar. (Asya, 29, EFL instructor, foundation university)

The perception of *instructor authority* was another alteration according to the data that was collected by the EFL instructors. Most of the participants stated that there has been an abrupt change in the idea of instructor authority recently. The EFL instructors were seen as the exact authority in the class in the past. The students were afraid to ask a question or speak without getting permission from the instructor. The instructors were seen as the only source of information and the only person who knows the language in the class. There was not another source to learn English rather than the instructor. Language teaching and all the methods were not student-centered. The EFL instructor was in the class to teach English; the students were there to keep quiet, listen and learn the language from instructor. Some instructors mentioned that they were afraid to ask their own instructors. They could not communicate with the instructor outside the class. It was impossible to share any personal details with the instructors. They also could not participate in the lessons; they were afraid to make mistakes. However, the instructors believe that the EFL instructors give much importance to creating a student-centered learning atmosphere and to have positive relationships with their students these days. They feel that they must give students chances to make mistakes so that they could force themselves to produce and learn English better. In the past, there was a belief that if the students are afraid of the instructor, this instructor was an effective EFL instructor. However, today, some participants mentioned that they feel awful if they sense that their students are afraid to talk to them.

The classroom is a place where we all learn something. We are learning many things together. I learned a lot from them. That's why if I act like they don't know anything, if I get angry with them all the time, they're too afraid to talk. Therefore, we have to listen to them, see them as different special individuals. (Tülin, 31, EFL instructor, foundation university)

Maybe it was the opposite in the past, but now students come to the lessons of instructors they can be comfortable with in a more motivated way. In the past, the toughest instructor was seen as the best instructor. The students would do their homework and listen to the lesson so that the instructor wouldn't get angry. But right now, if you don't get along with the students, if you don't care about them, the students don't care about you either. (Derya, 51, EFL instructor, state university)

Integrating social, cultural, economic or political topics while teaching English to raise awareness in the students became another crucial characteristic of an effective EFL instructor. The issues that are the parts of our real lives should be addressed in the lessons. According to the EFL instructors, preparatory schools are places for students to gain questioning skills. Therefore, without imposing any belief or opinion, it is important to create chances for students to raise their awareness. In addition to that, the EFL instructors believe that the students get more interested in learning English when they find the topics meaningful and related to the daily life issues. It is important to give a reason to students to read a passage in English. When they want to learn about the topic in the reading text or in a listening audio, the language becomes a necessary tool for them. They become more willing to use English as a tool to understand what is written in the text. Moreover, they learn a variety of grammar structures and terms. When the topics are about safe topics like festivals, parties or uninteresting issues about which the students do not wonder anything, they do not have an aim to read and understand them. One of the participants said that:

For example, I took a text to class. It was about a study. In this study, it was found that men are more suitable for jobs such as engineering, scientist, prime minister, and women are more suitable for jobs such as teaching and nursing. After reading this article, of course, everyone got very angry, they found the article very sexist. Afterwards, everyone began to express their opinions. They started a discussion in English. The topic was interesting and provocative, which prompted them to talk and use different words. (Jülide, 32, EFL instructor, foundation university)

The online education process contributed to the learner autonomy as the EFL instructors indicated. The students generally turn off their cameras and they do not participate in the lessons during the online lessons. Therefore, they could not get benefit from those lessons. However, they had to learn all the topics to pass the exams. Therefore, the students started to study on their own and they tried to manage their own learning since they were not willing to join the online classes. This resulted in an increase in the learner autonomy.

The increase in the frequency of integrating the technology into language learning was also mentioned by the students. When the students make a comparison between

their previous EFL instructors in high school and their EFL instructors now at the preparatory school, they mentioned that EFL instructors should integrate technology into language teaching to be able to be an effective EFL instructor. The students saw a radical change in instructors' using technology while teaching English after the pandemic. Before the pandemic, EFL instructors used to utilize the smart board or projector and they just reflect the book on the board. Nonetheless, with the mandatory integration of technology in language teaching during the pandemic, the EFL instructors and students got used to adding many technological tools and activities to the lessons. The students mentioned that their EFL instructors continued to use instructional tools even after the pandemic ends. This change is accepted as a positive improvement by the students. As well as their instructors, the students also have changed their perception of technology after the online education. They stated that they gained lots of new habits or learning techniques including technology during the online education process and they continued to use technology while learning English even after the pandemic ended and they transferred to the face to face education. One of the students mentioned:

As I said, we can still use online resources more effectively in the classroom, as we get to know them more closely. In fact, we no longer carry the books with us, we can access the online versions of the books from our phones. We follow the book on our smart phones during the lesson. For example, I used to find this ridiculous before the pandemic. I couldn't trust. I couldn't be comfortable not taking the book and not taking notes on it. But right now I'm always on the phone. I take my notes there too. (Hande, 21, student, foundation university)

Moreover, according to the students, they used to perceive the instructors who know English grammar well as an effective English language instructor in the past. However, they understood the importance of productive skills with the changing world. The students mentioned that an EFL instructor should be competent in speaking, pronunciation, listening and other skills to be an effective EFL instructor. One of the students stated that:

Nowadays, we can go home in the evening and learn about the subjects we do not understand with videos on YouTube. Therefore, what we want is not actually the narration of the subject. Because we can learn the subject in only one way. It is much more important to use English. In the past, this didn't

matter. The important thing was to know grammar. It was enough to know the meaning of a word. But now, what we expect from the instructor is to offer us more areas where we can practice. (Beril, 22, student, foundation university)

Another change that the data collected from the students revealed was that the EFL instructors follow the social media trends to be able to contact with their students and to draw the students' attention by integrating these issues into language teaching. The students mentioned that their EFL instructors were not interested in the popular culture and the trend issues that the young people followed. Nevertheless, they indicated that they observe their EFL instructors follow these trends even if they are not very into them. The EFL instructors try to keep themselves up to date in terms of the interests of their students. Being able to have something in common with their students is crucial for EFL instructors more than ever. They utilize these popular culture items to form a speaking activity in the class. The students feel more motivated to discuss these topics in English on the ground that they already follow them and have some interest in them. The students mentioned that they improve their speaking skills and learn lots of new vocabulary items while discussing these trend issues on social media. In addition to that, as some of the students stated, they feel closer to the EFL instructor when they see that their instructor follows the same issues on social media.

One expectation that has come out recently was that the EFL instructors are supposed to check their e-mails or other communication platforms. During the pandemic, the EFL instructors allowed their students to interact with them in any possible way to compensate for being away physically due to the pandemic. Therefore, the instructors had to be available for students most of the time. In addition, the significant parts of language teaching such as handing the homework, giving feedback, sending presentations were happening throughout the online channels. Hence, as some of the students mentioned, the EFL instructors were supposed to be available and online when the students wanted to reach them. This kindness of the EFL instructors made the connection between the students and instructors more reliable and strong.

Another change that the students observed in the characteristics of an effective EFL instructor was related to the patience. During the online lessons starting with the Covid 19 pandemic, the students were not willing to participate in the lessons; most of them did not turn off their cameras. When the instructor asked something, the students did not answer. Hence, the instructors had to look at the black screen and cover all the topics on their own. According to the observations of some students, the instructors forced themselves to get used to this silence in the online lessons. They tried not to get angry and insist on making the students join the classes. Some of the students believed that this process increased the EFL instructors' level of patience. When they transferred to the face-to-face education, the students observed that their instructor was more patient and understanding when compared to the time before the pandemic. One of the students mentioned:

Our instructor was trying not getting very angry with us in online classes because the cameras were really off and we didn't talk at all. If we had behaved like this while teaching face-to-face before the pandemic, our instructor's attitude would have been different. But in online classes, our instructor was trying not to get angry with us because he understood our situation. The instructor became a more patient person when he said not to get angry, his character changed, he continued as a patient person when we started face-to-face training. (Çınar, 20, student, state university)

CHAPTER 5

DISCUSSION

In this chapter, the findings of quantitative and qualitative studies will be discussed. Limitations, recommendations and implications of the study will be presented.

5.1 Summary of the Results

This sequential explanatory mixed methods study aimed to investigate the perceptions of EFL instructors and EFL students regarding the characteristics of an effective EFL instructor and the differences between their perceptions. In addition to that, it aimed to figure out the recent alterations in the necessary characteristics of an effective EFL instructor. EFL instructors and students who have been working/studying at the English language preparatory programs of either state or foundation universities in Turkey participated in this study. Sequential explanatory mixed methods (QUAN → qual) were utilized to collect data in order to enrich the data to be able to get a deeper understanding of the perceptions of both groups regarding the necessary characteristics of an effective EFL instructor. In this type of study, the quantitative data is collected first; in order to provide a deeper explanation of the quantitative findings, the data collection process continues with the qualitative data. In this study, the data collection process started with quantitative data. The quantitative data was gathered with 254 participants (102 EFL instructors, 152 students) via an online questionnaire. In the qualitative data collection stage, semi-structured interviews were conducted with 26 participants (11 EFL instructors, 15 students). These participants were selected among the voluntary participants who took part in the quantitative data collection. The analysis of the quantitative data showed that according to the EFL instructors, The most important characteristics were, in order of importance, the *rapport* that the EFL instructors try to build with their students; the *personal characteristics* of an EFL instructor; knowledge of the

target culture; level of competency in English language; classroom management skills; pedagogical knowledge; providing extracurricular activities, and lastly, adhering to administrative regulations. For the EFL students, the most important characteristics to be an effective EFL instructor were respectively, the *rapport* that the EFL instructors try to build with their students, which was followed by the *personal characteristics* of an EFL instructor; *level of competency in English language ; pedagogical knowledge; classroom management skills; knowledge of the target culture; providing extracurricular activities; and lastly, adhering to administrative regulations.* Although there are some similarities in the ranking of the most important characteristics of an effective EFL instructor, there is a significant difference between specific items in the categories except for the knowledge of *target culture.*

The quantitative and qualitative findings will be discussed under the following categories: The perceptions of EFL instructors and students regarding the characteristics of an effective EFL instructor; the differences between the perceptions of both groups; and the recent changes in the characteristics of an effective EFL instructor.

5.2. The Perceptions of EFL Instructors and Students regarding the Characteristics of an Effective EFL Instructor

With the globalization, teaching English has been gaining more and more importance. Since the efficacy of the language teaching is directly linked to EFL instructors, the characteristics of EFL instructors are crucial to determine this efficacy. As the EFL instructors and students are two inseparable parts of language education, the views, opinions and perceptions of both groups related to the characteristics of an EFL instructor are significant. Seeing the perceptions of both groups related to the characteristics of an effective EFL instructor will provide a perspective for instructors to reflect on themselves and their teaching. This study investigated the perceptions of EFL instructors and students regarding the characteristics of an effective EFL instructor. It also aimed to determine the differences between the perceptions of two groups. The analysis of the quantitative

data identified eight different categories of characteristics that were perceived as crucial to be an effective EFL instructor. According to the analysis of data, from the viewpoint of the EFL instructors, the characteristics that are necessary to be an effective EFL instructor were, in order of importance, the *rapport* that the EFL instructors try to build with their students; the *personal characteristics* of an EFL instructor; *knowledge of the target culture*; *level of competency in English language*; *classroom management skills*; *pedagogical knowledge*; *providing extracurricular activities*, and lastly, being *adhering to administrative regulations*. According to the EFL students, the most important characteristics to be an effective EFL instructor were, in order of importance, the *rapport* that the EFL instructors try to build with their students, which was followed by the *personal characteristics* of an EFL instructor; *level of competency in English language* ; *pedagogical knowledge*; *classroom management skills*; *knowledge of the target culture*; *providing extracurricular activities*; and lastly, *adhering to administrative regulations*.

The EFL instructors and students believe that there should be some specific personal characteristics to be an effective EFL instructor. Some instructors and students who participated in this study think that the personal characteristics of the EFL instructors are more important than the other characteristics, which supports the findings of the study by Stronge (2007). As Feldman (1976) analyzed in one of his studies, some students give importance to the personal characteristics of EFL instructors more than the other characteristics. Although the EFL instructors and students indicated that the personality characteristics of an EFL instructor determine the efficacy of language education, there are some differences between the ideas of both groups in terms of what kind of personal characteristics an effective EFL instructor should have specifically. The needs, beliefs and expectations of each group are different from each other, which makes it acceptable to have different perceptions.

In terms of the personal characteristics that most EFL instructors perceive as important, being patient, being respectful for diversities, being organized and disciplined, having sense of humor, being sociable, being creative, being open to lifelong learning and admitting that he/she does not know can be counted. Learning English can be really confusing for some students since it is an unknown world for

them; the instructors may need to explain the same topic more than once. Therefore the EFL instructors should be patient in the language teaching process. Most of the EFL instructors believed that a person should not be an EFL instructor if s/he is not patient, which supports the findings of the study by Yılmaz (2011). Moreover, the EFL instructors stated that being organized and disciplined may indicate that one cares about one's job and students. Also, it fosters the improvements of students' language skills when instructor regularly check the assignments regularly, which is in line with the findings of Clark and Walsh's study (2002). In terms of having a sense of humor, the EFL instructors stated that integrating humor into language classes is helpful to break the tense atmosphere of the classroom. The instructors use humor to help their students lose their anxieties and draw their attention to lesson again when they get bored or lose their motivation. Therefore, most of the EFL instructors recommend using humor and making jokes in the class.

Regarding the perceptions of students regarding the personal characteristics that an effective EFL instructor should possess, being patient and having a sense of humor can be stated as the only characteristics that are similar to EFL instructors' perceptions. These were the only common personal characteristics that were emphasized by both groups. The students mentioned different personal characteristics which were not mentioned by EFL instructors. Not having a humiliating attitude towards students, being energetic and dynamic, being devoted to his/her job and not being too disciplined. Treating the students in a humiliating way when they make a mistake or when they do not know the answer of a question make the student lose their motivation to learn English. Students should make mistakes and should be able to ask questions without hesitations. In this way, they can learn better and their participation in the learning process increase. Therefore, the EFL instructors should be aware of the fact that students are there to learn and they are allowed to make mistakes.

Being energetic and dynamic throughout the lessons was another characteristic that was mentioned by the students. However, there were some conflicts among the students about this issue. The expectations of the students differ when it comes to the energetic style of the instructor. While some of the students believe that the EFL

instructor should be energetic and have a high tone of voice, some of them stated that it would be disturbing for them when the instructor is too energetic. The students mentioned that these kinds of dynamic behaviors are more suitable for young learners. When the instructor has a high tone of voice and moves around the class all the time, the students can be tired or can have headaches. These ideas presented a different stance when compared to the study of Arıkan, Taşer and Saraç-Süzer (2008), where all the students believe that an EFL instructor should be energetic and dynamic. Hence, the EFL instructors need to observe their students and decide whether they like the energetic attitude. It is interesting to see that some students may get uncomfortable since the instructor is too energetic. Even if the EFL instructors have good intentions while trying to be energetic in the class since they think it will keep the students focused throughout the lesson, it may not always be favored by all the students at preparatory levels of universities. Therefore, the age and levels of the students should be taken into consideration.

For students, being devoted to his/her profession was another necessary characteristic, which was not mentioned by the instructors. The students believe that EFL instructors should love their job, see their profession as sacred and exhibit these emotions to the students, which is in line with the findings of the previous studies (Cheung, 2006; Feldman, 1986; Murray, 1991, 1997), where the students expect EFL instructors to demonstrate enthusiasm for teaching.

As for the discipline, the students believed that being too disciplined does not motivate them, contrary to the opinions of instructors. Students feel like they are restrained when the EFL instructor is too disciplined. This outcome is contrary to those of Koç (2013) and (Lin, Jingchen, Yoau and Shihans, 2010), in which discipline is favored by students to build an organized learning environment. Another conflicting perception between the students and instructors is related to the origin of the EFL instructor. EFL instructors in this study think that the origin is not a determining factor for an instructor to be effective. On the contrary, they believe that sharing the same origin with the students; even if it is a country where English is not spoken as mother tongue, improves the learning process. However, the students believe that when the EFL instructor has a different origin, they have to speak

English all the time, which improves their English skills faster. The finding of the current study regarding the students' perceptions of the effect of the origin on the instructors' efficacy supported the findings of previous study by Cheung (2002), which revealed that students find native EFL instructors more effective than nonnative EFL instructor.

As understood from the analysis of the data, although EFL instructors and students agreed on the fact that personal characteristics of an EFL instructor were one of the most important determining factors, there are many alterations in terms of the personal characteristics types. The students believe and expect personality traits that the EFL instructors do not even consider mention. Therefore, this study shows that the EFL instructors should not insist on possessing or performing one specific attitude even if they think it would be effective for their students. The students may have different opinions from the instructors.

Another important finding was about the EFL instructors' English language competency. Both EFL instructors and students agreed on that the language competency is crucial since an instructor should know the subject matter that he/she teaches, which supports the findings of the study by As Velez- Rendon (2002) where the researchers emphasized that the control of instructor in English language has a great role in teaching that language. However, there are some differences between the perceptions of EFL instructors and students regarding the level of the competency in English language. EFL instructors believe that having language competencies as a native speaker is impossible and unnecessary on the ground that they do not own the language and English is spoken more by the nonnative speakers in today's world. They believe that it is enough for EFL instructors to be competent in English language skills and in a degree that will be enough to address the target learners' profiles and levels. Surprisingly, the instructors also mentioned that there has been a regression in their language proficiency after they start to work as an EFL instructor since they get exposed to low level language levels of the students. It can be said that the findings of the current study do not support the previous research by Ghasemboland and Hashim (2013), which suggest that there is a positive correlation between the English language proficiency and their self-efficacy. In addition, most of

the instructors believed that they do not have to speak English with a specific accent such as British or American English accent, since it is impossible as they are not native speakers of English. Also, the instructors stated that trying to have a specific accent is unnecessary since English is a global language and spoken by many people with different accents in the world.

The perception of instructors differed from those of students regarding the English language competency of EFL instructors. When the EFL instructors are perfectly competent in English skills and subskills, the students feel secure and they admire the instructor more. This outcome is contrary to that of Serrano et. al. (2021), where the language proficiency was not perceived as a determining characteristic by the students. In addition, according to the students, EFL instructors should have a native-like accent. The students give more importance to the accent when compared to the instructors. They would like to hear an accent that is similar to those of native speakers they see in the movies. In light of the data collected from instructors and students related to the language competency, it can be seen that although both groups indicated the importance of good control over the language, there are some differences in terms of the language level. While instructors think that it would be adequate to have a language proficiency in a level their students will need to learn, the students believe that EFL instructors should have English language skills that are similar to native speakers of English. The findings of this study may add more perspective on World Englishes. As the number of nonnative speakers of English is more than the number of native speakers of English, it should be seen as normal that there is a variety of different accents all over the world. These speakers do not have to follow the standard accents of English that are owned by the native speakers. The students should be aware of the fact that EFL instructors' speaking with a specific accent is not a determining characteristic in calling an EFL instructor as effective or not.

Another important finding of the current study is that both EFL instructors and students agreed that knowledge of pedagogy is crucial to be an effective EFL instructor. It can be understood from the results of the current study that not everyone who knows how to speak English can be an effective EFL instructor unless

s/he has the adequate pedagogical information. Planning and adapting the teaching methods and techniques according to the students' levels, ages, interests, needs and learning styles is one the major characteristics for an effective teaching and learning process. Both groups agreed that some changes and adaptations should be made in the book or curriculum when necessary. The findings related to the importance of knowledge of pedagogy are consistent with those of Clark and Walsh (2002), Ghasemi and Hashemi (2011), Salahshoura and Hajizadehb (2013), Obeidat (2020), Khojastemehr and Takrimi (2009), Park and Lee (2006), Shishavan and Sadeghi (2009), Al-Mahrooqi et. al. (2015), Khojastemehr and Takrimi (2009) and Metruk (2020). It is obvious that knowing how to teach is one of the foremost characteristics to be an effective instructor. Having pedagogical knowledge contributes to teaching and learning process. Hence, it can be noted that EFL instructors ought to observe and consider the atmosphere of the class, the needs and learning styles of the students and look for the most effective teaching techniques to motivate them to learn the language. It should be known that every student is unique; there are different individuals and come with different backgrounds and learning styles. Therefore, an effective EFL instructor needs to shape his/her teaching methods according to the students.

The current study also found that the rapport between the EFL instructors and students is one of the predominant factors that determine the effectiveness of the language teaching. Instructors believe that building and maintaining positive relationships with students is essential in language teaching on the ground that it helps instructors to create a positive and motivating atmosphere in the class. Also, forming a strong bond with the students makes it easy to adapt the lessons according to the students' interest areas. The findings of the current study support the findings from previous studies such as Moreover, Jung (2009), which revealed that the rapport between the instructors and students was found more important than the EFL instructors' language proficiency. Both group of participants believe that building connections between each other fosters the improvement of students' language skills, which supports the results of the studies by Rotgans and Schmidt (2011); Arnon and Reichel (2007); Borg (2006) and Obeidat (2020). It should be noted that EFL instructors express their concerns about going beyond the line; they should be careful

about the difference between being friendly and being a friend. Surprisingly, some students believe that trying to build positive relationship with the students is useless for the EFL instructors working at the university level. Students are conscious and aware of that they are in the class to learn English. Therefore, there is no need for EFL instructors to try to make the students have positive feelings for themselves, which is contrary to the findings of the study by Jung (2009).

The results also indicate that classroom management skills of an instructor are quite important to be called as an effective EFL instructor. Since most of the students may get distracted easily while learning a totally new language, managing the class and organizing the order are crucial. Language learning includes plenty of pair works and group works. The classroom can turn into a chaotic place when the instructor is not able to control the students. In addition, both instructors and students believe that there is no harm in using the instructor authority towards the students when it is necessary to maintain the order in the class. Moreover, it can be inferred from the results that classroom management skills can improve as the instructors get more experienced in teaching. The findings of the study regarding the necessity of classroom management skills for an effective EFL instructor are consistent with the findings of the previous studies by Koç (2013) and Fowler and Şaraplı (2010), where the researchers revealed that even the strict classroom management techniques are welcomed by students to maintain the order in the class providing that they are loved and valued.

5.3 Perceptions of EFL Instructors and Students Regarding the Recent Changes in the Characteristics of an Effective EFL Instructor

The study also investigated the recent changes in the expected characteristics of an effective EFL instructor. As the languages are constantly changing due to many reasons, the methods, techniques and approaches used to teach a language have been exposed to many changes over the years. Other reasons such as the improvements in the technology, the changing role of the teacher according to the social changes and unexpected situations like Covid-19 also led to variety of changes in the expected characteristics of an effective EFL instructor. The participants stated that integration

of the technology fosters the language learning process. This is vital for students who were born into the technology age. The EFL instructors and students indicated that using technology while teaching and learning English motivates the students, keeps them focused and make it easy to practice, which supported the findings of studies by Harmer (2001); Eaton (2010) and Gilakjani (2014). The use of technology in language education was seen important but optional before the Covid-19 pandemic. However, compulsory transition to online teaching with the Covid-19 pandemic made the technology use a must. The EFL instructors and students mentioned many advantages of online education in terms of its contribution to adaptation to technology use. The participants maintained the habits that they owned during the pandemic and they stated that they still use technology in every step of their academic lives such as joining online conferences or using technological application in face to face education, which supported the findings of the study by Situmorang et. Al. (2021)

Another important finding of the current study was related to the wellbeing of the EFL instructors. The EFL instructors stated that the emotions of the students have always been in the center of pedagogy. However, they are glad to encounter to studies that investigate the wellbeing of the instructors these days, which is in line with the findings of the study Day and Gu (2009). They think that the well-being of the instructor is crucial to be effective.

The increasing importance of some specific English skills was another issue that has changed recently. While grammar and vocabulary knowledge were seen as more important than the other skills in the past, productive skills started to be seen as crucial while learning English. According to the EFL instructors' opinions in this study, being an effective EFL instructor necessitates teaching every skill that will provide students with perfect communication skills, which supported the results of the study by Shaniga and Ilankumaran (2022).

Another important result of the current study was related to the changes in the teacher authority. According to the collected data, the EFL instructors are no longer seen the only authority who is the source of information in the class; they are more

like a facilitator because the students themselves can reach information easily and quickly in many ways thanks to the technology. They look for a guide rather than an authoritarian person in the class. These results are in line with the findings of the study by Salahshoura and Hajizadehb (2013). Also, all of the participants mentioned that learner-centered teaching is the most effective type to teach a language when compared to the teacher-centered teaching in the past, which supported the findings of the study by Shaniga and Ilankumaran (2022).

5.4. Limitations and Future Suggestions

There are some limitations of the current mixed methods study. It was aimed to figure out the perceptions of EFL instructors and students regarding the characteristics of an effective EFL instructor. The study included 102 EFL instructors and 152 students who work/study at the English language preparatory programs of state or foundation universities in different cities of Turkey. In total, EFL instructors and students from 19 different universities participated in the study. Therefore, the main purpose of the current study was to investigate the EFL instructors and students at preparatory school level. As English is the Lingua Franca of today, it is taught in almost every level of education. EFL teachers teach English at every stage. The perceptions or expectations of both instructors and students related to the characteristics of an effective EFL teacher may vary depending on the level of education and students' ages. Therefore, future studies can involve the participants from different levels of education. Also, the current study was conducted with a relatively small group of participants. More participants from other universities in other cities of Turkey can be investigated.

CHAPTER 6

CONCLUSION

This explanatory-sequential mixed methods study set out to investigate the perceptions of EFL instructors and students regarding the characteristics of an effective EFL instructor. It was also aimed to figure out the recent changes in the characteristics of an effective EFL instructor. The data was gathered via an online questionnaire, followed by semi-structured interviews. 254 participants including 102 EFL instructors and 152 students who work or study at the English Language Preparatory Programs of 19 different foundation or state universities participated in the study. As the current study is an explanatory sequential mixed methods research study, quantitative data was collected in the first step. With the aim of explaining the quantitative data more effectively, the qualitative data was collected from 26 participants. The participants for the semi-structured interviews were selected among the volunteer participants who had responded to the questionnaire. 11 EFL instructors and 15 students participated in the interviews. In order to analyze the quantitative data, descriptive and inferential statistics were performed. The study shows the necessary characteristics of an effective EFL instructors from the views of EFL instructors and students. According to the EFL instructors, the most important characteristics was building a *good rapport with their students*. In addition, they added that EFL instructors should have *personal characteristics* such as being *patient*, being *respectful to diversities*, being *organized and disciplined*, *having a sense of humor* and integrating it to the language teaching, being *sociable*, being *creative*, being *open to lifelong learning* and *admitting when you don't know*; knowledge of the *target culture*; *level of competency in English language*; *classroom management skills*; *pedagogical knowledge*, and *providing extracurricular activities*.

When it comes to the students' perceptions regarding the characteristics of an effective EFL instructor, the most important characteristic to be an effective EFL instructor, similar to what the instructors believe, was trying to create a *positive rapport* with their students. It was followed by the importance of the *personal characteristics* of an EFL instructor. Expected personal characteristics by the students were being *patient, not being contemptuous, being energetic, being devoted to the teaching profession, having a sense of humor and not being too disciplined*. The other characteristics that the students believe an effective EFL instructor should possess were *the level of competency in English language; pedagogical knowledge; classroom management skills; knowledge of the target culture; and lastly, providing extracurricular activities for students to improve their language skills outside the class*.

The interviews mostly supported the findings of quantitative study. However, the analysis of interviews revealed that there are some differences between the perceptions of instructors and students in some characteristics. For instance, students believe EFL instructors are devoted to their professions. However, being devoted was not mentioned as necessary by the EFL instructors. Being disciplined was another conflicting issue according to the results. The EFL instructors think that discipline is necessary; controlling the students fosters the students' language skills. However, the students suffocate when the instructor is too disciplined. In addition, the origin of the EFL instructor is another conflicting issue between the students and instructors. While instructor think that the origin of the instructor is not a determining factor whether an EFL instructor is effective or not, the students preferred to learn English from a native EFL instructor or an instructor with which they do not share the same origin. The reason for that preference is that the students have to speak English all the time and they cannot switch to Turkish when necessary, which improves their English skills.

Interviews also supported the finding of quantitative study regarding the English language competency of EFL instructors. Both EFL instructors and student indicated the importance of subject matter knowledge. The only conflict in this issue is about the degree of competence. EFL instructors believe that if an instructor has a level of

proficiency that will be enough to teach a target group, then they do not have to have perfect English language skills like a native speaker. They also mentioned that possessing a native-like language proficiency is impossible and unnecessary on the ground that English is a global language and there are more nonnative speakers than native speakers. However, the students think that they should have a great proficiency in English language and they ought to speak with American or British accent. Moreover, the study showed that both EFL instructors and students agree that knowledge of pedagogy is one of the major characteristics that an effective EFL instructor should have. Without the appropriate pedagogical knowledge, an instructor cannot teach the subject effectively even if he/she has a great language proficiency. Furthermore, the interviews supported the quantitative data in terms of the importance of the rapport between the instructors and students. Both groups believe that building and maintaining positive relationship is vital for an effective teaching and learning atmosphere. The instructors noted that the difference between being friendly and being a friend should not be forgotten. One of the more significant findings to emerge from this study is that some students believe that the bond between instructors and students is not a significant factor at the university level. The students are conscious about the reason why they need to learn English. Therefore, even if the instructor does not try to build positive connections with students, he/she can be an effective EFL instructor. In addition to that, classroom management skills are seen crucial by both groups to be an effective EFL instructor.

The study also showed the recent changes in the expected characteristics of an effective EFL instructor. According to the analysis of the results in the current study, it can be understood that there have been many changes in the characteristics of an effective EFL instructor such as the increase in the technology integration to English language classes, more emphasis on the productive and communicative skills, changing role of the instructors, transition to a more learner-centered teaching, and the importance of the well-being of the instructors.

This thesis has provided a deeper insight into the characteristics of an effective EFL instructor and the difference between the perceptions of the instructors and the students regarding those characteristics. The findings reported here shed light on the

explanation of specific attitudes and preferences of both groups. It is hoped that comprehending and being aware of the opinions of students, the EFL instructors will have a chance to reflect on themselves and shape their teaching styles and the other characteristics accordingly.

6.1. Implications

The present study sheds light on several points that can be useful for EFL instructors, EFL students, teacher educators and administrative staff. This study reveals the perceptions of EFL instructors and students regarding the characteristics of an effective EFL instructor. In addition, analysis of the data collected from EFL instructors and students showed some differences between the perceptions of both groups. Knowing these differences will be useful for EFL instructors to reflect on their behaviors, teaching styles, teaching philosophies, and preferred teaching methods and techniques. EFL instructors believe that some characteristics are necessary to provide effective learning atmosphere. Instructors generally adhere to these characteristics since they believe these characteristics are the most effective ones. However, when the expectations or perceptions of students are different from those of instructors, the efficacy of the language learning process decreases. Hence, it is crucial to observe and identify the differences between these two groups. Being aware of these differences can encourage EFL instructors to reflect and reshape their beliefs, attitudes and teaching styles according to the students. Also, knowing the beliefs and perceptions of EFL instructors, the students will comprehend the reasons behind their teachers' attitudes and their preferred teaching methods and techniques. In addition to that, the current study revealed the perceptions of EFL instructors and students regarding the recent changes in the characteristics of an effective EFL instructor. Since adapting oneself to the changes is a crucial issue, this study will be helpful for EFL instructors and teacher educators to be aware of the recent changes. Lastly, knowing the changes in the role of EFL instructors, instructors will be aware of their responsibilities toward students and society.

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APPENDICES

A. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

 ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

DÜMLÜPİNAR BULVARI: 06800
ÇANKAYA ANKARA/TÜRKİYE
T. +90 312 210 22 91
F. +90 312 210 79 59
uzam@metu.edu.tr
www.uzam.metu.edu.tr

20 HAZİRAN 2022

Konu: Değerlendirme Sonucu


Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu


Sayın Dr. Öğr. Üyesi Müge GÜNDÜZ

Danışmanlığını yürüttüğünüz Melike ÇALIŞKAN'ın "Etkili bir İngilizce Öğretmenin Özelliklerine Dair Hazırlık Okulu Öğretim Görevlileri ve Öğrencilerin Algılarını Karşılaştırmaya Yönelik Araştırma" başlıklı araştırmanız İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay 0354-ODTÜİAEK-2022 protokol numarası ile onaylanmıştır.


Bilgilerinize saygılarımla sunarım.


Prof. Dr. Mine MİSİRLİSOY
Başkan



Doç. Dr. İ. Semih AKÇOMAK
Üye


Dr. Öğretim Üyesi Müge GÜNDÜZ
Üye


Dr. Öğretim Üyesi Şerife SEVİNÇ
Üye


Dr. Öğretim Üyesi Murat Perit ÇAKIR
Üye


Dr. Öğretim Üyesi Süreyya ÖZCAN KABASAKAL
Üye


Dr. Öğretim Üyesi A. Emre TURGUT
Üye

B. CONSENT FORM AND THE INITIAL QUESTIONNAIRE

Araştırmaya Gönüllü Katılım Formu

Bu çalışma Orta Doğu Teknik Üniversitesi İngiliz Dili Eğitimi bölümü yüksek lisans öğrencisi Melike Çalışkan tarafından yüksek lisans tezi kapsamında yürütülmektedir. Bu form size araştırma çalışmasının içerikleri ve süreçleri hakkında bilgi vermek amacıyla hazırlanmıştır.

Bu çalışmanın amacı üniversitelerin İngilizce hazırlık programlarındaki öğretmen ve öğrencilerin, etkili bir İngilizce öğretmenin özellikleri hakkındaki algılarını karşılaştırmaktır. Çalışmada karma araştırma yöntemi (NİCEL→nitel) benimsenmiştir. İki kısımdan oluşan bir anket ve bunu takip edecek bireysel görüşmeler aracılığıyla veri toplanacaktır. Bu gönüllü katılım formu tamamlaması yaklaşık 10 dakika sürecek anket kısmını kapsamaktadır. Çalışmanın ikinci kısmı olan bireysel görüşmeler çevrimiçi ortamda, ZOOM program aracılığıyla gerçekleştirilecektir. Katılmak için anket sonunda gönüllü olup olmadığınız sorulacaktır ve olduğunuz takdirde araştırmacı tarafından sizinle iletişime geçilecektir.

Bu çalışmaya katılım tamamıyla gönüllülük esasına dayanmaktadır. Ankette bulunan maddeler ve (gönüllü olduğunuzu ayrıca belirtmeniz durumunda) bireysel görüşme sorularının katılımcılarda rahatsızlık oluşturmayacağı öngörülmüştür. Fakat, katılımınızı herhangi bir sebepten ötürü, istediğiniz aşamada sonlandırabilirsiniz. Böyle bir durumda anketi tamamlamadan ayrılabilirsiniz. Araştırma süresince toplanan veriler saklı tutulacak ve yalnızca bilimsel amaçlar için kullanılacaktır. Talep edilebilecek tek kimlik belirtici bilgi e-posta adresidir ve gönüllü olmanız durumunda bireysel görüşmelere katılımınız için sorulacaktır. Araştırmacı dışında kimseyle paylaşılmayacak ve tamamen gizli tutulacaktır.

Arařtırmayla ilgili daha fazla bilgi almak isterseniz, sorularınız ve yorumlarınız için arařtırmacıya melike.caliskan@metu.edu.tr adresi üzerinden ulařabilirsiniz



Bu alıřmaya tamamen kendi isteęimle katılıyorum ve istedięim anda katılımımı sonlandırabileceęimi biliyorum. Saęlayacaęım bilgilerin bilimsel amalar için kullanılmasına izin veriyorum.

C. THE INITIAL QUESTIONNAIRE

CHARACTERISTICS OF AN EFFECTIVE ENGLISH LANGUAGE INSTRUCTOR QUESTIONNAIRE

PART A: Personal Information

Please answer the following questions:

1. What is your gender? _____

2. What is your status? Select that apply.

English language instructor Student at English Language Preparatory
Program

3. What is the type of university you are currently working / studying at? Select that
apply.

State university Foundation university

**PART B: Characteristics of an Effective English Language Instructor
Questionnaire**

In this part, please read the following list carefully. For each statement, select the response that best represents your opinions. (Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree). If you have any additional comments to add about any of the following statements, please state them in the blank space provided at the end of this table.

An effective English language instructor should	Strongly	Agree	Undecided	Disagree	Strongly
1. Be eager to help students in and outside the classroom.					
2. Encourage students to express and discuss their needs for language learning.					
3. Praise effort					
4. Be friendly to students.					
5. Treat students fairly regardless of achievement.					
6. Take into consideration student' difficulties with the foreign language.					
7. Express confidence in students' language abilities.					
8. Alleviate students' anxiety in English class.					
9. Have a good sense of humor.					
10. Arouse students' motivation for learning English.					

11. Show interest in students (by remembering students' names) and their learning.					
12. Be neat and tidy in appearance					
13. Pay attention to the personal needs of students					
14. Be polite and respect the personality of the students.					
15. Use authority to maintain discipline.					
16. Be punctual					
17. Be open to criticism.					
18. Not lose temper and get angry					
19. Stick to administrative rules and regulations					
20. Be open-minded					
21. Use English competently					
22. Have a high level of proficiency with English vocabulary.					
23. Be fully familiar with English grammar					
24. Have a native-like accent					
25. Be acquainted with the target culture					
26. Be familiar with language learning theories					
27. Follow the textbook rigidly					
28. Follow the syllabus tightly					
29. Make frequent use of other materials					
30. Integrate computer-aided instruction into FL teaching.					
31. Teach English in Turkish (students' native language)					
32. Use English as the predominant means of classroom communication					

33. Simplify his/her classroom language to facilitate comprehension of what is being said.					
34. Use activities which draw learners' attention to specific grammatical features					
35. Set activities which require students to interact with each other in English					
36. Set activities which require students to work in pairs or small groups					
37. Provide opportunities to use English through meaningful tasks and activities.					
38. Provide opportunities for students to use English beyond the classroom setting.					
39. Set activities which expose students to the target culture.					
40. Expose students to real life topics					
41. Thoroughly explain new grammar rules before asking students to practice the relevant structure.					
42. Correct students immediately after making a grammar mistake during communicative activities					
43. Manage the class time well					
44. Assign homework					

1. Is there anything you would like to add that was not mentioned in the questionnaire?

2. Would you like to follow up with an interview?

a) Yes

b) No

If yes, please provide the following details:

Name: _____ Surname: _____

E-mail address: _____

D. FINAL QUESTIONNAIRE

CHARACTERISTICS OF AN EFFECTIVE ENGLISH LANGUAGE INSTRUCTOR QUESTIONNAIRE

PART A: Personal Information

Please answer the following questions:

1. What is your gender? _____

2. What is your status? Select that apply.

English language instructor Student at English Language Preparatory

Program

3. What is the type of university you are currently working / studying at? Select that apply.

State university Foundation university

4. Please write the name of the university that you are currently working / studying at

**PART B: Characteristics of an Effective English Language Instructor
Questionnaire**

In this part, please read the following list carefully. For each statement, select the response that best represents your opinions. (Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree). If you have any additional comments to add about any of the following statements, please state them in the blank space provided at the end of this table.

An effective English language instructor should	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Be open to criticism.					
2. Have a good sense of humor.					
3. Not lose temper and get angry					
4. Be open-minded					
5. Be eager to help students in and outside the classroom.					
6. Treat students fairly regardless of achievement.					
7. Express confidence in students' language abilities.					
8. Show interest in students (by remembering students' names) and their learning.					
9. Use English competently					
10. Have a high level of proficiency with English vocabulary.					
11. Be fully familiar with English grammar					
12. Have a native-like accent					

13. Arouse students' motivation for learning English.					
14. Be familiar with language learning theories					
15. Integrate computer-aided instruction into FL teaching.					
16. Teach English in Turkish (students' native language)					
17. Use English as the predominant means of classroom communication					
18. Simplify his/her classroom language to facilitate comprehension of what is being said.					
19. Set activities which require students to interact with each other in English					
20. Provide opportunities to use English through meaningful tasks and activities.					
21. Provide opportunities for students to use English beyond the classroom setting.					
22. Thoroughly explain new grammar rules before making Students discover the relevant structure on their own.					
23. Correct students immediately after making a grammar mistake during communicative activities.					
24. Expose students to real life topics.					
25. Assign homework regularly.					
26. Be acquainted with the target culture					

27. Set activities which expose students to the target culture.					
28. Use authority to maintain discipline.					
29. Manage the class time well					
30. Stick to administrative rules and regulations					
31. Follow the textbook rigidly					
32. Follow the syllabus tightly					

E. QUESTIONNAIRE IN TURKISH

ETKİLİ BİR İNGİLİZ DİLİ ÖĞRETİM GÖREVLİSİNİN ÖZELLİKLERİ

PART A: Kişisel Bilgiler

Lütfen aşağıdaki soruları cevaplayınız.

1. Cinsiyetiniz belirtiniz? _____

2. Şu anki pozisyonunuzu belirten ifadeyi seçiniz?

İngilizce Öğretmeni Öğrenci

3. Çalıştığınız/öğrenim gördüğünüz üniversite türünü belirtiniz.

Devlet üniversitesi Vakıf üniversitesi/Özel üniversite

4. Çalıştığınız / öğrenim gördüğünüz üniversitenin adını yazınız.

**PART B: Characteristics of an Effective English Language Instructor
Questionnaire**

Aşağıdaki listeyi dikkatli bir şekilde okuyunuz. Her bir ifade için görüşlerinizi en iyi temsil eden yanıtı seçin. (Kesinlikle Katılıyorum, Katılıyorum, Kararsızım, Katılmıyorum ve Kesinlikle Katılmıyorum). Aşağıdaki ifadelerden herhangi biri hakkında eklemek istediğiniz ilave yorumlarınız varsa, lütfen bunları bu tablonun sonunda verilen boş alana belirtiniz

Etkili bir İngilizce Öğretmeni:	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1. Eleştirilere açık olmalıdır.					
2. İyi bir mizah anlayışına sahip olmalıdır.					
3. Sabırlı olmalı ve çabuk sinirlenmemelidir.					
4. Açık fikirli olmalıdır.					
5. Okul içinde ve dışarıda öğrencilere yardım etmeye istekli olmalıdır.					
6. Başarılarından bağımsız olarak bütün öğrencilere adil davranmalıdır.					
7. Öğrencilerin dil becerilerini geliştirebileceğine dair onlara güvendiğini ifade etmelidir.					
8. Öğrencilere ve onların öğrenim süreçlerine ilgi göstermelidir. (Öğrencilerin isimlerini hatırlamak vs.)					
9. İngilizceyi yetkin bir şekilde kullanmalıdır.					

10. Yüksek düzey İngilizce kelime yeterliliğine sahip olmalıdır..					
11. İngilizce dilbilgisine tamamen hakim olmalıdır.					
12. İngilizce aksanı ana dili seviyesinde olmalıdır.					
13. Öğrencilerde İngilizce öğrenme motivasyonu uyandırmalıdır.					
14. Dil öğrenme metot ve tekniklerine hakim olmalıdır.					
15. Bilgisayar destekli eğitimi, İngilizce öğretimine entegre etmelidir.					
16. İngilizceyi öğrencilerin ana dilini kullanarak öğretmelidir.					
17. İngilizceyi sınıfın baskın iletişim dili olarak kullanılmalıdır.					
18. Söylediklerinin öğrenciler tarafından anlaşılmasını kolaylaştırmak için İngilizceyi basitleştirerek kullanılmalıdır.					
19. Öğrencilerin birbirleriyle İngilizce iletişim kurmalarını gerektirecek aktiviteler hazırlamalı ve kullanılmalıdır.					
20. Gerçek hayatla bağlantılı görevler ve etkinlikler aracılığıyla İngilizceyi kullanma fırsatları sağlamalıdır.					
21. Öğrencilerin gerçek hayatta kullanabilecekleri konulara daha çok ağırlık vermelidir.					
22. Öğrencilere gramer konularını belirli bir bağlam içinde sunup kendilerinin keşfetmelerini beklemeden önce gramer konularını iyice açıklamalıdır.					

23. İletişimsel etkinlikler sırasında öğrenciler bir dil bilgisi hatası yaparsa, hatadan hemen sonra öğrencileri düzeltmelidir.					
24. Öğrencilerin okul ortamı dışında da İngilizceyi kullanmaları için fırsatlar sağlamalıdır.					
25. Sık sık konuyla alakalı ödevler vermelidir.					
26. Hedef kültüre aşina olmalıdır.					
27 . Öğrencileri hedef kültüre maruz bırakacak aktiviteler belirleyip kullanmalıdır.					
28. Disiplini korumak ve sürdürmek için otoritesini kullanmalıdır.					
29. Ders süresini iyi yönetmelidir.					
30. İdari kurul ve düzenlemelere bağlı kalmalıdır.					
31. Ders kitabını hiç değiştirmeden takip etmelidir.					
32. Müfredatı hiç bir değişiklik yapmadan uygulamalıdır.					

F. CONSENT FORM FOR SEMI-STRUCTURED INTERVIEW

BİREYSEL GÖRÜŞME İÇİN GÖNÜLLÜ KATILIM FORMU

Bu çalışma Orta Doğu Teknik Üniversitesi İngiliz Dili Eğitimi bölümü yüksek lisans öğrencisi Melike Çalışkan tarafından yüksek lisans tezi kapsamında yürütülmektedir. Bu form size araştırma çalışmasının içerikleri ve süreçleri hakkında bilgi vermek amacıyla hazırlanmıştır.

Bu çalışmanın amacı üniversitelerin İngilizce hazırlık programlarındaki öğretmen ve öğrencilerin, etikili bir İngilizce öğretmenin özellikleri hakkındaki algılarını karşılaştırmaktır. Çalışmada karma araştırma yöntemi (NİCEL→nitel) benimsenmiştir. Yanıtlamış olduğunuz anketin ardından yaklaşık 45 dakika sürmesi beklenen bireysel görüşme gerçekleştirilecektir. Bu gönüllü katılım formu, bahsi geçen bu görüşmeyi kapsamaktadır. Görüşmeler, onay verdiğiniz takdirde sesli olarak kaydedilecek, yazıya aktarılacak ve araştırmacı tarafından analizi gerçekleştirecektir.

Bu görüşmeye katılım tamamıyla gönüllülük esasına dayanmaktadır.

Bireysel görüşme esnasından sorulacak olan sorularının katılımcılarda rahatsızlık oluşturmayacağı öngörülmüştür. Fakat, katılımınızı herhangi bir sebepten ötürü, istediğiniz aşamada sonlandırabilir veya sorulara cevap vermemeyi tercih edebilirsiniz. Böyle bir durumda araştırmacıya durumu aktarmanız yeterli olacaktır. Görüşme süresince toplanan veriler saklı tutulacak ve yalnızca bilimsel amaçlar için kullanılacaktır. Katılımcıların kimlikleriyle ilgili belirtici olabilecek bilgiler araştırmacı dışında kimseyle paylaşılmayacak, gizli tutulacaktır. İzin verdiğiniz takdirde görüşme sesli olarak kayıt altına alınacak ve yalnızca araştırmacıya ulaşılabilir olacak, gizli tutulacak ve araştırma tamamlandıktan sonra silinecektir.

Arařtırmayla ilgili daha fazla bilgi almak isterseniz, sorularınız ve yorumlarınız için arařtırmacıya **melike.caliskan@metu.edu.tr** adresi üzerinden ulaşabilirsiniz



Bu görüşmeye tamamen kendi isteđimle katılıyorum ve istediđim anda katılımımı sonlandırabileceđimi biliyorum. Sağlayacađım bilgilerin bilimsel amaçlar için kullanılmasına izin veriyorum.

Görüşmenin sesli olarak kayıt altına alınmasına izin veriyorum.

G. SEMI STRUCTURED INTERVIEW QUESTIONS

- 1- Could you please introduce yourself? (-name, age, experience, job, educational background)
- 2- What makes an effective English language teacher? What kind of characteristics should an English language teacher have? (Write about the qualifications of an English language teacher that you think effective; explain the reasons.)
 - What kind of personality should an effective English language teacher have? (passion for teaching/the subject, good communication and organization, critical thinking, patience, sense of humor, ability to communicate new ideas and concepts, liking young people, enthusiasm, pace, resilience, subject knowledge, a range of teaching methods, an ability to hold the attention of the class, empathy, encouraging children to think rather than being told.)
- 3- How important it is to establish and maintain positive relationships with students?
- 4- How much is level of proficiency in English important for an effective English language teacher?
- 5- Do you think knowledge of pedagogy is as important as subject matter knowledge?
 - How should an effective English language teacher plan and design the lessons?
- 6- Should an effective teacher be acknowledged about the target culture?
- 7- What are some of the classroom management strategies that an effective English language teacher might utilize?
- 8- How much is being competent in technology important to for an effective language teacher?

- 9- What kind of characteristics do you think an English language teacher should not possess?
- What are the behaviors and attitudes that an effective English language teacher should avoid while forming relationship with the students?
 - What are the things that an effective English language teacher should not do while planning and conducting a lesson?
 - Which of the following characteristics is more important than the others to make an English language teacher effective: knowledge of language, knowledge of pedagogy or his/her personality and the way he/she behaves the students? Why? Please explain
 - Does an English teacher's origin, for example being from Turkey or any other country, affect his/her efficacy? How?
 - Is the accent of English language teacher important to call him/her an effective one?
 - What kind of things should an effective English Language Teacher consider while assessing/evaluating the students?
- 10- Should an effective English Language Teacher integrate political, social, economic issues to the language teaching to raise awareness in students? Explain why.
- 11- What are the changes in the necessary characteristics for English Language teacher after the pandemic/ online education?

H. TURKISH SUMMARY / TÜRKÇE ÖZET

Bu sıralı açıklayıcı karma yöntem çalışmasının amacı, etkili bir İngilizce öğretim görevlisinin özelliklerine ilişkin öğretim görevlilerinin ve öğrencilerin algıları arasındaki farklılıkları araştırmak ve bu özelliklerin son zamanlarda nasıl değiştiğini ortaya çıkarmaktır. Öğretim görevlilerinin davranışları, inançları, tutumları, tercih ettikleri öğretim stilleri ve yaptıkları eylemler öğrenmeyi teşvik etmede hayati bir role sahiptir. Öğretmenler ve öğrenciler eğitimin en önemli temel figürleri olarak kabul edilmektedir. Etkili bir öğretim görevlisi olmak, öğrencilerin öğrenme fırsatlarını kolaylaştırmanın kilit noktasıdır. Ancak, öğretim görevlilerini etkili kılan özellikleri araştırabilmek için, en başta *etkili* kelimesinin anlamını anlamak gerekir. *Etkili* teriminin anlamı bir bağlamdan diğerine farklılıklar gösterebilir. Etkili kelimesini tanımlayan kişinin kişisel, kültürel, mesleki veya ekonomik geçmişinin değişmesiyle anlam farklılaşabilir. (Dinçer vd., 2013). Birçok araştırmacı öğretim görevlileri için *etkili* kelimesine farklı anlamlar önermiştir. Örneğin, Million'a (1987) göre öğretimde etkili olmak, öğretim görevlisinin dersi tasarlama biçimine ve derste kullandığı yöntemlere bağlıdır. Wenglinsky (2000), etkili bir eğitmeni, öğrencilere, sorgulama ve düşünmeyi geliştirmeleri için fırsatlar sağlayan bir kişi olarak tanımlamaktadır.

Etkili bir öğreticinin özelliklerini hem öğretim görevlileri hem de öğrenciler açısından anlamak, öğretim görevlilerinin öğretme ve öğrenmeye yönelik inanç ve tutumlarının uygunluğunu ve uyarlanabilirliğini gözlemleyip, değişiklikler yapabilme ve öğrenci profiline göre adapte edebilmeleri açısından önemlidir. Ayrıca, öğrencilerin, etkili bir öğretim görevlisinin ne tür özelliklere sahip olması gerektiğini öğrenerek, öğretim görevlileri, öğrencilerinin kendilerinden ne beklediğini bilme şansına sahip olabilir. Bu nedenle, etkili bir öğretim görevlisinin özelliklerinin araştırılması, öğrencilerin ve öğretim görevlilerinin öğretme ve öğrenme sürecindeki farkındalıklarını artırabilir.

İlgili literatür incelendiğinde, etkili bir öğretim görevlisinin sahip olması gereken özelliklerini araştıran çeşitli çalışmalar bulunmaktadır. Araştırmacılar anketler (Park & Lee, 2006; Brown, 2009; Onem, 2009), gözlemler (Andrews & McNeill, 2005), görüşmeler (Andrews & McNeill, 2005), çalıştaylar ve seminerler (Hadley & Hadley, 1996; Borg, 2006) aracılığıyla, farklı çalışmalarla, etkili bir öğretim görevlisinin özelliklerini ortaya çıkarmaya çalışmışlardır. Bu çalışmaların bulguları, genellikle, öğretim görevlilerinin kişisel özellikleri (sıcakkanlı, anlayışlı, arkadaş canlısı, güler yüzlü, motive edici, destekleyici vb.); akademik özellikler (konu bilgisi); ve pedagojik bilgi (öğrencinin derse katılımını sağlamak, dersi ilgi çekici kılmak, çeşitli öğretim yöntem ve tekniklerini kullanmak,) gibi kategoriler etrafında toplanmıştır. Literatürdeki çoğu çalışma, etkili bir öğretim görevlisi olmanın zorlu, uzun ve karmaşık bir yol olduğundan bahsetmektedir.(Fradd & Lee, 1997; Flores & Day, 2006).

Goe et al. (2008) etkili öğretmenler için beş farklı tanım ortaya koymuşlardır. Her şeyden önce, etkili öğretmenler, her zaman, tüm öğrencilerin öğrenme yeteneğine sahip olduğundan umutludur ve öğrenciler bazen başarısız olduğunda, umutlarını kaybetmezler. İkinci olarak, etkili öğretmenler, öğrencilerin derslere devam etme, bir üst sınıfa geçme ve beklenen zamanda mezun olma gibi akademik yaşamlarında düzenli olarak ilerlemelerine yardımcı olur. Ayrıca, etkili öğretmenler farklı materyaller kullanarak dersi planlamada oldukça iyidirler; öğrencileri derslere dahil etmek, ilerlemelerini gözlemlemek ve gerektiğinde öğretim tarzında bazı değişiklikler yapmak konusunda yeterlidirler. Bunun yanı sıra, çeşitliliğe değer verilen öğrenme ortamlarının oluşmasında etkilidirler. Son olarak, etkili öğretmenler, öğrencilerin başarısı için diğer öğretim elemanları, öğrenci velileri, idareciler gibi eğitimin diğer üyeleriyle işbirliği yapmaktan her zaman memnundur. Yukarıda da bahsedildiği gibi etkili bir öğretim elemanının özelliklerini bulmak için yapılmış birçok çalışma bulunmaktadır. Bu çalışmaların bulguları bağlama, öğrenci profiline, konuya vb. bağlı olarak farklılık gösterir. Bu nedenle, etkili bir öğretmeni tanımlamak için bazı belirli özelliklere bağlı kalmak yanıltıcı olacaktır. Öğrettikleri alandan bağımsız olarak, her öğretmenin sahip olması gereken bazı ortak özellikler vardır. Ancak, öğretilen konu ve ders değiştiğinde, eğitimciden beklenen özellikler de değişmektedir. Her ders, farklı

metot, yöntem ve teknikler gerektirebilir. İngilizceyi etkili bir şekilde öğretmek, diğer derslerden farklı inançlar, tutumlar ve teknikler gerektirir.

İngilizce küresel bir dildir ve tüm dünyada konuşulmaktadır. Şentürk (2017), İngiliz dilinin uluslararası ilişkiler, iş, araştırma, eğitim ve akademi açısından yadsınamaz önemini belirtmiştir. Dolayısıyla Türkiye'de öğrenciler çok küçük yaşlarda okullarda İngilizce öğrenmeye başlamaktadır. Ancak, dil eğitiminin etkililiği birçok farklı faktöre bağlıdır. İngiliz dili öğretim görevlileri, dil eğitiminin kalitesini belirleyen en önemli faktörlerden biri olarak kabul edildiğinden, öğretim görevlilerinin sahip olması gereken özellikleri ortaya çıkarmak son derece önemlidir.

Etkili bir İngiliz dili öğretim görevlisinin özelliklerine ilişkin öğrencilerin algılarını araştıran çalışmalar incelendiğinde, öğrencilerin farklı beklentileri olduğu görülmüştür. İran'da yapılan bir çalışmada, Ghasemi ve Hashemi (2011), öğrencilerinin etkili bir İngiliz dili öğretim görevlisinin özelliklerine ilişkin algılarını incelemiştir. Çalışma, öğrencilerin, öğretim görevlilerinin konu bilgisi, pedagojik bilgisi ve sosyo-duygusal becerileri açısından beklentilerini araştırmıştır. Verilerin analizi, İngiliz dili öğretim görevlisinin, okuma ve konuşma konusunda yetkin olması ve öğrencileri İngilizce öğrenmeye motive etmekte yetkin olması gibi bazı ortak özelliklerin olduğunu ortaya çıkardı. Korkmaz ve Yavuz (2011) öğrencilerle yaptıkları çalışmalardan birinde, Türkiye'de bir devlet üniversitesinde okuyan 100 öğrenci ile etkili bir İngiliz dili öğretim görevlisinin özellikleri araştırmışlardır. 77 erkek ve 23 kadın katılımcı, etkili bir dil eğitmeninin özelliklerini tanımlamalarını isteyen bir soruya yazılı olarak yanıt vermiştir. İkinci aşamada öğrencilere yapılandırılmış bir anket uygulanmıştır. Son olarak yarı yapılandırılmış görüşmeler yapılmıştır. Sonuçlar, etkili bir İngiliz dili öğretim görevlisi olmak için beş özelliğin gerekli olduğunu göstermiştir. Bu özellikler, verimli öğretme metotları konusunda bilgi sahibi olma, öğrencileri motive etmede başarılı olma, çeşitli öğretim tekniklerinden yararlanma, adil olma ve gelişime açık olma olarak sıralanmıştır.

Başka bir çalışmada Koç (2013), etkili İngiliz dili öğretim görevlisinin özelliklerini dört kategori altında incelemiştir: öğretim stratejileri, öğretim yetenekleri, sınıf yönetimi ve konu-alan bilgisi. Bu çalışmada, araştırmacı farklı seviyelerden

öğrencilerin etkili bir İngiliz dili öğretim görevlisi ile ilgili görüşlerini karşılaştırmıştır. Veriler bir anket kullanılarak toplanmıştır. Bulgular, etkili bir eğitmenin sınıfta disiplini koruma, öğrencilerin motivasyonunu artırma, öğrencilerin ihtiyaçlarını anlama ve öğrencilerle iyi ilişkiler kurma yeteneğine sahip olduğunu ortaya koymuştur. Disiplinin rahatsız edici bir şey olduğuna dair yaygın bir inanç olsa da, bu çalışmada disiplinin öğrenciler tarafından, organize bir öğrenme ortamı oluşturmak için, tercih edildiği görülmüştür. Koç'un (2013) çalışmasında, öğrencilerin algılarının da birbirinden farklılık gösterebileceği görülmüştür. Bir kurumdaki öğrenciler öğretim görevlilerinin disiplinli olması gerektiğine inanırken, diğer kurumlardaki öğrenciler disiplinli bir öğretmenden sıkıldıklarını ve motivasyonlarının düştüğünü belirtmiştir. Bu nedenle, öğrencilerin etkili bir İngiliz dili öğretim görevlisinden beklentilerini gözlemek ve anlamak, onlara etkili bir öğrenme ortamı sağlamak için çok önemlidir.

İngiliz dili öğretim görevlilerinin etkili bir İngiliz dili öğretim görevlisinin sahip olması gereken özelliklerine dair düşüncelerini araştıran araştırmalar incelendiğinde ise farklı özelliklerle karşılaşılmıştır. Örneğin, Park ve Lee (2006) Kore'de bir lisede İngilizce öğretmenleri ve öğrencilerle bir çalışma yürütmüştür ve bir anket kullanarak veri toplamışlardır. Öğrencilerin ve öğretmenlerin algıları arasında bazı farklılıklara erişilmiştir. Eğitmenlere göre, İngilizce dili becerilerine hakim olmak, etkili bir İngilizce öğretmenin en önemli özelliği olarak bulunmuştur. Aksine öğrencilere göre, etkili bir İngilizce öğretmenin en önemli özelliği pedagojik bilgisidir. Görüldüğü gibi, İngiliz dili öğretim görevlilerinin ve öğrencilerin, etkili bir İngiliz dili öğretim görevlisinin özelliklerine dair görüşleri farklılıklar gösterebilmektedir. Bu farklılıkları ortaya çıkarmak, iki taraf için de oldukça faydalı olacaktır.

Dolayısıyla, bu karma yöntem çalışmasının amacı, üniversitelerin İngilizce hazırlık programlarındaki öğretim görevlilerinin ve öğrencilerin etkili bir İngiliz dili öğretim görevlisinin özelliklerine yönelik algılarını araştırmaktır. Ayrıca, etkili bir İngiliz dili öğretim görevlisinin özelliklerinin son zamanlarda nasıl değiştiğini ortaya çıkarmak amaçlanmıştır.

Araştırma problemini anlamak ve verilere ulaşmak için sıralı açıklayıcı karma araştırma yöntemi (NİTEL → nicel) tercih edilmiştir. Araştırmanın nicel kısmında, 32 sorudan oluşan bir anket, Türkiye'deki 19 üniversitenin İngilizce hazırlık programlarındaki 102 İngiliz dili öğretim görevlisi ve 152 öğrenci tarafından cevaplanmıştır. Çalışmaya hem devlet hem de vakıf üniversitelerinden katılımcılar katılmıştır. Nicel aşamada toplanan verileri açıklamayı ve zenginleştirmeyi amaçlayan çalışmanın nitel kısmında ise, 11 İngiliz dili öğretim görevlisi ve 15 öğrenci ile, yarı yapılandırılmış görüşme soruları ile görüşülmüştür. Bu çalışmada aşağıdaki soruların cevapları aranmaktadır:

- 1) İngiliz dili öğretim görevlilerine göre etkili bir İngiliz dili öğretim görevlilerinin özellikleri nelerdir?
- 2) İngilizce hazırlık programlarındaki öğrencilere göre etkili bir İngiliz dili öğretim görevlisinin özellikleri nelerdir?
- 3) Etkili bir İngiliz dili öğretim görevlisinin özelliklerine ilişkin, İngiliz dili öğretim görevlileri ve öğrencilerinin algıları arasındaki farklar nelerdir?
- 4) İngiliz dili öğretim görevlileri ve öğrencilerinin etkili bir İngiliz dili öğretim görevlisinden beklenen özelliklerde son zamanlarda meydana gelen değişikliklerle ilgili algıları nelerdir?

Bu çalışmadaki katılımcılar, Türkiye'deki farklı vakıf ve devlet üniversitelerindeki İngilizce Hazırlık Programlarının Temel İngilizce Bölümlerinde çalışmakta ya da öğrenim görmektedir. Bu 19 üniversitenin seçilmesinin nedeni, bu hazırlık okullarının amacının öğrencilere bir akademik yıl boyunca İngilizce öğretmek ve belirli bir yeterlilik seviyesine ulaşmaları için bir İngilizce öğrenme programı sunmak olmasıdır. Bir akademik yıl boyunca öğrencilerin odak noktası sadece İngilizce olduğundan, hazırlık okullarındaki öğrenciler ve öğretim görevlileri bu çalışma için ideal katılımcılardır. Türkiye'nin farklı bölgelerinde bulunan 19 üniversiteden katılımcı seçimi, katılımcıların heterojenliği açısından önemli görülmüştür. Katılımcıların seçimini Türkiye'de sadece bir şehirdeki üniversitelerle sınırlamak, katılımcıların Türkiye bağlamındaki algıları hakkında genel bir fikir edinmek için uygun olmayacaktır.

Bu çalışmada sıralı açıklayıcı karma yöntemler kullanılmıştır. İlk adım olarak 254 katılımcıdan nicel veriler toplanmıştır. Veri toplama süreci, yarı yapılandırılmış görüşmeler yoluyla nitel verilerin toplanmasıyla devam etmiştir. Nitel veri toplama aşamasının katılımcıları, nicel araştırmaya daha önce katılmış olan 254 kişi arasından seçilmiştir.

Araştırmanın nicel aşaması, iki çalışmadan uyarlanan bir Likert ölçeğinden oluşmaktadır: (Kourieos ve Evripidou, 2013; Shishavan ve Sadeghi, 2009). İki grubun algıları arasında verimli bir karşılaştırma yapabilmek için hem öğretim görevlileri hem de öğrenciler aynı anketi doldurmuştur. Anketi doldurmadan önce katılımcıların rıza onayları alınmıştır. Anket iki bölümden oluşmaktadır. İlk bölüm, katılımcıların kişisel bilgileriyle ilgilidir. İkinci bölüm, sekiz kategori altında, etkili bir İngiliz dili öğretim görevlisinin özelliklerine odaklanan 32 Likert ölçeğinde sorudan oluşmaktadır. Bu kategoriler: kişisel özellikler, öğrenci ve öğretim görevlisi arasındaki ilişki, dil yeterliliği, pedagoji bilgisi, hedef kültür bilgisi, ders dışı etkinlikler, sınıf yönetim becerileri, idari kurallara bağlı kalma. Kategoriler orijinal çalışmalardan alınmış ve birleştirilmiştir (Kourieos ve Evripidou, 2013; Shishavan ve Sadeghi, 2009). Anket, daha önceki çalışmalarda kullanılan iki anket birleştirilerek oluşturulduğundan, birleştirilmiş anketin güvenilirliğini kontrol etmek için bir pilot çalışma yapılmıştır. SPSS'de faktör analizi yapıldıktan sonra ankette yer alan sekiz kategori için de uzman görüşü alınmıştır. Öğrencilerin yanlış anlamaları önlemek için anket Türkçe'ye çevrilmiştir. Anket Türkçeye çevrilirken uzman görüşleri alınmıştır. Ankette yer alan Likert Ölçeği maddeleri, Kesinlikle Katılıyorum = 1, Katılıyorum= 2, Kararsızım = 3, Katılmıyorum= 4, Kesinlikle Katılmıyorum= 5 olan yanıtları içermektedir.

Pilot çalışma 54 katılımcı ile yapılmıştır. Bu 54 katılımcı, daha sonraki ana çalışmada yer almamıştır. Pilot çalışmada toplanan veriler SPSS programıyla incelenmiş, Cronbach Alpha testleri ve faktör analizleri sonucunda, anket en son halini almıştır. Sonrasında ana çalışma için veri toplamaya başlanmıştır. 254 katılımcıdan nicel veriler, 26 katılımcıdan da nitel veriler toplanmış ve analiz edilmiştir.

Nicel verilerin analizinde SPSS programından yararlanılmıştır. Bulunan sekiz kategorisi arasında, tüm katılımcılar için (hem İngiliz dili öğretim görevlileri, hem de

öğrenciler), etkili bir İngiliz dili öğretim görevlisi için en gerekli özellik, öğretim görevlisinin İngilizce öğretirken öğrencileriyle kurmaya çalıştığı ilişki olmuştur (M = 1.32). Ardından öğretim görevlisinin kişisel özellikleri (Ort. = 1.35), pedagojik bilgisi (Ort. = 1.54), İngilizce dil yeterlilik düzeyi (Ort. = 1.57), hedef kültür bilgisi (Ort. = 1.67), sınıf yönetimi becerileri (Ort. = 1.75), ders dışı etkinlikler sağlamak (Ort. = 1.87) ve idari düzenlemelere uymak (Ort. = 2.98) özellikleri sırasıyla önemli olarak görülmüştür. Diğer bir deyişle, hem öğretim görevlileri hem de öğrenciler için birlikte hesaplandığında, etkili bir öğretim görevlisinin sahip olması gereken en önemli özellik, öğrencileriyle iyi bir ilişki kurmaya çalışmasıdır. Öğretim görevlisinden en az beklenen özellik, idari kural ve yönetmeliklere hiçbir değişiklik yapmadan uyması ve bunlara bağlı kalmasıdır.

Ayrı olarak analiz edildiğinde, İngiliz dili öğretim görevlileri tarafından en çok onaylanan özellik, öğretim görevlilerinin öğrencileriyle kurmaya çalıştıkları ilişkidir (Ort. = 1.39) Bunu takip eden özellikler, kişisel özellikler (Ort. = 1.45.); hedef kültür bilgisi (M = 1,66); İngilizce yeterlilik düzeyi (M = 1.70); sınıf yönetimi becerileri (Ort. = 1.88); pedagojik bilgi (M = 1.98); ders dışı etkinliklerin sağlanması (Ort. = 2.03) ve son olarak, idari düzenlemelere bağlı kalınması (Ort. = 3.28) olarak bulunmuştur.

Öğrencilere göre ise, en yüksek puanları alan özellik, EFL okutmanlarının öğrencileriyle kurmaya çalıştıkları ilişki (Ort. = 1.284) olurken, bunu öğretim görevlisinin kişisel özellikleri (Ort. = 1.287); İngilizce dil yeterlilik düzeyi (M = 1.48); pedagojik bilgi (M = 1.55); sınıf yönetimi becerileri (Ort. = 1.66); hedef kültür bilgisi (M = 1.67); ders dışı etkinliklerin sağlanması (Ort. = 1.75); ve son olarak idari düzenlemelere bağlı kalınması (Ort. = 2.77) takip etmektedir.

Öğretim görevlileri ve öğrencilerin nicel veri analizinden de anlaşılacağı gibi, özelliklerin sıralaması arasında benzerlikler vardır; ancak, her bir özellik için hesaplanan ortalamalar, öğretim görevlileri ve öğrenciler arasında farklılıklar göstermektedir. T-testleri uygulandığında, aynı kategoriler altında bazı maddelere öğretim görevlilerinin, öğrencilerden daha fazla önem verdiği ortaya çıkmıştır. Bu farklılıkları daha iyi anlayabilmek için, yarı yapılandırılmış görüşmelerle nitel veriler toplanmış ve tematik analiz yapılmıştır

Bu çalışmanın nitel bölümünün amacı, yarı yapılandırılmış görüşmeler aracılığıyla elde edilen ayrıntılı açıklamalar yardımıyla nicel bulgulara katkıda bulunmaktır. Araştırmanın nicel kısmında yer alan katılımcılardan 11 öğretim görevlisi ve 15 öğrenci, yarı yapılandırılmış görüşmelere katılmak üzere seçilmiştir. Katılımcılar gönüllü olanlar arasından seçilmiştir.

Nitel çalışmadan elde edilen veriler sonucu ortaya altı tema çıkmıştır. İlk tema olan öğretim görevlisinin kişisel özellikleri konusunda öğretim görevlileri ve öğrenciler arasında bazı benzerlikler olduğu kadar, farklılıklar da görülmüştür. Öğretim görevlilerine göre, etkili bir İngiliz dili öğretim görevlisinin sahip olması gereken kişisel özellikler; sabırlı olması, çeşitliliklere saygı duyması, organize ve disiplinli olması, güçlü bir mizah duygusuna sahip olması, sosyal olması, yaratıcı olması, hayat boyu öğrenmeye açık olması ve bilgisinin olmadığı konularda bilmediğini kabul etmesi gibi temalar etrafında toplanmıştır. Öğrencilere göre ise, etkili bir öğretim görevlisinin sahip olması gereken kişisel özellikler, sabırlı olması, küçümseyici olmaması, enerjik olması, mesleğine adanmış olması, mizah duygusuna sahip olması ve çok disiplinli olmaması gibi temalar etrafında toplanmıştır. Kişisel özellikler kategorisinde ortaya çıkan temalarda, öğrenci ve öğretim görevlileri arasında farklılıklar görülmüştür. Sosyal olmak, yaratıcı olmak ve çeşitliliklere saygı duymak gibi kişisel özellikler, öğretim görevlileri tarafından önemli bulunurken, öğrenciler tarafından hiç bahsedilmemiştir. Ortak bahsedilen özelliklerde ise farklı görüşler dile getirilmiştir. Örneğin, öğretim görevlileri, etkili bir öğretim görevlisinin disiplinli olması gerektiğini düşünmektedir. Disiplinli olmanın, öğrencilerin dil öğrenme süreçlerine pozitif yönde katkıda bulunduğuna inandıklarını belirtmişlerdir. Ancak, öğrencilere göre disiplin, onları boğan, sıkı ve demotive eden bir özelliktir ve öğretmenlerinin disiplinli olmalarından hoşlanmadıklarını dile getirmişlerdir. Ortak bahsedilen bir diğer konu olan mizah duygusu ise, yine iki taraf arasında farklılıklara sebep olmuştur. Öğretim görevlileri, İngilizce öğretimine mizah entegre etmenin öğrencileri rahatlattığına inanmaktadır. Ancak, öğrencilerin çoğu, derse mizah entegre etmenin gereksiz olduğunu dile getirmişlerdir. Her türlü mizahın her öğrenci için uygun olmayacağını, öğretmenin öğrencileri eğlendirmek için değil, İngilizce öğretmek için orada bulunduğunun farkında olduğunu belirtmişlerdir.

Yarı yapılandırılmış sözlü görüşmelerde ortaya çıkan ikinci tema, öğretim görevlisinin İngilizce bilgisinin yeterliliğidir. Öğretim görevlilerine göre, ana dili İngilizce olan insanlar kadar İngilizce bilgisine ve yeterliliğine sahip olmak imkansız ve gereksizdir. Öğrenci profili ve seviyesine uygun dil yeterliliğine sahip olunması daha çok önem taşımaktadır. Ayrıca, öğretim görevlileri, mesleklerine başladıktan sonra, yıllar içinde, İngilizce yeterliliklerinde düşüş gözlemlediklerini belirtmişlerdir. Bunun sebebi, sınıf içinde kullandıkları dili öğrenci seviyesine indirgemeye çalışmalarıdır. Ancak, öğrencilere göre, öğretim görevlilerinin dil kabiliyetleri ve aksanları, anadili İngilizce olan insanlar kadar iyi olmalıdır. Dolayısıyla, etkili bir İngiliz dili öğretim görevlisinden beklenen dil kabiliyetinin seviyesi öğrenciler ve öğretim görevlileri arasında farklılıklar göstermektedir.

Sözlü görüşmelerden elde edilen diğer bir tema ise öğretim görevlisinin pedagoji bilgisi ile ilgiliydi. Öğretim görevlileri ve öğrenciler, etkili bir öğretim görevlisinin iyi derecede pedagoji bilgisine sahip olması gerektiği konusunda hemfikirdiler. İki taraf da İngilizce bilmek ve İngilizce öğretmeyi bilmek arasındaki farkı vurgulamıştır. Farklı öğretim stilleri, teknikleri ve metotları uygulamanın, bu metotları öğrenci profiline göre adapte edebilmenin ve gerektiğinde ani değişiklikler yapabilmemin, İngilizceyi etkili bir şekilde öğretme açısından son derece önemli olduğu hem öğretim görevlileri hem de öğrenciler tarafından vurgulanmıştır.

Öğretim görevlisi ve öğrenciler arasındaki ilişki, etkili bir öğretim görevlisi olmanın gerekli özelliklerinden biri olarak vurgulanan diğer bir temaydı. Dilin kendisi iletişimsel bir araç olarak kabul edildiğinden, öğretim görevlisinin de öğrencileriyle arasındaki iletişime önem vermesinin son derece önemli olduğu hem öğretim görevlileri hem de öğrenciler tarafından vurgulanmıştır. Öğrencileri tanımanın, onlarla pozitif ilişkiler kurmanın, onların kişisel hayatlarıyla alakalı bilgi sahibi olmanın, dil öğretimine katkıda bulunacağı dile getirilmiştir.

Sözlü görüşmeler esnasında dile getirilen bir diğer konu ise sınıf yönetimi becerileri olmuştur. Hem öğretim görevlileri hem de öğrenciler, etkili bir öğretim atmosferi oluşturabilmek için, öğretim görevlisinin sınıfın kontrolünü eline alması gerektiğini vurgulamışlardır. Şaşırtıcı bir şekilde, öğrencilere göre, öğretim görevlilerinin sınıf

düzenini sağlamak için, gerektiğinde öğrencilere sert ve katı bir şekilde davranması gayet normal ve gerekli bir davranış olarak görülmektedir. Yukarıda da bahsedildiği gibi, öğretim görevlileri ve öğrenciler arasında, etkili bir İngiliz dili öğretim görevlisinin sahip olması gereken özellikler açısından farklılıklar ortaya çıkmaktadır. Bu farklılıkların bilincinde olmak, öğretim görevlilerinin dil öğretimini daha etkili seviyelere taşıyabilmelerinde yol gösterici olmaktadır.

Sözlü görüşmelerden elde edilen bir başka konu ise, etkili bir İngiliz dili öğretim görevlisinden beklenen özelliklerin son yıllarda uğradığı değişimlerdir. Etkili bir öğretim görevlisinin sahip olması gereken özellikler uzun yıllardır tartışılmaktadır. Ancak, dilin ve eğitim alanının değişen doğasıyla birlikte, zaman geçtikçe etkili bir öğretim görevlisinin gerekli özelliklerinde birçok değişiklik olmuştur. 5 yılda bile, etkili bir İngiliz dili öğretim görevlisinden beklenen özelliklerde birçok değişiklik olmuştur. Özellikle teknolojideki hızlı gelişmelerle birlikte günümüzde dil öğretimine sürekli olarak yeni bir araç, uygulama veya teknik eklenmektedir. Buna ek olarak, nesiller değiştikçe bir İngiliz dili öğretim görevlisinden beklentiler de değişmektedir. Ayrıca COVID-19 pandemisi ile birlikte uzaktan eğitime geçiş, dil öğretiminde çeşitli yenilikleri ve değişiklikleri de beraberinde getirmiştir. Tüm bu değişen durumlarla 5-10 yıl önceki İngiliz dili öğretim görevlilerinin sahip olması gereken özelliklerin aynısını günümüzdeki öğretim görevlilerinden beklemek imkansızdır. Öğretim görevlileri ve öğrenciler tarafından toplanan veriler, etkili bir İngiliz dili öğretim görevlisi olmanın gerekliliklerinde son yıllarda meydana gelen bazı değişiklikleri ortaya çıkarmıştır.

Öğretim görevlileri verilerinden alınan en yaygın temalardan biri, teknolojideki gelişmelerden kaynaklanan değişikliklerdir. Öğretim görevlileri, öğrencilerinin teknolojinin içine doğduğunu, bu nedenle derse odaklanmalarını sağlamak için teknolojiyi İngilizce öğretimine entegre etmeye ekstra çaba harcadıklarını belirtti. Katılımcıların çoğu hemen her derste sınıfta mevcut teknolojiyi kullanmayı gerektiren bir etkinlik eklemeye çalıştıklarını belirtti.

COVID-19 ile birlikte, dil öğretiminde teknolojiye duyulan ihtiyaçta çarpıcı bir artış olmuştur. COVID-19 pandemisi, online eğitime geçiş gibi birçok değişikliğe neden

olmuştur. Online eğitim teknolojiyi kullanmayı zorunlu hale getirdi. Katılımcılar, pandeminin en başında online öğretime adapte olmakta zorlansalar da bir süre sonra dersleri online yürütmeye alıştıklarını ve çevrimiçi eğitimin öğretimde teknolojik okuryazarlıklarına katkıda bulunduğunu dile getirmişlerdir. EFL öğretmenlerinin çoğu, çevrimiçi eğitimle teknoloji becerilerini geliştirdiğini belirtmişlerdir. Uygulamaların, araçların, oyunların ve farklı web sitelerinin entegrasyonunun öğrencilerin öğrenme sürecini desteklediğini fark ettiklerini ifade etmişlerdir. Bu nedenle öğretmenler, pandemi sona erdikten sonra bile teknolojik araçları kullanmaya devam ettiklerini, online eğitim araçlarını pandemi sonrası yüz yüze eğitimde de dil öğretimine entegre etmekten vazgeçemediklerini belirtmişlerdir.

Online derslerin zaman yönetimine katkısı ise öğretim görevlilerinin görüşmelerde dile getirdiği bir diğer görüş olmuştur. Çevrimiçi derslerin süresi, yüz yüze derslerin normal süresinden daha kısaydı. Online eğitimde öğretim görevlileri ilk başlarda derslerin süreleri kısaldığı için zaman yönetimi konusunda çok sıkıntı yaşadıklarını ancak daha sonra daha kısa sürede nasıl daha fazla verim elde edebileceklerini düşündüklerinden derslerini buna göre planlamaya alıştıklarını ifade etmişlerdir. Yüz yüze derslerde bu becerinin sınıfta zaman yönetimi açısından onlara çok yardımcı olduğundan bahsetmişlerdir. Ayrıca, öğretim görevlileri, çevrimiçi eğitim sırasında birbirlerinden uzakta olduklarında meslektaşları ile etkileşim kurmak için bazı çevrimiçi iletişim platformlarını oluşturmuşlardır. Pandemi ve çevrimiçi eğitim sona erdikten sonra, birbirlerine danışmak için bu platformları kullanmaya devam ettiklerini, bu platformların onları birbirleriyle iletişim kurmak için zaman ve mekana bağlı olmaktan kurtardığını dile getirmişlerdir.

Ayrıca, pandemi sürecinde, öğretim görevlileri İngilizce öğretimi konusunda kendilerini geliştirebilecekleri pek çok kanalın olduğunu farketmişlerdir. Pandemi öncesinde çevrimiçi seminerlere, web seminerlerine veya konferanslara katılmak öğretmenler arasında popüler değildi. Ancak pandemi ile birlikte her şey gibi online eğitimlere katılmak da yaygınlaştı. Pandemi öncesinde bilgisayarlarında Skype olmayan öğretmenler bile çevrimiçi eğitimlere veya konferanslara online katılım daha kolay olduğu için daha fazla katılım gösterdiklerinden bahsetmişlerdir.

Öğretim görevlileri tarafından dile getirilen bir diğer değişiklik ise İngilizce öğretim metodolojisi ile ilgiliydi. Geçmişte, öğretmenlerin bazı yöntem veya yaklaşımlara bağlı kalmaları gerekiyordu. Çeşitli yöntemlerin avantajları ve dezavantajları üzerine uzun tartışmalardan sonra, İngilizce öğretmenlerine eklettik yöntemleri kullanmanın en uygun yöntem olduğu söyleniyordu. Ancak, öğretim görevlileri, günümüzde belirli bir yöntem seçmediklerini; İngilizceyi öğrencileri için en iyisinin olduğuna inandıkları şekilde öğretmeye çalıştıklarını belirtmişlerdir.

Öğretim kaynaklarının dijitalleştirilmesi, öğretim görevlilerinin son zamanlarda yaşadığı bir başka değişiklikti. Öğretim görevlileri, çevrimiçi eğitim sırasında ders kitaplarının ve diğer öğretim materyallerinin dijital versiyonunu kullanmak zorunda kaldılar. Pandemi öncesinde öğrencilere basılı materyal dağıttıklarını, ancak çevrimiçi eğitim başladığında İngilizce öğretmek için çevrimiçi çalışma sayfaları, PPP'ler, oyunlar veya etkinlikler hazırlamaya başladıklarını belirttiler. Bu materyallerin dijital versiyonlarının rahatlığını ve uygunluğunu fark edince, yüz yüze eğitime geçerken dijital versiyonlarını kullanmaya devam etmişlerdir. Katılımcılara göre materyallerin dijital versiyonlarının hazırlanması, paylaşılması ve saklanması daha kolaydır. Ayrıca basılı malzemelere göre daha dayanıklıdır. Bu nedenle katılımcılar, yüz yüze eğitimde bile basılı kopyalardan ziyade dijital materyal hazırlamayı ve kullanmayı tercih ettiklerini belirtmişlerdir.

Öğretim görevlilerinden toplanan veriler, İngilizce öğretiminin etkinliğinde öğretmenlerin iyi olma halinin de önemli olarak görülmeye başlandığını ortaya koydu. Bazı katılımcılar, dil öğrencilerinin ihtiyaçlarını, ilgilerini ve refahını göz önünde bulundurmanın her zaman popüler olduğunu belirtti. Ancak, İngilizce öğretmenlerinin nasıl hissettiklerini veya ne tür şeylere ihtiyaç duyduklarını düşünmek son birkaç yıla kadar pek yaygın değildi. Öğretim görevlilerinin kendilerini tükenmiş, güvensiz veya bitkin hissedip hissetmediklerini düşünmek günümüzde daha popüler hale geldi. Katılımcılar öğretmen tükenmişliği, öğretmen motivasyonu vb. konularda çok sayıda makale ile karşılaşmaya başladıklarını belirtmişlerdir. Bu nedenle 5-10 yıl öncesine göre öğretmenlerin iyi olma hallerine daha fazla önem verildiği söylenebilir.

Görüldüğü üzere, etkili bir İngiliz dili öğretim görevlisinden beklenen özelliklerde son yıllarda birçok değişiklik olmuştur. Bu değişikliklerin bilince olmak, değişen koşullara

ayak uydurabilmeleri ve kendilerini adapte edebilmeleri açısından öğretim görevlilerine yol göstermektedir. Ayrıca, öğretim görevlilerinin kendi öğrencilerinin etkili bir öğretim görevlisinden beklentilerini anlamak, aynı şekilde, öğretim metot ve tekniklerini yeniden gözden geçirmelerine ve tutum ve davranışlarını yeniden düzenlemelerine yardımcı olması beklenmektedir.

Bu çalışma, İngiliz dili öğretim görevlileri, öğrenciler, öğretmen eğitimcileri ve idari personel için faydalı olabilecek birkaç noktaya ışık tutmaktadır. Bu çalışma, etkili bir İngiliz dili öğretim görevlisinin özelliklerine ilişkin öğretim görevlileri ve öğrencilerinin algılarını ortaya koymaktadır. Buna ek olarak, öğretim görevlileri ve öğrencilerden toplanan verilerin analizi, her iki grubun algıları arasında bazı farklılıklar olduğunu göstermiştir. Bu farklılıkları bilmek, öğretim görevlilerinin davranışları, öğretim stilleri, öğretim felsefeleri ve tercih ettikleri öğretim yöntem ve teknikleri üzerinde düşünmeleri için faydalı olacaktır. Öğretim görevlileri, etkili bir öğrenme ortamı sağlamak için bazı özelliklerin gerekli olduğuna inanmaktadır. Öğretim görevlileri genellikle bu özelliklere bağlı kalırlar çünkü bu özelliklerin en etkili özellikler olduğuna inanırlar. Ancak öğrencilerin beklentileri veya algıları öğretim görevlilerinden farklı olduğunda dil öğrenme sürecinin etkililiği azalmaktadır. Bu nedenle, bu iki grup arasındaki farklılıkları gözlemlemek ve belirlemek çok önemlidir. Bu farklılıkların bilincinde olmak, öğretim görevlerinin inançlarını, tutumlarını ve öğretim stillerini öğrencilere göre yeniden şekillendirmeye teşvik edebilir. Ayrıca, öğretim görevlilerinin inançlarını ve düşüncelerini bilen öğrenciler, öğretmenlerinin tutumlarının altında yatan nedenleri ve tercih ettikleri öğretim yöntem ve tekniklerinin sebeplerini anlayacaklardır. Buna ek olarak, mevcut çalışma, etkili bir İngiliz dili öğretim görevlisinin özelliklerinde son zamanlarda meydana gelen değişikliklere ilişkin olarak öğretim görevlilerinin ve öğrencilerinin algılarını ortaya çıkarmıştır. Değişikliklere uyum sağlamak çok önemli bir konu olduğundan, bu çalışma öğretim görevlisi ve öğretmen eğitimcilerinin son değişikliklerden haberdar olmalarına yardımcı olacaktır.

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YAZARIN / AUTHOR

Soyadı / Surname : Çalışkan
Adı / Name : Melike
Bölümü / Department : İngiliz Dili Öğretimi / English Language Teaching

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