

NEAR EAST UNIVERSITY

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

CHARACTERISTICS OF EFFECTIVE ENGLISH LANGUAGE TEACHERS:

PERCEPTIONS OF STAKEHOLDERS IN NORTHERN IRAQ

MASTER THESIS

NIYAN SAEED MAHMOOD

NICOSIA

JUNE 2019

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Supervised by: Assoc. Prof. Dr. Çise Çavuşoğlu

NICOSIA

JUNE 2019

Approval of the Graduate School of Educational Sciences

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I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.

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This is to certify that we have read this thesis submitted by Niyan Saeed Mahmood titled “Characteristics of Effective English Language Teachers: Perceptions of Stakeholders in Northern Iraq” and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

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DECLARATION

I hereby declare that all information in this document has been obtained and presented in accordance with the academic rules and ethical guidelines of the Graduate School of Educational Sciences, Near East University. I also declare that as required by these rules and conduct, I have fully cited and referenced all materials and results that are not original to this study.

Full Name: Niyan Saeed Mahmood

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Signature: _____

DEDICATION

I dedicate this study to

My dear father's soul

My dear Mum

My dear brothers and my lovely sisters

Who has taught me once

ACKNOWLEDGEMENTS

First, I would like to thank my precious family. I would like to express my gratitude and sincere to my beloved mum, she has always been the core reason behind my accomplishments. I am indebted to my dear mum and my loved brother to be beside me in each step of my life. I would like to specially thank him and say that I have always honored to have a great brother like him. My special thanks go to my dear sister for being a close friend, for caring and her great continuous support to me. Special thanks go to my dear brother and my lovely sisters for their support, love, and patience. Thanks to my fiancé for his support.

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ABSTRACT

CHARACTERISTICS OF EFFECTIVE ENGLISH LANGUAGE TEACHERS: PERCEPTIONS OF STAKEHOLDERS IN NORTHERN IRAQ

Niyan Saeed Mahmood

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This study aims to find out the perceptions of three most important stakeholders (pre-service teachers, in-service teachers, and supervisors) in two cities of Northern Iraq, i.e. Erbil and Sulaymaniyah, on the characteristics of effective English as a Foreign Language (EFL) teachers. It also aims to compare their views. Data was collected from 151 university students in the most crowded English Language Teaching (ELT) departments of one private and two public universities, 66 teachers in private and public schools of the region, and 17 English language supervisors from the Ministry of Education. A questionnaire containing 50 items with a 5-point Likert-scale was prepared by the researcher. The collected data was analyzed using the SPSS version 20 by descriptive statistics, one-way ANOVA and Scheffe tests. The results revealed that all three participant groups generally supported the ideas in the written items. However, they gave priority to some personal traits such as being friendly, respecting students, having a good relationship, and listening to them and some pedagogical content knowledge related items such as being well-prepared for the lesson, preparing various activities, motivating students, and creating an enjoyable and relaxing environment in the class. It was found that participants did not give importance to language proficiency as much as personal traits and pedagogical characteristics. In the light of these results, recommendations on revising the teacher education programmes as well as the criteria for evaluating in-service teachers were made.

Keywords: Effective teachers, Foreign Language teachers, English as a Foreign Language, Beliefs, and Stakeholders

ÖZ

ETKİLİ YABANCI DİL OLARAK İNGİLİZCE ÖĞRETMENİNİN ÖZELLİKLERİ: KUZEY IRAK'TAKİ PAYDAŞLARIN GÖRÜŞLERİ İLE İLGİLİ BİR ÇALIŞMA

Niyan Saeed Mahmood

İngilizce Öğretmenliği Anabilim Dalı Yüksek Lisans Programı

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Bu çalışma Yabancı Dil olarak İngilizce öğretmenlerinin etkili öğretmen özellikleri konusunda Kuzey Irak'ta Erbil ve Süleymaniye şehirlerinde alanla ilgili üç paydaşın (öğretmen adayları, görev yapan öğretmenler ve müfettişler) görüşlerini araştırmayı ve gruplar arasındaki görüşleri farklılıklarını ortaya koymayı hedeflemektedir. En kalabalık iki devlet üniversitesi ve bir özel üniversitedeki 151 İngilizce Öğretmenliği bölümü öğrencileri, bölgedeki devlet okullarında ve özel okullarda görev yapan 66 İngilizce öğretmeni ve 17 Milli Eğitim Bakanlığında görevli müfettiş 5'li Likert şeklinde yapılandırılmış ve alanyazından faydalanarak hazırlanmış 50 maddelik bir ankete cevap vermişlerdir. Toplanan veriler SPSS 20 programı vasıtasıyla ortalama, standart sapma, tek yönlü ANOVA ve Scheffe testleri kullanılarak analiz edilmiştir. Araştırma sonucunda ankette sunulan maddeler bağlamında sunulan etkili yabancı dil öğretmeni ile ilgili görüşlerin her üç grup tarafından da genellikle desteklendiği ortaya çıkmıştır. Ama yine de katılımcılar derse hazırlıklı olma, değişik ders etkinlikleri hazırlama, öğrencileri motive etme ve sınıfta rahatlatıcı ve eğlenceli bir ortam oluşturma gibi eğitimsel alan bilgisi ile ilgili maddelerin yanı sıra, öğrenciler ile arkadaş canlısı olma, öğrencilere saygı gösterme, onlarla iyi ilişki kurma ve onları dinleme gibi öğretmenin kişisel özelliklerini de öncelikli olarak sıralamışlardır. Katılımcıların bu özelliklere verdikleri önemi öğretmenin dil yeterliliğine vermedikleri de bulunmuştur. Bu bulgular ışığında, gerek öğretmen yetiştirme programlarının, gerekse görev yapan öğretmenlerin değerlendirilmesinde kullanılan kriterlerin yeniden gözden geçirilmesi önerilmiştir.

Anahtar Kelimeler: etkili öğretmen, yabancı dil öğretmeni, Yabancı dil olarak İngilizce, inançlar, paydaşlar

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LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

ELT: English Language Teaching

TEFL: Teaching English as a Foreign Language

SPSS: Statistical Package for Social Sciences

ANOVA: One-way Analysis of Variance

PST: Pre-service Teacher

IST: In-service Teacher

S: Supervisor

CHAPTER I

INTRODUCTION

This chapter introduces essential information about the study. Firstly, it sets the background of the key concepts by bringing the definition of effective teacher from a general view to more specific. It also touches upon the previous categorization for the characteristics of an effective foreign language teacher. Then, it presents the problem, the aim, and the significance of the research. Finally, it discusses the limitations derived from geopolitical and practical reasons.

Background of the Study

The topic of an effective teacher has been one of the most important and continuing concepts in recent years' research studies concerning teacher education, especially on students' accomplishment and the teaching process. In addition, researchers in their studies focus on the methods of effective teaching and significant characteristics of an effective teacher. Besides, many researchers from different fields of subjects have tried to identify who is an effective teacher. The notion of an effective teacher in general is hard to define. The encyclopedic scope of the topic disallows for a single generic definition. As Brosh (1996) points out that "Given the fact that every teaching-learning situation is unique, and that subjects differ from one another, there are teaching behaviors that are considered to be effective in one setting yet less effective in another" (p. 125). This means the characteristics of effective teachers change according to the setting and the field of teaching. For example, if a behavior is considered

important in mathematics teaching, the same behavior might not be suitable or it might be less effective to be applied to an English language classroom. That is why, it is not easy to simply define an effective teacher. Likewise, determining the properties of an effective foreign language teacher and effective EFL teacher definitely is also difficult. The word “effective” is defined in the Macmillan dictionary as “someone or something that is effective works well and produces the result that was intended” and as “attractive or impressive, and producing a definite effect” (Effective, n.d.). When we consider the definition of the word effective and teacher together, we can say that an effective teacher is someone who reaches the intended aims of education and makes a deep impression on his/her students’ lives. Similarly, Walker (2008) discusses the notion of “effective” and states that it refers to the most significant influence that a teacher can make on students’ lives. Yet, the definition of “influence” in research terms still poses a problem.

Studies have been carried out to find out academic and personal characteristics of a foreign language teacher that make him or her more effective. These were done by asking the perceptions of students, teachers, and administrators. Researchers and educators discuss effective foreign language teacher features in the light of findings of their studies. Brown (2009) asserts that a good English language teacher needs to combine two things: mechanical component and a mental component. According to him, both of these are closely related to teachers’ teaching performance. The mechanical component refers to the skill that a teacher gives his subject in the most comprehensible way to students. A mental component refers to the teacher’s belief system about learning and teaching and the teacher’s personality. Another significant feature is the instructors’ influence on the students’ learning, which has been investigated by many researchers. Teachers can enhance their students’ learning by planning instructional activities.

Zamani and Ahangari (2016) argue that effective EFL teachers have an important role in choosing the medium of teaching and monitoring students' success with their professional proficiency and awareness of the students' needs and beliefs about the course. If not it will cause difficulties in their learning.

Besides academic traits of teachers, personal characteristics were also considered crucial by researchers. Walker (2008) arrived at the conclusion after collecting data for 15 years that students mostly emphasized "personal (qualitative)" traits more than "academic (quantitative)" ones (p. 64). Moreover, Thompson (2008) argues that besides good teaching skills, personal traits have an important role in learners' achievements. Kourieos and Evripidou (2013) point out that "A teacher's pleasant and supportive personalities, as well as the use of more interesting activities, were also reported to be crucial in creating a good learning atmosphere" (p. 2). In brief, from a holistic perspective, we can conclude as Chireshe (2011) states "a teacher, the leader of the learning environment should manipulate the student and the environment to make the learning effective" (p. 265).

An effective teacher has a direct relation to effective teaching as investigated in most of the studies. A teacher has a crucial role in the classrooms and their responsibility becomes more important when it comes to language education. The teacher-student relation and the teacher's personality has always been a core reason for operative teaching and fruitful learning. As Yoder et al. (1993) explain in their study, "the working premise here is that the teacher as a person and the relationship she or he develops with the students is a critical component of effectiveness" (p. 4). Barnes and Lock (2013) studied the perceptions of students about foreign language teacher and they argue that informing teachers in training and practitioners about the perceptions of effective foreign

language can help them to develop their teaching and building a better rapport with learners. Similarly, Sariçoban (2007) conducted a study and the results revealed that an effective teacher needs to have high self-confidence, being on time, have fluency and accuracy in speaking, and well planned the lesson.

To sum up, views of learners, teachers, and even supervisors, which are gathered from scientific studies like these above, about characteristics of an effective language teacher, have contributed to the concept. The literature has several dichotomies, categorization, and grouping for the characteristics according to data-driven from different countries around the world. This study is another attempt that aims to investigate the characteristics from the viewpoints of the local people of three groups in northern Iraq: pre-service teachers, in-service teachers, and supervisors for English language teachers. It can be claimed that it is essential to comprehend the problem of the study at this point.

The Problem of the Study

Although it can be claimed that the higher education institutions in North Iraq have been having their peak times after the fall of the Saddam Regime in 2003, the problems of education especially teacher education still lingers. According to the report called “Education in Iraq” by Al-Shaikhly (2017), secondary school and primary school teachers can earn a teaching qualification by either completing a bachelor’s degree in education or studying general bachelor degree and an extra year of higher diploma in education. It is necessary to say that English language teachers have to be qualified and knowledgeable enough regarding pedagogical knowledge, target language efficiency,

and interpersonal relations. As Chacon (2005) states “teachers’ actions and behaviors are tied to their beliefs, perceptions, assumptions, and motivation levels” (p. 257). They need to be aware about the importance of their role in foreign language teaching and learning in terms of academic and personal aspects. Besides, they need to overcome other problems and obstacles they are struggling during their teaching and face the dearth in circumstances caused by various geographical, historical, and political reasons. One of the best ways of finding solutions to the existing problems is by providing research-based suggestions. Based on that reasoning, the research on the characteristics of effective EFL teachers in the milieu (north of Iraq) and observed lack of qualification related to EFL teachers and English language teaching in the region triggered an initiative for the researcher to investigate this topic. In other words, it was believed that scientific research identifying the characteristic of an effective language teacher could greatly contribute to education in the locale of the study.

The Aim of the Study

Effective teaching and characteristics of the effective teacher have been an ongoing topic among researchers and educators. Many studies also have been carried on this area worldwide, although there is a lot to be done and studied about the significance of characteristics of teachers and their impact on learners’ learning process. There are many studies that emphasize the effectiveness of the teacher and their role in language teaching (Barnes & Lock, 2013; Raymond, 2008; Yoder et al., 1993; Wichadee, 2010). This research intends to acknowledge perceptions of different stakeholders –pre-service teachers, in-service teachers, and supervisors- in the field of English teaching to provide

diverse views for contribution to the concept of effective foreign (English) language teacher for various interested parties. The purpose of this study is to shed light on the perceptions of the effectiveness of the teachers in English foreign language teaching and learning process in the locale of the study (North of Iraq). Although different studies in the literature have analyzed and presented the perceptions in different themes and categories, in order to explain the findings better, this study is going to follow a tripartite framework of effective teachers' characteristics based on the suggestions in the existing literature: pedagogical content knowledge, socio-affective skills/ personal traits, and language proficiency.

In the current study, the participants were identified as three groups of stakeholders. The first one is the pre-service teachers, who were 3rd and 4th year students in the ELT departments in Northern Iraq. The second one is the in-service teachers who were actively working as English language teachers at the high and secondary schools in Northern of Iraq at the time of the study. The third group is supervisors of English as a foreign language teacher at the secondary and high schools, who work at the Ministry of Education in both cities of Erbil and Sulaymaniyah in the Northern Iraq. The supervisors are inspectors with a certain amount of information who are responsible for a range of education related practices such as developing curricula for language teaching, inspecting the practice of language teaching and learning in state schools, and providing suggestions to improve the language learning experiences of the students.

The Research Questions

In order to fulfill the aim of the study, two research questions have revealed:

1. What are the perceptions of
 - a) Pre-service teachers
 - b) In-service teachers
 - c) Supervisors and mentors

On the effective English language teachers?

2. What are the similarities and differences in the perceptions of these stakeholders regarding the characteristics of effective English as a foreign language teachers?

Significance of the Study

We can consider this study valuable for a number of reasons. Although research studies and theses have been conducted on the characteristics of effective teachers generally and specifically about EFL teachers worldwide, there are not any studies on this topic in the north of Iraq. This study is a humble effort about perceptions of the stakeholders on characteristics of effective EFL teachers in the region, in both largest cities of Erbil and Sulaymaniyah in the north of Iraq. The participants are from three experienced groups, which their opinions are crucial. It is a unique study assuming that there no studies including three groups at the same time. One of the participant groups was supervisors who are policymakers in the Ministry of Education. They enriched and they added their notes to the study that is going to make a difference in the study compared to the previous ones. Besides, it is a great opportunity to get benefit from their

ideas and applying to future teacher qualifications. The study was also raising awareness among the three stakeholders regarding the characteristics of effective language teachers, which may have a direct impact on practice. The results can provide educators with insights toward their future teaching, their own improvements in teaching skills and personal developments to enhance the teaching process and students' success. This research also aids the pre-service teachers of ELT departments to identify who is an effective EFL teacher according to their colleagues.

In other words, upon the completion of the study, the results can provide valuable insights about and for the three most related groups of people with foreign language teaching. It is one of the unique scientific endeavors in the region that focuses on the concept of the effective foreign language.

Limitation of the Study

Like all studies, this study also has some limitations. First, due to difficulties to access all other parts and cities of the country, this research was undertaken only in the north of Iraq to enquire stakeholders' views regarding effective EFL teachers. However, the two largest cities (Erbil and Sulaymaniyah) were chosen to be able to reach more participants. Secondly, we cannot generalize the results to a greater population or other cities of the country, as the collected data is limited to a specific number of participants from two cities. Still, when you consider the difficulty of getting official permission from the bureaucracy and indifference of some school authorities and safety problems in the country, the number of participants and findings of the study can represent the view of the general opinion the people in the locale of the study.

CHAPTER II

LITERATURE REVIEW

This chapter delivers a survey about the topic of the research: Effective foreign language teacher. Hence, the definitions of effective teaching and an effective English language teacher are discussed at first. Then, this chapter endeavors to discuss the previous studies in the literature about effective teacher and characteristics of an effective EFL teacher. In addition, it briefly explains the comparison studies between stakeholders in the field.

Concept of an Effective Teacher

Teaching English as a foreign language (TEFL) studies involve several topics that mostly attempt to generate understanding for better teaching and learning. Information about the assets of an effective foreign language teacher can contribute to the professional development of novice teachers. Findings of research studies on this topic have provided a great deal of information. There are many studies mostly focusing on effective teaching, teacher education, and excellent methods of teaching specifically on an effective educator. In the researches, different expressions are used to name an effective teacher, such as, good teacher or instructor (Beishuizen et al., 2001; Cruickshank & Haefele, 2001; Richter & Herrera, 2016), ideal teacher (Külekçi, 2018; Al-Khairi, 2015) and effective instructor (Al-Busaidi et al., 2016; Hajizadeh & Salahshour, 2014). In addition, some of the studies are about teaching and teacher

effectiveness in other fields of education. When it comes to an effective instructor, one can come across many definitions and different points of view on the topic.

Although, an effective teacher features cannot be specified to one field of teaching since it is a universal and a holy job regardless of any different idea toward the word, the literature from the past to the present has been a vehicle for transferring many pieces of evidence regarding the current subject to us. As Beishuizen et al. (2001) stated, “one of the first outstanding examples of good teachers was Plato’s Meno dialogue, in which the craft of the Socratic dialogue was demonstrated” (p. 186). This was how Plato explained Socrates: he educated by asking questions to his listeners. The studies of beliefs and attitudes started to be under focus from the 1950s to 1970s. Although the research on teacher attitudes still continues, the studies about beliefs have gained more interest to investigate teachers’ philosophies and classroom performances (Richardson, 1996).

To start with, the general definition of an effective teacher, there are various clarifications as Raymond (2008) asserted “effective teachers facilitate learning through a process of guidance to help students become autonomous self-learners who become responsible for their own learning” (p. 30). Similarly, Anderson stated that an effective teacher is someone who usually tireless in accomplishing their goals, they are self-nominated, which are directly and indirectly relevant to their students’ teaching and learning (Anderson, 2004). The common hypothesis in the literature is that the teacher who is the best is someone who has chosen and applied the extreme teaching methods, strategies, and techniques in managing the classroom in order to create a positive atmosphere (Shulman, 2004). Beishuizen et al. (2001) indicated in their study:

In the course of development of this line of research, several perspectives have been adopted to clarify different characteristics of good teachers. These perspectives can be categorized into two main areas: personality views and ability views on good teachers. (p. 186)

In the category of skills (ability) Walls et al. (2002), mentioned, “Effective teachers know how to create an effective learning environment by being organized, prepared, and clear” (p. 45). Another opinion of the effective teacher as Raymond (2008) indicated, is “the one that focuses on personality traits and this assumption of this broad literature is that the teacher as a person and the relationship the teacher develops with the students are critical components of effectiveness” (pp. 66-67). Yet again Raymond (2008) asserted, “equally important to establishing an atmosphere in which effective learning transpires are the psychological and physical factors such as creating a safe, secure, comfortable and attractive environment” (p. 37-38). Walker (2008) also added, “the most effective teachers do not deliberately embarrass students. Teachers who give the highest respect, get the highest respect” (p. 66)

Effective English Language Teaching and Teacher

Besides all of the studies that have been done generally on the effective teaching/teacher effectiveness worldwide and the influence of these researches on the field. Yet, we have a lot to say about it and the definitions vary from a specific study to another. Since this research is specified for the effective characteristics of English as a foreign language (EFL) teachers. From now on, we need to focus on language teachers, effective EFL teachers, and their characteristics, which are attained to be effective and needed to be considered. Many studies have been done on the topic of the effective English language teachers; they imply the importance of the effectiveness of the instructors in the EFLT and learning process. Researchers have continuously had a great interest in the area and they have done their studies in a different point of views. First, as Hammadou and Bernhardt (1987) defined “a foreign language teacher is charged with the awesome task of providing a unique environment for learning to occur” (p. 302). The efficacy and the positive atmosphere that the EFL teacher establishes in the class facilitate the learning of the students, their outcomes, and accomplishments (Chacon, 2005; Wichadee, 2010). According to Dincer et al. (2013), “the effective language teacher should be enthusiastic to teach English, have good relationships with students, care students’ needs about English and motivate students by creating autonomy supportive environments within which students can motivate themselves” (p. 5). Being passionate for teaching has always mentioned as a core reason to enhance learning. As Day (2004) asserted, “the passionate teacher will not only recognize the need for but will also want to employ a range of approaches that take account of the most up-to-date knowledge of teaching and learning” (p. 82). Moreover, Zamani and Ahangari (2016)

assumed, “improving the field of foreign language teaching and learning without improving the qualities of EFL teachers seems impossible” (p. 69). Külekçi (2018) in the results of her study, she indicated behaviors and attitudes toward teacher in FL teaching. Different characteristics of ELT recognized such as relating the examples to real life, lesson preparation, and their educational development.

The effective EFL teacher features have been another benefit in the literature for educators and researchers in the field regarding awareness of professional developments and a path for the novice teachers in the academic and teaching life in the ELT field in the future. The knowledge about the ELT teacher’s characteristics will help us to be insightful enough to improve the preparation programs for the language teachers, including the language teaching aspects in order to provide principles to assess language education (Brosh, 1996). When we pursue the preview studies on the topic of effective EFL teachers, we come across a variety of studies toward insights of stakeholders in different settings, cases, and educational levels such as school levels, university, etc. There are investigations to discover the opinions of the pre-service teachers and in-service teachers. Some of the studies are only focusing or depending on one part’s beliefs about the distinctive characteristics of EFL teachers, which are only prospective teachers or instructors who are currently teaching. The ideas of stakeholders have always had a profound effect on the effective teaching and learning process, whether they have supported or disagreed on the ideal characteristics of the English foreign language teachers (Brown, 2009). The effective EFL teacher characteristics were recognized as the teacher’s knowledge about the target language, being able to organize, describe, and simplify; and create curiosity and inspiration in his/her students (Brosh, 1996).

Wichadee in (2010) held a study on the qualities of an effective EFL teacher and categorized as proficiency, pedagogical knowledge, communication, organization, and socio-affective abilities by asking the Bangkok University students. The results showed that well prepared and the activities a teacher adapts were helpful and they perceived as effective features of EFL teacher. Similarly, the results of qualitative data of Meksophawannagul's engineering case study about English language teaching effectiveness (2015), showed preparation for the lesson and adapting fun exercises as necessary for an effective English teacher.

The Previous Studies about Effective EFL Teacher's Characteristics

The studies on the topic have been popular for several researchers for decades as researchers tried to find out what makes a foreign (English in our study) teacher more effective. They asked the opinions of different stakeholders such as learners, teachers, administrators, etc. Some of the studies made comparisons between the participants and tried to discover the similarities and differences among them. The results of each study provide us useful concepts about the language teachers and the EFL teachers' effective qualities in learning and teaching.

Sarıçoban (2007) performed a study that a questionnaire was employed to Hacettepe University prep-school students. The participants' ideas were collected about personal, qualified, and academic characteristics of an effective foreign language teacher. The results showed that an effective teacher should have high self-esteem, punctual, fluent and accurate in speaking and planned. These were the most liked characteristics by the students. Chireshe (2011) implemented a letter questionnaire to

collect data from 77 university students' opinions about the characteristics of effective and ineffective lectures at a university in Zimbabwe. According to the participants, characteristics of effective lecturers were revealed as being organized, being knowledgeable, engaging learners to the lesson, being friendly, being fair especially about grading students and being ready to listen to the students. For ineffective lecturers' features, they stated that not making a plan for the lessons, being late for the classes, not being knowledgeable enough, not sharing their presentations or notes with students, threatening learners, not involving the learners in the lessons, not being fair with grading. Similarly, Chen (2012) identified Thai students' perceptions toward liked and disliked characteristics of EFL university instructors. Also identified how these characteristics influence learners' behaviors and enthusiasm for language learning. Through an analysis of interview data, the results showed that personal trait characteristic consisted of being emotion, kind, fair, lenient, and responsible. On the other hand, classroom-teaching characteristics included delivery, language used, activities, and classroom environment. The revealed data of the study were very beneficial for the teachers in improving their skills about teaching and enhancing their personal qualities so that they will imply better results in education.

Barnes and Lock (2013) argue that informing teachers in training and practitioners about the perceptions of an effective foreign language can help them to develop their teaching and building a better rapport with learners. In addition, they asked university students about their opinions about effective language teacher attributes. They categorized findings under five categories; rapport attributes included items like being patient, being friendly, and caring; delivery attributes included delivery of clear

explanations, correction of errors, and learner-centered teaching; impartiality, proficiency in the second language, and being well prepared were other categories. Moreover, Çelik, Arıkan, and Caner (2013) aimed to discover out the EFL students' perceptions about FL teacher effectiveness on the learning environment in Turkey. This study was also an attempt to find qualities of successful instructors as learners considered crucial in order to offer information to educators regarding teaching and personality. According to the findings as perceived by the Turkish EFL learners, important characteristics of EFL university teachers concerning pedagogical knowledge, personality traits, teaching skills, and attitudes.

Zamani and Ahangari (2016) performed a study to examine what Iranian learners of English language think about an effective English language teacher. Sixty university students in Tabriz participated in the research and completed a questionnaire that included items related to four main categorizations (Proficiency in the target language, pedagogic knowledge, communicational skills, and socio-affective skills). The participants reported that effective teachers are the ones who build good relationships, help learners to build confidence, who can sustain discipline in the classroom. Likely, Richter and Herrera (2016) investigated the opinions of second language teaching students from nine different countries (Mexico, Malaysia, the Philippines, Brunei, Myanmar, Indonesia, Thailand, Vietnam, and Cambodia) concerning the features and educational behaviors of effective EFL instructors. The most significant results were related to personal trait connected features of instructors, which were positive. Participants stated that they preferred modern teaching techniques on the contrary to the conservative ways of education in the countries of the research. Similarly, Hajizadeh and

Salahshour (2014) intended to investigate what both English language teachers and learners believe to be the most essential characteristics of an effective language teacher. In addition, it compared the findings of this study with the one done by the same researchers before. According to the results, there were not many differences between the teachers and students' perceptions.

As written above, studies asking views of learners about the effectiveness of foreign language teacher depict a clear picture of necessary characteristics. Findings of these studies mainly discuss three main categories for these characteristics. First, can be classified related to the personal traits and attitudes of the teachers such as being friendly, supportive, caring, etc. Second, can be rephrased under the term pedagogical content knowledge. Giving clear explanations, planning lessons well, having good classroom management can be given as examples. The third pattern can be written as target language proficiency; the teacher's command of the target language.

CHAPTER III

METHODOLOGY

This chapter provides information about the methodology of the study. Firstly, the design of the research study is introduced. Then, the sampling and the participants are presented. In addition, the production of the questionnaire and how the piloting study was carried out are explained. Moreover, the data collection procedures and the data analysis are explained in detail.

Research Design

In order to answer the research questions better and collect more data, which can provide a broader viewpoint and deeper understanding of the concept at hand, a mixed methods approach was used to design the current study. As Johnson et al. (2007) defined mixed methods approach as “an approach to knowledge (theory and practice) that attempts to consider multiple viewpoints, perspectives, positions, and standpoints (always including the standpoints of qualitative and quantitative research)” (p.113).

To be able to understand the views of different stakeholders in relation to the qualities of effective English as foreign language (EFL) teachers, a cross-sectional survey design was employed. As Mann (2003), explains, “Cross-sectional studies are the best way to determine prevalence, are relatively quick, can study multiple outcomes, do not themselves differentiate between cause and effect or the sequence of events” (p.57). Quantitative and qualitative data were collected through a researcher-made questionnaire. The participants were from the northern part of Iraq. Three universities and 17 schools from three different cities were sampled using convenience sampling.

This sample had to be chosen due to some circumstances in the country and limited possibilities of access to certain parts of the country. Based on the research questions of the study, a total of 234 participants from the two biggest cities, i.e. Erbil and Sulaimaniyah, responded to the questionnaire. The data were collected between at the end of December 2018 until the end of February 2019. The participants were asked to complete paper-based surveys on site.

Participants

As mentioned earlier, a total of 234 people participated in the study consisting of 66 in-service EFL teachers, 151 pre-service teachers who were students in the English Language Teaching (ELT) departments, and 17 ELT supervisors of schools at the Ministry of Education in both Erbil and Sulaimaniyah cities in northern Iraq.

The pre-service teachers were sampled from universities with the most crowded ELT departments and the largest schools in the region. Two public universities in cities of Erbil and Sulaimaniyah and a private university in Erbil were chosen. All the third and fourth year students of these universities were asked to participate in the study. Fortunately, 151 in total volunteered to answer the questionnaire. As for in-service teachers, some state and private schools were chosen conveniently first, considering the practicality of conducting research in the two cities. A total number of 66 teachers agreed to participate in the study. Table 1 below depicts the details about the participants in detail.

Table 1

Demographic Information of the Participants

| Participants | City | Type of School | Frequency (n) | Percent (%) |
|-----------------------------|--------------|----------------|---------------|-------------|
| Pre-service teachers | Erbil | Private | 35 | 15 |
| | | Public | 64 | 27.3 |
| | Sulaimaniyah | Private | 0 | 0 |
| | | Public | 52 | 22.2 |
| In-service teachers | Erbil | Private | 25 | 10.7 |
| | | Public | 19 | 8.1 |
| | Sulaimaniyah | Private | 15 | 6.4 |
| | | Public | 7 | 3 |
| Supervisors | Erbil | | 11 | 4.7 |
| | Sulaimaniyah | | 6 | 2.6 |
| Total | 2 | 2 | 234 | 100 |

The questionnaire was also distributed to 17 EFL supervisors of secondary and high schools in the same cities as well. Although there were more available supervisors, a few supervisors rejected to participate for different reasons.

Instruments

A questionnaire including 50 items was prepared by the researcher to collect the quantitative and qualitative data. First, 36 items were written by visiting the related literature and the questionnaire was sent to supervisor. After revising with the supervisor, some more items were added. Then, it consisted of 48 items by again taking advantage of the literature. It was sent to two academics who are experts in their field (ELT Department, NEU). According to their feedback some items were rewritten considering the specificity of the study and then modified and corrected. According to

the suggestions made by the experts, two more items were added and sent for their final considerations. The corrected questionnaire after two screenings was ready for piloting.

In the piloting stage, 12 ELT pre-service volunteering students participated from a private university in Erbil after taking permission from the head of the department. The questionnaires were distributed by the researcher to the pre-service students of third and fourth stage of ELT department. The surveys were then collected and read by the researcher. The participants in the pilot study reported that the items were clear and to the point. Therefore, no changes were made to the instrument after the piloting.

The final version of the questionnaire included three parts (see Appendix A). The first part asked demographic information related to the participants. The second part collected data about the participants' opinions regarding the characteristics of effective EFL teachers and asked them to rate the given statements on a five-point Likert scale ranging from "I totally agree" to "I totally disagree." In the third part, a column was provided for comments and examples if the participants thought it was necessary to add to the items. The participants were expected to comment on the items and write their own ideas about them. They were given the autonomy to write their views.

Validity and Reliability

As described above, the validity of the questionnaire was tested through expert checking and piloting. These procedures helped to refine the initially pooled items. As Rubio et al. (2003) stated:

Content validity can be characterized as face validity or logical validity. Face validity indicates that the measure appears to be valid, "on its face." Logical validity indicates a more rigorous process, such as using a panel of experts to evaluate the content validity of a measure. (p. 94)

The researcher first prepared the questionnaire and then it was send to two experts for content validity. Afterwards, the pilot study was done to check the construct and face validity of the questionnaire. Thus, the items that were used in the final version of the questionnaire were relevant to the focus of the study and the context it was meant to be used in.

Table 2

Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| .797 | .934 | 50 |

Table 3

Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| .934 | .938 | 50 |

In order to evaluate the reliability of the instruments and the results they would produce, the Cronbach Alpha scores were calculated. The scores for the pilot study were found to be 0.797, which is considered reliable (see Table 2). The final version scores were found to be highly reliable, where the alpha score was calculated as 0.934 (see Table 3).

Ethical Considerations

To start the data collection, the researcher sent the questionnaire and application form to the Ethics Review Board of NEU. The study and the questionnaire was assumed applicable and the study was approved by the committee (see Appendix B). Subsequently, the researcher first obtained permissions from the Ministry of Education in Sulaimaniyah city and the Ministry of Education/Supervision of Erbil city of northern Iraq (see Appendix C). The researcher separately took necessary permissions from each principal of the schools to distribute the questionnaires to EFL teachers and provided the permission, which was taken from the ministry of Education (see Appendix D). Besides, permissions from the deans and the heads of three ELT departments of three different universities in both cities of Erbil and Sulaimaniyah were obtained (see Appendix E).

Consent forms were attached to the questionnaires when they were distributed to the participants so that they could be informed about the aims of the study, the procedures to be involved and their rights as the participants (see Appendix A). They were also provided with the contact details of the research team in case they had further questions or would like to withdraw. All of these were done in accordance with the ethical guidelines provided by the Ethics Review Board of Near East University. The questionnaire included the consent in it to take permission from the participants for their

participation in the research. Additional permissions were taken from the Ministry of Education, Head of supervision, and university administrations to be able to distribute the questionnaires in the target schools, ELT departments, and to the supervisors. As Grinyer (2009) highlights “the fundamental principle of the act is the protection of the rights of individuals in respect of personal data held about them by data controllers including academic researches” (p. 50). So, no personal and identifiable data were collected from the participants. They were also assured about their answers’ anonymity and confidentiality in the consent forms. When referring to their comments in the questionnaire, acronyms, such as PST for pre-service teachers, were used.

During the writing phase of the thesis, APA guidelines for the publication were used to refer to all sources cited. The final version of the thesis was also put on to the Turnitin Plagiarism Check Program (see Appendix I). The similarity rate was calculated to be 22%. As can be seen from the report, 10% of the text was identified to be similar to the researcher’s earlier work on the same topic, submitted as an assignment to a course. The rest came from similarities identified at a rate of less than 1% which derived from the usage of similar phrases such as effective teacher, data collection tools, table 1 and so on.

Data Collection Procedures

In order to distribute the questionnaires to the target participants, the researcher visited the sites individually and contacted the heads of the departments/schools. Pre-service teachers were provided with the questionnaire papers at the end of a course and were asked to fill them in and return them to the researcher on site. The researcher was present while the participants filled in the questionnaires to answer any possible questions.

The researcher visited the targeted schools to meet with the EFL teachers of each school. After taking permission and by showing the relevant permission letters from the Ministry of Education in the city if required, the teachers were given the questionnaires to fill in. Most of the participants asked for a day to fill and return back to the researcher. A day or two days, later the questionnaires were collected from them or from each school by the researcher.

After a lot of attempts to find EFL supervisors' and contacting the directors in each city, the researcher met with some of the supervisors first and then with their guidance, further contacts were made to reach the participants in this group. Participants completed the questionnaires on site and returned them to the researcher promptly.

Data Analysis Procedures

The analysis of the quantitative data was carried out using Statistical Package for Social Sciences (SPSS) version 20. Mean scores and frequencies were calculated to understand the overall perspective of each group of participants. In addition, ANOVA was run to answer the second research question about the differences and similarities in the participants' views. As Brown and Forsythe (1974) define "the one-way analysis of variance (ANOVA) F statistic yields a test that is sensitive to a lack of homogeneity of within group variances" (p.129). Following the ANOVA analysis, Scheffe test was run as a post-hoc test to identify which groups' views different from the others. The results of this analysis were then tabulated and will be presented in the next chapter.

For those participants who provided comments as qualitative data, first, the researcher recorded the participants' responses under pseudonyms. These were analyzed using open thematic analysis to draw any different points of view expressed by the participants. Braun et al. (2019) defined thematic analysis as:

A method for systematically identifying, organizing, and offering insight into patterns of meaning (themes) across a data set. Through focusing on meaning across a data set, TA allows the researcher to see and make sense of collective or shared meanings and experiences. (p. 57)

The comments provided by the participants and the themes that emerged from the qualitative analysis of this data were treated as additional explanations to help understand the results of the quantitative analysis.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the findings of the research are discussed in two sections. The first section answers the first research question and explains the participants' perceptions about each item in the questionnaire. It displays the items from the highest to the lowest mean scores. Discussion of these findings will be presented within this section as well. The second section provides an answer to the second research question and presents the significant differences in the participants' (pre-service teachers (PST), in-service teachers (IST), and supervisors (S)) perceptions toward the items. Results are analyzed by using an Analysis of Variance (ANOVA) test on the Statistical Package for Social Sciences (SPSS) program. Then, it discusses the results of the post-hoc tests in detail to indicate the differences between the groups of participants' perceptions.

The Participants' Perception about the Items in Overall

In order to reveal participants' views about the items in the questionnaire, the researcher used descriptive statistics. The results of the descriptive statistics provided details about the items with the most and the least mean scores and the beliefs of the participants toward characteristics of an effective English as a Foreign Language (EFL) teacher. At first glance, it appears that all statements regarding characteristics of an effective EFL teacher are perceived important by the participants as there is a little difference between the items with the highest mean score. Item 13 - "Plans his/her lessons before the class" ($M = 4.71$), and the item with the lowest mean score, item 48 -

“can speak more than one language” ($M = 3.73$). Findings are discussed in detail in two tables, where items were ranked according to their mean scores. All of the items can be seen in one table in Appendix F.

Table 4

Items with the Highest Mean Scores

| <i>Descriptive Statistics</i> | | | |
|-------------------------------|---|------|-------------------|
| | Statement | Mean | Std. Deviation |
| Item 13 | Plans his/her lessons before the class. | 4.71 | .594 |
| Item 29 | Motivates students to learn. | 4.70 | .604 |
| Item 41 | Respects the learners. | 4.69 | .564 |
| Item 7 | Makes the lesson enjoyable. | 4.67 | .634 |
| Item 42 | Cares about the students. | 4.61 | .647 |
| Item 1 | Uses a variety of activities. | 4.58 | .639 |
| Item 33 | Listens to the students. | 4.57 | .646 |
| Item 15 | Gives clear instructions. | 4.55 | .668 |
| Item 28 | Creates a relaxed classroom atmosphere. | 4.51 | .689 |
| Item 40 | Is friendly. | 4.51 | .766 |

As it appears in Table 4, among the items with the highest 10 scores, six items relate to the teachers' personal traits or a behavior which is expected from a teacher appears to be significantly emphasized by the participants. For example, item 41, which stated that an effective EFL teacher “respects the learners”, was the third highest scoring item with a mean score of 4.69. Another statement with a high mean score ($M = 4.61$) was item 42, which stated that an effective EFL teacher “cares about the students.” Item 33, “listens to the learners,” is the seventh highest scoring item with a mean score of 4.57. Furthermore, Item 40 ($M = 4.51$) states that an effective EFL teacher “is friendly” suggests that participants decidedly value interpersonal relationship and favors the idea

the teacher should build a respectful relationship with students. All of these items had a mean score over 4.50, which indicates that the participants strongly agreed with the statements. These findings are parallel to what Barnes and Lock (2010) found out. They asked 105 first year students of a university to write freely about an effective EFL instructor. They concluded with 40 attributes of an effective instructor. Attributes related to “Rapport” was the most dominantly mentioned category which included attributes such as being friendly, developing interpersonal relationships, sharing personal life experiences, caring about students, being patient, listening to students, having a positive attitude in general, having a charisma, understanding the students` educational background, understanding the different student levels, having a sense of humor. Similarly, Baytur and Razi (2015) asked 100 students about their views on effective language teachers and their findings indicated that “caring” about students was one of the most significant characteristics of an EFL teacher that was mentioned by the participants.

The most chosen five items also suggest that participants believe that they prioritize the preparation of the learning atmosphere before the actual learning and teaching occurs, which may directly impact the actual teaching and learning situation in the classroom. Item 13 has the highest mean score ($M = 4.71$), which states that an effective EFL teacher “plans his/her lessons before the class.” Therefore, it can be argued that the participants highly support the idea that the effective EFL teacher should prepare for each lesson and plan well before the class. Item 29, which states that an effective EFL teacher “motivates the students to learn.” comes the second highest with a mean score of 4.70. Another item with a mean score of 4.51 stated that an effective EFL

teacher “creates relaxed classroom atmosphere.” Most of the participants seem to agree on the importance of motivating learners and the classroom environment. Participants’ support for item 1 “uses a variety of activities” and item 15 “gives clear instructions” are two other circumstances that are closely integrated to items 29 and 28 and essential for the well-being of an EFL classroom. Similar to these findings, Barnes and Lock (2013) asked opinions of 222 Korean university level students about the characteristics of a good EFL teacher. They mention in their findings that learners appreciated that if their teacher is well prepared for the class. They also conclude that:

Teachers should know that students value teacher preparation very highly. Good preparation builds an atmosphere of mutual respect and motivates the students. A well-prepared teacher has clear lesson objectives and procedures, and ensures that all the materials are ready and prepared so that each lesson runs smoothly.
(p. 30)

Similarly, As Kallison (1986) revealed in the findings of his study lesson organization and planning before the class are important to learners’ achievement. In the same way, the results of Chen’s (2012) study shows that “well prepared and organized teaching plan was the assurance of successful teaching”. These findings can be considered interconnected, with that of Lightbown, and Spada (2010) who explain about how an ideal EFL classroom atmosphere can be created:

Teachers can make a positive contribution to students’ motivation to learn if classrooms are places that students enjoy coming to because the content is interesting and relevant to their age and level of ability, the learning goals are challenging yet manageable and clear, and the atmosphere is supportive. (p. 64)

Item 7's mean score is 4.67, which stated that an effective EFL teacher "makes the lesson enjoyable" and it follows the previous items. Participants stated that they believe an effective teacher should find various ways to make their lessons more fun and pleasurable. For this particular item, a pre-service teacher commented that "... it is very important; some teachers cannot make the lesson enjoyable. Their classes are boring, so students hate it (PST 65)." Similarly, an in-service teacher also added the comment that "I personally favour this idea and pay attention to make classes fun (IST 18)." These comments indicate that both in-service and pre-service teachers were aware of the importance of enjoying the process of learning in the classroom.

Table 5

Items with the Lowest Mean Scores

| <i>Descriptive Statistics</i> | | | |
|-------------------------------|---|------|-------------------|
| Statement | | Mean | Std. Deviation |
| Item 27 | is knowledgeable in the field of foreign language teaching. | 4.09 | .961 |
| Item 18 | provides frequent feedback to the students. | 4.08 | .934 |
| Item 46 | has a sense of humor. | 4.07 | .949 |
| Item 50 | uses the mother tongue when needed. | 4.05 | 1.120 |
| Item 3 | engages students in their own learning. | 4.01 | 1.078 |
| Item 30 | can choose/evaluate course books. | 4.01 | .919 |
| Item 31 | can build a rapport with the students. | 3.90 | .930 |
| Item 20 | deals with disruptive behaviors without degrading the students. | 3.89 | 1.057 |
| Item 21 | uses various tools for assessment. | 3.86 | .918 |
| Item 48 | can speak more than one language. | 3.73 | 1.143 |
| Valid N | 233 | | |

The list of items with the lowest 10 mean scores indicated that, the participants are relatively less interested in the professional skills of the EFL teachers, such as being

knowledgeable in the field of foreign language teaching (item 27, $M = 4.09$), being able to choose/evaluate course book (item 30, $M = 4.01$), using the mother tongue when needed (item 50, $M=4.05$), being able to deal with disruptive behaviours without degrading the students (item 20, $M = 3.89$), using various methods of assessment (item 21, $M = 3.86$), and being able to speak more than one language (item 48, $M = 3.73$). Barnes and Lock (2013) similarly reported that participants in their study did not support the use of L1 (Korean in the study) very much.

As mentioned before, the difference between the highest scoring and the lowest scoring items was not very large. The lowest mean score was observed for item 48, which stated that an effective EFL teacher “can speak more than one language” ($M = 3.73$). This means that although the participants agree that an effective EFL teacher should be multilingual, they see this skill as less important compared to the other qualities indicated in the questionnaire. Chen (2012) discovered that the students liked their EFL teachers to use both English and Thai language in teaching. Participants wrote additional remarks in favour of this item, “To know more than one language is not a must but an advantage. (IST 19)”, “it would be good to know more than one language. (PST 65)”, “it can be better to know more languages (PST 141)”.

Item 21, which stated that an effective EFL teacher “uses various tools for assessment”, also comes in the least high-scored items list with a mean score of 3.86. This means that the participants do not think of it as important as the other characteristics. Item 20, which states that an effective EFL teacher “deals with disruptive behaviors without degrading the students” has a mean score of 3.89, which is also relatively low? Some notes written by the participants suggest that they seem to have

divergent views about this item and the previous one. Still there are some comments, which are negatively supporting the items such as “Some assessment can be unfair (PST 66).” Various assessments can be difficult for the learners (IST 43), “Sometimes degrading can bring positive effect (PST 130).” Although these comments provide some insight into the answers of the participants, they do not provide enough detail to comment on what they actually mean by “degrading” or “difficult for learners” exactly.

Item 31 ($M = 3.90$) which states an EFL teacher “can build a rapport with the students” surprisingly differs from similar items which all have more than (4.50) score such as item 33, that stated an EFL teacher “listens to the students”, item 40, is another characteristics of an EFL teacher which “is friendly”, item 41, that states an EFL teacher “respects the learners”, item 42, that states an EFL teacher “cares about the students.” One of the comments can justify the difference: Sometimes it has negative effect to have a rapport with students (PST 8). However, this finding is relatively contrasted to what other studies informed. Barnes and Lock (2013) stated that the statement “develop good relationship with students” was one of the characteristics that had one of the highest scores with a mean score of 6.49. Likely, in the study of Hajizadeh and Salahshour (2014) indicated “respect” as the second highest item toward the students and the first priority to the teachers.

Item 30 ($M = 4.01$) stated that an EFL teacher “can choose/evaluate course books” also come in the least important order. The participants have reasons to say they less agree with this item as they feel no obligation for the teachers because of the bureaucracy in the country and they have supported their answers by their comments, “Most of the time, course books are not optional, they are usually chosen by the ministry

of education. (PST 28)”, “Our course books are chosen centrally by the ministry of education. (IST 1)”

Based on the results of the analysis in Appendix F, it can be argued that the participants believe all of these items are important when talking about the characteristics of an effective EFL teacher because even the lowest mean score was (3.73), which means that they agreed with the statement. Moreover, it can be argued that the participants agreed that these items (items 48, 21, 20, 31) are also important but these were considered less essential compared to the rest of the items. The final score for the items overall is very high which means that there is almost no negative perceptions about any of the items and the characteristics of an effective EFL teacher mentioned in the questionnaire.

Comparison of Groups of Participants

The one-way ANOVA test was conducted to understand the significant differences among the participants.

Table 6

One-Way Analysis of Variance

| Item | Sig. |
|--|------|
| Item 3 “engages students in their own learning” | .037 |
| Item 8 “relates learning to real life” | .007 |
| Item 9 “modifies his/her language according to learners’ level” | .011 |
| Item 16 “simplifies difficult concepts” | .002 |
| Item 17 “praises the good work of students” | .019 |
| Item 18 “provides frequent feedback to the students” | .007 |
| Item 19 “responds positively to errors” | .028 |
| Item 20 “deals with disruptive behaviors without degrading the students” | .018 |
| Item 22 “knows how to use visual materials such as flashcards, posters, and videos and so on for language teaching”. | .018 |
| Item 24 “maintains discipline in the classroom”. | .026 |
| Item 34 “is trustworthy” | .018 |
| Item 36 “is energetic” | .013 |
| Item 43 “continues his/her learning and professional development” | .044 |
| Item 44 “has self-esteem” | .012 |
| Item 45 “reflects on his/her teaching practice” | .040 |
| Item 46 “has a sense of humor” | .023 |

The results revealed that 16 of the items indicated significant differences regarding the characteristics of the effective EFL teachers in northern Iraq among the three groups. The overall table can be found in Appendix G and a summary is available in Table 6. As we see the majority of the significant differences, (10 items) were observed in items

related to pedagogical knowledge and the academic traits of the EFL teacher. There are also items where significant differences appeared, such as item 34, item 36 and item 43, that referred to the personal traits of an EFL teacher. The following section will help us to understand and determine the arguments of the groups about each significant item.

The Scheffe post-hoc test was run to examine the differences among the specific groups. Tables 7 and 8 also clarify of which group`s perception was positive and whose was negative toward the characteristics of the EFL teachers mentioned in the item. The overall table can be seen in Appendix H. Although items 24, 34, 43, 45, 46, which are “maintains discipline in the classroom”, “is trustworthy”, “continues his/her learning and professional development”, “reflects on his/her teaching practice”, and “has a sense of humor” respectively, were indicated as significant differences observed in the one-way ANOVA table, the Scheffe test’s comparison table does not show any differences in the perceptions of the participants in these items. This may be due to the fact that Scheffe test makes adjustments in the calculations based on the group sizes whereas ANOVA calculations do not make such adjustments. As Bender and Lange (2001) stated that:

The most well-known methods, which are frequently implemented in ANOVA procedures of statistical software packages, are the following. The simultaneous test procedures of Scheffé and Tukey can also be used to calculate simultaneous confidence intervals for all pairwise differences between means. (p. 345)

There are also other cases where ANOVA test results show marginal differences as significant whereas Scheffe does not due to the adjustments it makes. Therefore, Scheffe’s results appear to be more reliable in this case and therefore were taken as the basis for the current analysis.

Table 7

Multiple Comparisons by Scheffe Test between Two Groups

| Dependent Variable | (I) Participant s | (J) Participa nts | Mean Difference (I-J) | Sig. |
|--|-------------------------|-------------------------|-----------------------------|------|
| Item 3 “engages students in their own learning” | Pre-service | Supervisor | -.707* | .037 |
| | Supervisor | Pre-service | .707* | .037 |
| Item 8 “relates learning to the real life” | Pre-service | Supervisor | -.637* | .009 |
| | Supervisor | Pre-service | .637* | .009 |
| Item 17 “praises the good work of students”. | Pre-service | Supervisor | -.497* | .019 |
| | Supervisor | Pre-service | .497* | .019 |
| Item 18 “provides frequent feedback to the students” | Pre-service | Supervisor | -.726* | .009 |
| | Supervisor | Pre-service | .726* | .009 |
| Item 19 “responds positively to errors” | Pre-service | Supervisor | -.540* | .048 |
| | Supervisor | Pre-service | .540* | .048 |
| Item 36 “is energetic” | Pre-service | Supervisor | -.492* | .045 |
| | Supervisor | Pre-service | .492* | .045 |
| Item 44 “has self-esteem” | Pre-service | Supervisor | -.585* | .216 |
| | Supervisor | Pre-service | .585* | .216 |

*. The mean difference is significant at the 0.05 level.

The Scheffe analysis indicated that there are mostly significant differences in the perceptions of two particular groups of the participants; namely pre-service and supervisors. There were significant differences in 16 items where most of them found

between two groups (see Table 7). On the other hand, there were only three items where significant differences were observed amongst all groups (see table 8).

In items 3, 8, 17, 18, 19, 36 and 44, statistically significant differences were observed between the perceptions of these groups. For example, for items 3 (“engages students in their own learning”) and item 8 (relates learning to the real life), the pre-service teachers were found to have a lower mean score compared to supervisors (MD = .707 for both items in favour of supervisors). This shows that the supervisors are aware of the importance of engaging learners and doing so through real life experiences, while pre-service teachers did not put so much emphasis on these two characteristics. In the results of Khandelwal’s (2009) research, the students stated that lessons are more enjoyable when their teachers relate topics to real life, when they share real experiences, and when they use case studies and stories including unusual events and characters.

Similar differences between pre-service teachers and supervisors were observed in item 17 (MD= .497), 18 (MD =.726), and 19 (MD= .540) in (Table 7) which were related to praise, feedback and error correction respectively. In all cases, despite their agreement and some supportive comments, pre-service teachers were found to have less positive perceptions of these characteristics as important ones for effective EFL teachers compared to supervisors. In Brown’s study (2009) at the University of Arizona, in the findings the students thought that immediate error corrections are important while teachers disagreed. In this study, we see pre-service teachers and supervisors’ disagreement about error correction.

Table 8
Multiple Comparisons by Scheffe Test among Three Groups

| Dependent Variable | (I) Participants | (J) Participants | Mean Difference (I-J) | Sig. |
|--|---------------------|---------------------|-----------------------------|------|
| Item 9 “ <i>modifies his/her language according to learners’ level</i> ” | Pre-service | in-service | -.043 | .28 |
| | | Supervisor | -.684* | -.13 |
| | In-service | Pre-service | .043 | .36 |
| | | Supervisor | -.642* | -.05 |
| | Supervisor | Pre-service | .684* | 1.24 |
| | | in-service | .642* | 1.23 |
| Item 20 “ <i>deals with disruptive behaviors without degrading the students</i> ” | Pre-service | in-service | -.036 | .34 |
| | | Supervisor | -.760* | -.10 |
| | in-service | Pre-service | .036 | .42 |
| | | Supervisor | -.725* | -.03 |
| | Supervisor | Pre-service | .760* | 1.42 |
| | | in-service | .725* | 1.42 |
| Item 22 “ <i>knows how to use visual materials such as flashcards, posters, and videos and so on for language teaching</i> ” | Pre-service | in-service | -.025 | .28 |
| | | Supervisor | -.604* | -.08 |
| | in-service | Pre-service | .025 | .33 |
| | | Supervisor | -.579* | -.02 |
| | Supervisor | Pre-service | .604* | 1.13 |
| | | in-service | .579* | 1.14 |

In addition to the previously mentioned items, there are two items, namely item 36 and item 44, which are about personal characteristics of the EFL teachers, where differences in the perceptions of pre-service and supervisors were found. For both items, again, the pre-service teachers were found to be less interested in the mentioned characteristics compared to the supervisors (MD = .492 and MD= .585 respectively). This approves what as Feldman (1986) found. He studied the perceived attitudinal and personal traits of effective college teachers; he concluded that enthusiasm and self-esteem were important personal features and positive effect on students’ learning.

The only item where a significant difference was observed between the pre-service and in-service teachers was item 16, which stated that effective EFL teachers “simplify difficult concepts.” For this statement, the mean difference is $MD = .439$ in favour of in-service teachers. In this regard, an in-service teacher added that teachers could do this “By giving easy examples about our real life and by acting” (IST 18).

It is observed that for items 9, 20, and 22, significant differences are found amongst all of the participating groups of the study. With regard to the Item 9, the results revealed that the pre-service group’s mean difference is ($MD = -.684^*$) compared to in-service group ($MD = -.642^*$), and supervisors compared to both Pre-service ($MD = .684^*$) and in-service ($MD = -.642^*$) that means there were significant differences between the three groups of participants. The results show that the supervisor teachers are the ones that agree with the item the most compared to the other two groups. Then the in service teachers come with a value of $-.043$ differences. Pre-service teachers are the participants who support the idea least. Item 20 which refers to an EFL teacher “deals with disruptive behaviors without degrading the students” has got a similar finding to previous item; Supervisor group’s mean is $.760$ more than pre-service teachers’ group, and $.725$ more than in-service teachers. As for the item 22 which refers to “knows how to use visual materials such as flashcards, posters, videos and so on for language teaching” is again similar; Supervisor’s group mean value is higher than pre-service group ($MD = .604^*$), and in-service teacher’s mean value ($MD = .579^*$). Also, participants’ notes support the finding on this item and provide some insight why they believe so. A pre-service teacher in a private university writes: “very useful, one of our teachers uses this technique” (PST 106). Another pre-service teacher from a state

university, where chances of having lessons with visual materials, flashcards, and videos are thin, chooses agree option yet complains about the situation too: “In our university, we have a little” (PST 106). One in-service teacher writes something, which suggests that she has experience: “it makes the lesson easier and it will encourage the students to love the language” (IST 26). While a supervisor urges teachers to use visual materials: “it is very important teachers should use them” (S 4). In addition, Chen (2012) presented that the learners gave importance to the organization of activities. They liked and they believed that, it is a reason of comforting and making learning easier. The students mostly preferred the teachers, who were purposeful and able to arrange various activities.

It can be discussed that, these findings could be linked with the position of the participants. Those with more monitoring power or in class experience realize that an effective teacher should modify his or her language according to the group they are teaching, should know how to tackle disruptive behaviours in the class, and should use visual materials such as flashcards, posters, videos and so on for language teaching efficiently. Therefore, the position in teaching can be considered as an important indicator of beliefs and expectations with regard to effective EFL teachers.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

This chapter summarizes the findings of the study briefly. It will explain the answers to the research questions, about the items and discrepancies in the participants' perceptions. The following sections will be about the conclusion, the suggestions to the interested parties, and recommendations for further studies.

Summary of Results

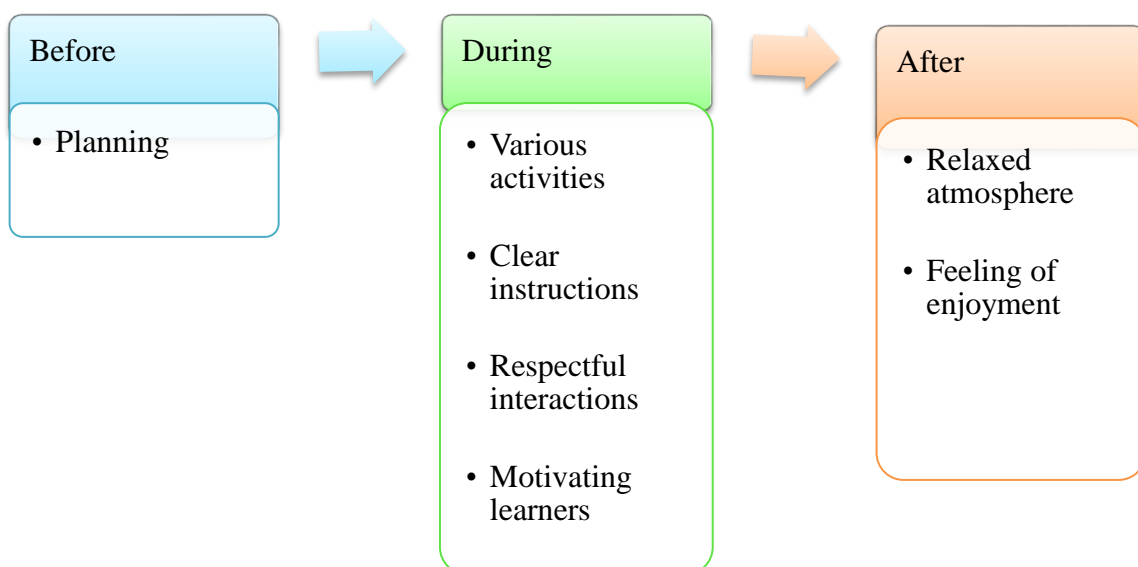
This study was a unique attempt to identify the perceptions of the three most important parties regarding foreign language (English) learning and teaching in northern Iraq. The first group of participants was the students of English language departments who are both learners of English and future teachers of the language. The second group was the teachers who actively teach English in state or private schools. The last group was the supervisors who used to teach English before and who organize and control the learning and teaching of the language in the region. They also inspect the quality of teaching of English in state schools. The results revealed that participants from all three groups generally supported the statements written to describe an effective foreign language teacher. However, participants prioritized some of the characteristics which are related to personal traits and pedagogical knowledge (knowledge here suggest both content and procedural knowledge) over language-related items. If we have to write a description for an effective teacher according to the findings of this study, it would be as follows:

An effective foreign language teacher is someone who creates a relaxed and successful classroom atmosphere by sustaining and controlling both the instructional activities such as planning, using various activities, giving clear instructions, making the lesson enjoyable and keeping good interpersonal relationship dynamics by respecting the learners, listening to them, motivating them, and being friendly with them.

In other words, participants in the study stated that an effective teacher should be very efficient before, during, and after the lesson in several respects. Before the lesson, the lesson should be planned very well. During the delivery of the lesson, a teacher should both provide various activities with clear instructions and respectful interactions in a non-threatening way. At the end of the lesson or after the lesson all the people in the classroom should have experienced the feeling of relaxation and enjoyment. Figure 1 below depicts the cycle of effective teaching that occurs by the characteristics mentioned above.

Figure 1

The Cycle of Effective Teaching



As for the second question of the research, there are only sixteen items where there was a significant difference in the views of two groups and only in three items the three groups held different opinions. We can conclude that in general, these three groups agree on the characteristics of an effective language teacher. They only have different views on a few items most probably originating out of their experience. More experienced supervisor and teachers have different ideas about using visual materials and videos, dealing with disruptive behaviors, and modifying target language according to the learners' level than inexperienced pre-service teachers. However, it is needed to be discussed here that this study cannot be generalized to describe the whole concept of effective foreign teacher as it only represents the perceptions of a limited scale of the people in the region.

Implications for Practice

This study has provided valuable information for different groups of people, especially, for these who participated in it. Pre-service and in-service teachers, especially those who (will) work in the region, can make use of the findings by first of all learning about the ideas of stakeholders and then by applying the ideas of participants to make their lessons more efficient. As for supervisors and policymakers who have the legislative power over the English language teaching programs in the region, they can benefit from the findings of the research as well. The milieu of the study requires conceiving more research-based and effective policies for teacher education programs as it was argued in this study earlier. Hence, it can be recommended that there should be

more practical courses in education faculties' curricula concerning instructional design of a lesson, which covers lesson planning and choosing proper techniques in a way learners desire to learn. Teacher candidates should be prepared for real life situations and be equipped with the understanding and knowledge of planning effective language learning atmospheres. They should also be acknowledged about other characteristics of an effective teacher, which requires forging interpersonal relationship.

Suggestions for Further Research

It is important to keep in the mind that this study has some limitations, which had been explained earlier. These limitations prevent this study from being generalized. Firstly, the findings of this study and previous studies on the characteristics of an effective language teacher have things in common which was discussed in the previous chapter. However, the priorities of the participants sometimes were different. For example preparing lesson plans were considered to be the most important by the participants whereas in a study in another country it is considered less important. Therefore, the research can be replicated in different locations around the world to compare the findings. In addition, since the current study focused on the views of pre-service teachers, in-service teachers and supervisors, it can be replicated to see the perceptions of secondary school students. Such a study may provide insights into the views of stakeholders at different levels of education. Moreover, the topic of effective language teacher has yielded valuable insights about expected behaviors of teachers, such as building respectful relationships with learners, listening to them. A more specific research can be implemented in order to find out what is considered as effective teaching

by going into the detailed findings of this study. For example, the majority of the participant favored the items regarding sustaining relaxed classroom atmosphere and enjoyment. A new study, which looks into what factors make learners feel relaxed and make them enjoy learning, could be next round of research. Furthermore, the second question of the research asked for discrepancy of views among the participants. In the results chapter, the differences in views of participants on the items were provided and discussed. However, a deeper investigation into the reasons of these differences can be another topic of a further research as well.

This study was a humble attempt to discover the views of three main stakeholders in the field of EFL in the region of Northern Iraq on the characteristics of an effective English teacher. 151 pre-service teachers, 66 in-service teachers, and 17 supervisors answered the questionnaire that was developed by the help of literature. Upon the analysis of collected data, a definition of an effective English teacher was written regarding the views of the participants. The differences of views among the groups were presented as well. We hope that the findings of this study can contribute to the concept of effective language teacher in detail and the field of English as a Foreign Language in general.

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APPENDICES

APPENDIX A The Questionnaire

EFFECTIVE FOREIGN LANGUAGE TEACHER SURVEY

Dear participant,

You are asked to participate in this survey concerning your opinions about an effective English language teacher as part of a research study conducted as partial fulfillment of the requirements of an MA degree. The questions are concerned with your own ideas and there are no right or wrong answers. No identifiable personal data will be collected through this survey. Therefore, all data is collected anonymously. The collected data will only be used for scientific purposes. Your responses will never be shared with any third parties individually. You are free to withdraw from the study at any time by contacting us. If you decide to withdraw, the data related to you will be deleted and will not be used in the analysis. By completing this survey, it is assumed that you agree to participate in this research.

Thank you in advance for your contributions.

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Please tick below:

- ☐ I am an English teacher.
☐ I am an ELT student.
☐ I am a supervisor.

| | Circle the closest idea to your opinion regarding each statement. If you have anything to add to your answer, please write them in comments part like in the example. | <i>I totally agree</i> | <i>I agree</i> | <i>I am not sure</i> | <i>I disagree</i> | <i>I totally disagree</i> | <i>Comments</i> |
|---|--|------------------------|----------------|----------------------|-------------------|---------------------------|--|
| Ex: | I like listening to music | 5 | 4 | 3 | 2 | 1 | I like listening to all kinds of music. I listen to music 4 hours a day at least.... |
| <i>In my opinion, an effective English language teacher is someone who:</i> | | | | | | | |
| 1 | uses a variety of activities. | 5 | 4 | 3 | 2 | 1 | |
| 2 | uses a variety of teaching materials. | 5 | 4 | 3 | 2 | 1 | |
| 3 | engages students in their own learning. | 5 | 4 | 3 | 2 | 1 | |
| 4 | is a good organizer of the lesson. | 5 | 4 | 3 | 2 | 1 | |
| 5 | employs various teaching methods when needed. | 5 | 4 | 3 | 2 | 1 | |
| 6 | uses technology without any problems in the classroom. | 5 | 4 | 3 | 2 | 1 | |
| 7 | makes the lesson enjoyable. | 5 | 4 | 3 | 2 | 1 | |
| 8 | relates learning to the real life. | 5 | 4 | 3 | 2 | 1 | |
| 9 | modifies his/her language according to learners' level. | 5 | 4 | 3 | 2 | 1 | |
| 10 | uses his/her voice audibly. | 5 | 4 | 3 | 2 | 1 | |
| 11 | knows his/her learners. | 5 | 4 | 3 | 2 | 1 | |
| 12 | gives students extra time when they need. | 5 | 4 | 3 | 2 | 1 | |
| 13 | plans his/her lessons before the class. | 5 | 4 | 3 | 2 | 1 | |
| 14 | provides practice opportunities for learners after they learn something new. | 5 | 4 | 3 | 2 | 1 | |
| 15 | gives clear instructions. | 5 | 4 | 3 | 2 | 1 | |
| 16 | simplifies difficult concepts. | 5 | 4 | 3 | 2 | 1 | |
| 17 | praises the good work of students. | 5 | 4 | 3 | 2 | 1 | |
| 18 | provides frequent feedback to the students. | 5 | 4 | 3 | 2 | 1 | |
| 19 | responds positively to errors. | 5 | 4 | 3 | 2 | 1 | |
| 20 | deals with disruptive behaviours without degrading the students. | 5 | 4 | 3 | 2 | 1 | |

Thank you very much for your time and contribution.

| | | | | | | | |
|----|--|------------------------|----------------|----------------------|-------------------|---------------------------|---|
| 21 | uses various tools for assessment. | 5 | 4 | 3 | 2 | 1 | <i>Circle the closest idea to your opinion regarding each statement. If you have anything to add to your answer, please write them in comments part like in the example.</i> <i>Comments</i> |
| | | <i>I totally agree</i> | <i>I agree</i> | <i>I am not sure</i> | <i>I disagree</i> | <i>I totally disagree</i> | |
| 22 | knows how to use visual materials such as flashcards, posters, videos and so on for language teaching. | 5 | 4 | 3 | 2 | 1 | |
| 23 | pays attention to different needs of students. | 5 | 4 | 3 | 2 | 1 | |
| 24 | maintains discipline in the classroom. | 5 | 4 | 3 | 2 | 1 | |
| 25 | makes learners feel that they have learned at the end of the lesson. | 5 | 4 | 3 | 2 | 1 | |
| 26 | is knowledgeable about teaching. | 5 | 4 | 3 | 2 | 1 | |
| 27 | is knowledgeable in the field of foreign language teaching. | 5 | 4 | 3 | 2 | 1 | |
| 28 | creates a relaxed classroom atmosphere. | 5 | 4 | 3 | 2 | 1 | |
| 29 | motivates students to learn. | 5 | 4 | 3 | 2 | 1 | |
| 30 | can choose/evaluate course books. | 5 | 4 | 3 | 2 | 1 | |
| 31 | can build a rapport with the students. | 5 | 4 | 3 | 2 | 1 | |
| 32 | is passionate about teaching. | 5 | 4 | 3 | 2 | 1 | |
| 33 | listens to the students. | 5 | 4 | 3 | 2 | 1 | |
| 34 | is trustworthy. | 5 | 4 | 3 | 2 | 1 | |
| 35 | is tolerant. | 5 | 4 | 3 | 2 | 1 | |
| 36 | is energetic. | 5 | 4 | 3 | 2 | 1 | |
| 37 | is always open to communication. | 5 | 4 | 3 | 2 | 1 | |
| 38 | keeps calm when needed. | 5 | 4 | 3 | 2 | 1 | |
| 39 | is experienced. | 5 | 4 | 3 | 2 | 1 | |
| 40 | is friendly. | 5 | 4 | 3 | 2 | 1 | |
| 41 | respects the learners. | 5 | 4 | 3 | 2 | 1 | |
| 42 | cares about the students. | 5 | 4 | 3 | 2 | 1 | |
| 43 | continues his/her learning and professional development. | 5 | 4 | 3 | 2 | 1 | |
| 44 | has self-esteem. | 5 | 4 | 3 | 2 | 1 | |
| 45 | reflects on his/her teaching practice. | 5 | 4 | 3 | 2 | 1 | |
| 46 | has a sense of humor. | 5 | 4 | 3 | 2 | 1 | |
| 47 | uses the target language fluently. | 5 | 4 | 3 | 2 | 1 | |
| 48 | can speak more than one language.. | 5 | 4 | 3 | 2 | 1 | |
| 49 | uses the target language accurately. | 5 | 4 | 3 | 2 | 1 | |
| 50 | uses the mother tongue when needed. | 5 | 4 | 3 | 2 | 1 | |

If there is anything you want to add, please write below:

.....

.....

.....

.....

.....

.....

Thank you very much for your time and contribution.

APPENDIX B The Approval Letter



YAKIN DOĞU ÜNİVERSİTESİ
BİLİMSEL ARAŞTIRMALAR ETİK KURULU

10.12.2018

Dear Niyan Saeed Mahmood

Your application titled **“Characteristics of Effective EFL Teachers: A Study on the Perspectives of Stakeholders”** with the application number YDÜ/EB/2018/215 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee

Note: If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.

APPENDIX D The Permission of Ministry of Education

| | | |
|---|--|---|
| إقليم كوردستان - العراق مجلس الوزراء وزارة التربية المديرية العامة للتربية السليمانية مديرية تربية / رؤساء لالت العلاقات |  IRAQI KURDISTAN REGION COUNCIL OF MINISTERS MINISTRY OF EDUCATION | هه‌ری می کوردستان - عێراق ئە نێجۆمه‌نی وەزیران وەزارەتی پەروەردە بەرێوەبەرایەتی گشتی پەروەردە سلیمانی بەرێوەبەرایەتی پەروەردە رۆژە لالت پەيوەندییه‌کان |
| العدد : التاريخ : | ژماره : ٢٠١٨/١٤/٢٤ به‌روار : ٢٠١٨/١٤/٢٤ | |

بۆ / سه‌رجه‌م خۆیندنگا ناماده‌یه‌یه‌کانی سنوری پەروەردە رۆژە لالت

بابەت/ هاوکاری

هاوینچ له‌گه‌ن نوسراوماندا ، وێنه‌یه‌ك له‌ نوسراوی به‌رێوه‌بەرایەتی گشتی پەروەردە سلیمانی /
 به‌رێوه‌بەرایەتی پەيوەندییه‌یه‌کان ژماره (٣٤٦٠٩) له (٢٠١٨/١٢/٢٣) تان بۆ دهنی‌رین ، سه‌بارەت
 داواکاری به‌رێز (نیان سه‌عید محمود) خۆیندکاری ماستەر له‌ پەروەردە زمانی ئینگلیزی له
 زانکۆ (Near East) له‌ ولاتی قوبرس ، تکایه‌ هاوکاری ناوبراو بکهن به‌ مه‌به‌ستی ئەنجامدانی
 پڕۆسێیه‌ك بۆ وەرگرتنی رای مامۆستایان دهربارە (تایبه‌تمه‌ندییه‌یه‌کانی مامۆستای زمانی ئینگلیزی
 کاریگەر) بۆ ته‌واوکردنی ماستەر نامه‌کە‌ی به‌ناوی (Characteristics Of Effective Efl Teachers : A Study On The Perspectives Of Stakeholders).

له‌گه‌ن پێژدا...

هاوینچ /

وێنه‌یه‌ك له‌ نوسراوی به‌رێوه‌بەرایەتی گشتی پەروەردە سلیمانی / به‌رێوه‌بەرایەتی پەيوەندییه‌یه‌کان


 کارزار احمد کریم
 به‌رێوه‌بەری پەروەردە رۆژە لالت



وێنه‌یه‌ك بۆ :
 نوێنێگه‌ی به‌رێوه‌بەر
 راگه‌یاندن و به‌يوەندییه‌یه‌کان
 به‌رێوه‌بەرایەتی پەيوەندییه‌یه‌کان
 به‌کە‌ی سه‌ر به‌رشتیاری و دانیایی و جۆری
 خولاو

| | | |
|--|--|---|
| إقليم كوردستان - العراق مجلس الوزراء وزارة التربية المديرية العامة لتربية السليمانية مديرية العلاقات No: Date: |  IRAQI KURDISTAN REGION COUNCIL OF MINISTERS MINISTRY OF EDUCATION General Directorate of Education in Sulaimaniyah Directorate of Public Relations | هه‌ڕێمی کوردستان - عێراق ئەنجومەنی وه‌زیران وه‌زاره‌تی په‌روه‌رده به‌رێوه‌به‌رایه‌تی گشتی په‌روه‌رده‌ی سلێمانی به‌رێوه‌به‌رێتی په‌یوه‌ندییه‌کان ژماره (العدد): ٣٤٦٠٩ به‌روار (التاریخ): ١٤/٤/٢٠٢٠ |
|--|--|---|



بۆ/ به‌رێوه‌به‌رێتی په‌روه‌رده‌ی پۆژه‌ه‌لات

بایه‌ت/ هاوکاری

ناماژه به داواکاری به‌رێز(نیان سعید محمود) خوێندکاری ماستەر له په‌روه‌رده‌ی زمانی ئینگلیزی، له زانکۆی (Near East) له وولاتی قوبرس هاوکاری ناوبراو بکەن بۆ ته‌واوکردنی ماستەر نامه‌که‌ی به ناوی (Characteristics of Effective EFL Teachers: A study on the Perspectives of Stakeholders) پێویستی به ئەنجامدانی راپرسییه‌ک هه‌یه به مه‌به‌ستی وه‌رگرتنی رای مامۆستایان ده‌رباره‌ی (تاییه‌تمه‌ندییه‌کانی مامۆستای زمانی ئینگلیزی کاریگه‌ر) له سنووری په‌روه‌رده‌که‌تان. له‌گه‌ڵ پێژدا...



د.اشاد عمر محمد کریم

به‌رێوه‌به‌ری گشتی

به‌رێوه‌به‌رێتی په‌یوه‌ندییه‌کان
 بۆ/ به‌رێوه‌به‌رێتی په‌روه‌رده‌ی پۆژه‌ه‌لات
 ١٤/٤/٢٠٢٠

وێنه‌یه‌ک بۆ:

- په‌که‌ی سه‌رپه‌رشتیکردنی په‌روه‌رده‌یی و دنیایی جۆری/پۆژه‌ه‌لات
- به‌رێوه‌به‌رێتی په‌یوه‌ندییه‌کان + هاوینیج
- نه‌رئیف

E.mail: dee.relations@yahoo.com

Tel: 009647705079545

بؤ / وزارتتی پسروردهی سلیمانی

بایعت/ پشتگیری

من (نیان سعید محمود) خویندکاری ماستر له پسروردهی زمانی ننگلیزی، له زانکوی (Near East) له ولاتی قوبروس.
 بؤ تهاوکردنی ماستر نامهکم به ناوی " Characteristics of Effective EFL Teachers: A study on the
 Perspectives of Stakeholders" پیویسته ههلسم به نهجامدانی راپرسی به مایستی وهرگرتتی رای ماموستایان
 دهربارهی (تابیهتمندییهکانی ماموستای زمانی ننگلیزی کاریگرس) له سنوری پسروردهی شاری سلیمانی. تکایه هاوکارم
 بن.

لهگهلزیدا،

۲۰۱۸/۱۲/۲۳



ب. ن. ی. س. م. ع.
 ه. ن. س. م. ع. د. ی. س. م. ع.
 * با سراف
 ب. ن. ی. س. م. ع.



۲۰۱۸ / ۱۲ / ۲۳

APPENDIX E The Permission of the Universities

YAKIN DOĞU ÜNİVERSİTESİ
İNGİLİZCE BÖLÜMÜ
Yakın Doğu Üniversitesi İngilizce Bölümü
Mersin 10 - Türkiye



NEAR EAST UNIVERSITY
ENGLISH DEPARTMENT
Yakın Doğu Üniversitesi İngilizce Bölümü
Mersin 10 - Türkiye

28th December 2018

Department of English Language Teaching
Faculty of Arts and Sciences
Near East University
Near East Boulevard, 99138
Nicosia / TRNC

To whom it may concern,

I am writing this report on behalf of Ms. Niyan Saeed Mahmood, who is currently studying as an MA student in our English Language Teaching programme. Ms. Mohamed has successfully completed 8 (eight) taught courses in the past semesters and is currently working on her thesis titled "Characteristics of Effective EFL Teachers: On the Perspectives of Stakeholders" under my supervision. To this end, she will need to collect data from different groups of participants using a set of questionnaires for which we have received ethical clearance from the Scientific Research Ethics Committee of Near East University on 10th December 2018.

Yours truly,

Assoc. Prof. Dr. Çiçe Çavuşoğlu,
Vice Chair
Department of English Language Teaching
Faculty of Arts and Sciences
Near East University
Near East Boulevard, 99138
Nicosia / TRNC
Mersin 10 – Turkey

E-mail: ciice.cavusoglu@neu.edu.tr

Niyan Saeed Mahmood
is permitted to do
data collection in our
dept.

Dr. Dilovan Syfyuddin



بۆ/بەئىنى ئىنگلىزى، كۆلىزى پەرودەدى

بابەت/پىشگىرى

من (نيان سعيد محمود) خويندكارى ماستەر له پەرودەدى زمانى ئىنگلىزى، له زانكوى (Near East) له ولاتى قوبروس،
بۆ تەواوکردنى ماستەر نامەكەم به ناوى " Characteristics of Effective EFL Teachers: A study on the
Perspectives of Stakeholders" پىويستە ھەلستەم به ئەنجامدانى راپرسى به مەبەستى ھەرگرتتى راي خويندكارانى
قۇناغى سىھەم و چوارەمى پەرودەدى زمانى ئىنگلىزى ھەربارەى (تاپپەتمەندىيەكانى مامۇستاي زمانى ئىنگلىزى كاريگەر)
سوپاسى ھاوکاريتان دەكەم.

لەگەل رەزىدا،

۲۰۱۹/۲/۱۴

بە رەزى نىان سەيد محمود
رەئىلە پەرودە زانكوى

د. دلومات سەيد سەيد

۲۰۱۹/۲/۱۴

بە رەزى



YAKIN DOĞU ÜNİVERSİTESİ
İNGİLİZCE BÖLÜMÜ
English Education & English Department
Mersin 10 - Turkey



NEAR EAST UNIVERSITY
ENGLISH DEPARTMENT
English Language Teaching & English Literature

28th December 2018

Department of English Language Teaching
Faculty of Arts and Sciences
Near East University
Near East Boulevard, 99138
Nicosia / TRNC

To whom it may concern,

I am writing this report on behalf of Ms. Niyan Saeed Mahmood, who is currently studying as an MA student in our English Language Teaching programme. Ms. Mohamed has successfully completed 8 (eight) taught courses in the past semesters and is currently working on her thesis titled "Characteristics of Effective EFL Teachers: On the Perspectives of Stakeholders" under my supervision. To this end, she will need to collect data from different groups of participants using a set of questionnaires for which we have received ethical clearance from the Scientific Research Ethics Committee of Near East University on 10th December 2018.

Yours truly,

Assoc. Prof. Dr. Çise Çavuşoğlu,
Vice Chair
Department of English Language Teaching
Faculty of Arts and Sciences
Near East University
Near East Boulevard, 99138
Nicosia / TRNC
Mersin 10 – Turkey

E-mail: cise.cavusoglu@neu.edu.tr

به رئیس دانشکده زبان انگلیسی
جناب آقای دکتر محمد
حسنی
موضوع: درخواست اخذ
داده‌های تحقیق

APPENDIX F Descriptive Statistics

Descriptive Statistics

| | N | Minimu m | Maximu m | Mean | Std. Deviation |
|---------|-----|-------------|-------------|------|-------------------|
| Item 13 | 234 | 2 | 5 | 4.71 | .594 |
| Item 29 | 234 | 2 | 5 | 4.70 | .604 |
| Item 41 | 234 | 2 | 5 | 4.69 | .564 |
| Item 7 | 234 | 2 | 5 | 4.67 | .634 |
| Item 42 | 234 | 1 | 5 | 4.61 | .647 |
| Item 1 | 234 | 2 | 5 | 4.58 | .639 |
| Item 33 | 234 | 2 | 5 | 4.57 | .646 |
| Item 15 | 234 | 2 | 5 | 4.55 | .668 |
| Item 28 | 234 | 2 | 5 | 4.51 | .689 |
| Item 40 | 233 | 1 | 5 | 4.51 | .766 |
| Item 17 | 234 | 2 | 5 | 4.49 | .695 |
| Item 4 | 234 | 2 | 5 | 4.49 | .731 |
| Item 26 | 234 | 2 | 5 | 4.47 | .759 |
| Item 34 | 234 | 2 | 5 | 4.46 | .736 |
| Item 38 | 234 | 1 | 5 | 4.45 | .758 |
| Item 36 | 234 | 1 | 5 | 4.43 | .779 |
| Item 25 | 234 | 1 | 5 | 4.43 | .832 |
| Item 23 | 234 | 1 | 5 | 4.43 | .721 |
| Item 47 | 234 | 1 | 5 | 4.41 | .755 |
| Item 8 | 234 | 1 | 5 | 4.39 | .818 |
| Item 43 | 234 | 2 | 5 | 4.38 | .666 |
| Item 2 | 234 | 2 | 5 | 4.38 | .773 |
| Item 37 | 234 | 1 | 5 | 4.37 | .809 |
| Item 44 | 234 | 1 | 5 | 4.34 | .856 |
| Item 22 | 234 | 1 | 5 | 4.33 | .843 |
| Item 19 | 234 | 1 | 5 | 4.32 | .861 |
| Item 35 | 234 | 1 | 5 | 4.31 | .834 |
| Item 16 | 234 | 1 | 5 | 4.31 | .926 |
| Item 39 | 234 | 1 | 5 | 4.30 | .837 |
| Item 49 | 234 | 1 | 5 | 4.29 | .819 |
| Item 11 | 234 | 1 | 5 | 4.29 | .870 |
| Item 14 | 234 | 1 | 5 | 4.28 | .779 |
| Item 32 | 234 | 1 | 5 | 4.26 | .904 |
| Item 45 | 234 | 1 | 5 | 4.23 | .785 |
| Item 9 | 234 | 1 | 5 | 4.20 | .897 |

| | | | | | |
|---------|-----|---|---|------|-------|
| Item 5 | 234 | 2 | 5 | 4.16 | .839 |
| Item 10 | 234 | 2 | 5 | 4.16 | .938 |
| Item 12 | 234 | 1 | 5 | 4.15 | .890 |
| Item 6 | 234 | 1 | 5 | 4.14 | .950 |
| Item 24 | 234 | 1 | 5 | 4.12 | .906 |
| Item 27 | 234 | 1 | 5 | 4.09 | .961 |
| Item 18 | 234 | 1 | 5 | 4.08 | .934 |
| Item 46 | 234 | 1 | 5 | 4.07 | .949 |
| Item 50 | 234 | 1 | 5 | 4.05 | 1.120 |
| Item 3 | 234 | 1 | 5 | 4.01 | 1.078 |
| Item 30 | 234 | 1 | 5 | 4.01 | .919 |
| Item 31 | 234 | 1 | 5 | 3.90 | .930 |
| Item 20 | 234 | 1 | 5 | 3.89 | 1.057 |
| Item 21 | 234 | 1 | 5 | 3.86 | .918 |
| Item 48 | 234 | 1 | 5 | 3.73 | 1.143 |
| <hr/> | | | | | |
| Valid N | 233 | | | | |
| <hr/> | | | | | |

APPENDIX G One-Way Analysis of Variance

| <i>One-Way Analysis of Variance</i> | | | | | | |
|-------------------------------------|----------------|----------------|-----|-------------|-------|------|
| | | Sum of Squares | df | Mean Square | F | Sig. |
| Item 3 | Between Groups | 7.631 | 2 | 3.815 | 3.347 | .037 |
| | Within Groups | 263.331 | 231 | 1.140 | | |
| | Total | 270.962 | 233 | | | |
| Item 8 | Between Groups | 6.537 | 2 | 3.269 | 5.058 | .007 |
| | Within Groups | 149.292 | 231 | .646 | | |
| | Total | 155.829 | 233 | | | |
| Item 9 | Between Groups | 7.192 | 2 | 3.596 | 4.605 | .011 |
| | Within Groups | 180.368 | 231 | .781 | | |
| | Total | 187.560 | 233 | | | |
| Item 16 | Between Groups | 10.277 | 2 | 5.139 | 6.262 | .002 |
| | Within Groups | 189.569 | 231 | .821 | | |
| | Total | 199.846 | 233 | | | |
| Item 17 | Between Groups | 3.785 | 2 | 1.893 | 4.022 | .019 |
| | Within Groups | 108.698 | 231 | .471 | | |
| | Total | 112.483 | 233 | | | |
| Item 18 | Between Groups | 8.503 | 2 | 4.251 | 5.037 | .007 |
| | Within Groups | 194.955 | 231 | .844 | | |
| | Total | 203.457 | 233 | | | |
| Item 19 | Between Groups | 5.241 | 2 | 2.620 | 3.617 | .028 |
| | Within Groups | 167.358 | 231 | .724 | | |
| | Total | 172.598 | 233 | | | |
| Item 20 | Between Groups | 8.916 | 2 | 4.458 | 4.096 | .018 |
| | Within Groups | 251.414 | 231 | 1.088 | | |
| | Total | 260.329 | 233 | | | |
| Item 22 | Between Groups | 5.640 | 2 | 2.820 | 4.071 | .018 |

| | | | | | | |
|---------|----------------|---------|-----|-------|-------|------|
| | Within Groups | 160.022 | 231 | .693 | | |
| | Total | 165.662 | 233 | | | |
| Item 24 | Between Groups | 5.977 | 2 | 2.988 | 3.723 | .026 |
| | Within Groups | 185.429 | 231 | .803 | | |
| | Total | 191.406 | 233 | | | |
| Item 34 | Between Groups | 4.330 | 2 | 2.165 | 4.105 | .018 |
| | Within Groups | 121.824 | 231 | .527 | | |
| | Total | 126.154 | 233 | | | |
| Item 36 | Between Groups | 5.234 | 2 | 2.617 | 4.440 | .013 |
| | Within Groups | 136.172 | 231 | .589 | | |
| | Total | 141.406 | 233 | | | |
| Item 43 | Between Groups | 2.750 | 2 | 1.375 | 3.156 | .044 |
| | Within Groups | 100.635 | 231 | .436 | | |
| | Total | 103.385 | 233 | | | |
| Item 44 | Between Groups | 6.398 | 2 | 3.199 | 4.499 | .012 |
| | Within Groups | 164.251 | 231 | .711 | | |
| | Total | 170.650 | 233 | | | |
| Item 45 | Between Groups | 3.959 | 2 | 1.980 | 3.276 | .040 |
| | Within Groups | 139.579 | 231 | .604 | | |
| | Total | 143.538 | 233 | | | |
| Item 46 | Between Groups | 6.738 | 2 | 3.369 | 3.833 | .023 |
| | Within Groups | 203.027 | 231 | .879 | | |
| | Total | 209.765 | 233 | | | |

APPENDIX H Multiple Comparisons, Scheffe test

| <i>Multiple Comparisons</i> | | | | | | | |
|-----------------------------|------------------|------------------|-----------------------|------------|-------|-------------------------|-------------|
| Scheffe | | | | | | | |
| Dependent Variable | (I) Participants | (J) Participants | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval | |
| | | | | | | Lower Bound | Upper Bound |
| Item 3 | Pre-service | in-service | -.075 | .158 | .894 | -.46 | .31 |
| | | Supervisor | -.707* | .273 | .037 | -1.38 | -.03 |
| | in-service | Pre-service | .075 | .158 | .894 | -.31 | .46 |
| | | Supervisor | -.632 | .290 | .096 | -1.35 | .08 |
| | Supervisor | Pre-service | .707* | .273 | .037 | .03 | 1.38 |
| | | in-service | .632 | .290 | .096 | -.08 | 1.35 |
| Item 8 | Pre-service | in-service | -.150 | .119 | .451 | -.44 | .14 |
| | | Supervisor | -.637* | .206 | .009 | -1.14 | -.13 |
| | in-service | Pre-service | .150 | .119 | .451 | -.14 | .44 |
| | | Supervisor | -.487 | .219 | .086 | -1.03 | .05 |
| | Supervisor | Pre-service | .637* | .206 | .009 | .13 | 1.14 |
| | | in-service | .487 | .219 | .086 | -.05 | 1.03 |
| Item 9 | Pre-service | in-service | -.043 | .130 | .948 | -.36 | .28 |
| | | Supervisor | -.684* | .226 | .011 | -1.24 | -.13 |
| | in-service | Pre-service | .043 | .130 | .948 | -.28 | .36 |
| | | Supervisor | -.642* | .240 | .030 | -1.23 | -.05 |
| | Supervisor | Pre-service | .684* | .226 | .011 | .13 | 1.24 |
| | | in-service | .642* | .240 | .030 | .05 | 1.23 |
| Item16 | Pre-service | in-service | -.439* | .134 | .005 | -.77 | -.11 |
| | | Supervisor | -.436 | .232 | .173 | -1.01 | .14 |
| | in-service | Pre-service | .439* | .134 | .005 | .11 | .77 |
| | | Supervisor | .003 | .246 | 1.000 | -.60 | .61 |
| | Supervisor | Pre-service | .436 | .232 | .173 | -.14 | 1.01 |
| | | in-service | -.003 | .246 | 1.000 | -.61 | .60 |
| Item17 | Pre-service | in-service | -.041 | .101 | .921 | -.29 | .21 |
| | | Supervisor | -.497* | .175 | .019 | -.93 | -.07 |
| | in-service | Pre-service | .041 | .101 | .921 | -.21 | .29 |
| | | Supervisor | -.456 | .187 | .052 | -.92 | .00 |
| | Supervisor | Pre-service | .497* | .175 | .019 | .07 | .93 |

| | | | | | | | |
|--------|-------------|-------------|--------|------|------|-------|------|
| | | in-service | .456 | .187 | .052 | .00 | .92 |
| Item18 | Pre-service | in-service | -.171 | .136 | .451 | -.51 | .16 |
| | | Supervisor | -.726* | .235 | .009 | -1.30 | -.15 |
| | in-service | Pre-service | .171 | .136 | .451 | -.16 | .51 |
| | | Supervisor | -.554 | .250 | .088 | -1.17 | .06 |
| | Supervisor | Pre-service | .726* | .235 | .009 | .15 | 1.30 |
| | | in-service | .554 | .250 | .088 | -.06 | 1.17 |
| Item19 | Pre-service | in-service | -.184 | .126 | .344 | -.49 | .13 |
| | | Supervisor | -.540* | .218 | .048 | -1.08 | .00 |
| | in-service | Pre-service | .184 | .126 | .344 | -.13 | .49 |
| | | Supervisor | -.356 | .232 | .309 | -.93 | .21 |
| | Supervisor | Pre-service | .540* | .218 | .048 | .00 | 1.08 |
| | | in-service | .356 | .232 | .309 | -.21 | .93 |
| Item20 | Pre-service | in-service | -.036 | .154 | .973 | -.42 | .34 |
| | | Supervisor | -.760* | .267 | .019 | -1.42 | -.10 |
| | in-service | Pre-service | .036 | .154 | .973 | -.34 | .42 |
| | | Supervisor | -.725* | .284 | .040 | -1.42 | -.03 |
| | Supervisor | Pre-service | .760* | .267 | .019 | .10 | 1.42 |
| | | in-service | .725* | .284 | .040 | .03 | 1.42 |
| Item22 | Pre-service | in-service | -.025 | .123 | .980 | -.33 | .28 |
| | | Supervisor | -.604* | .213 | .019 | -1.13 | -.08 |
| | in-service | Pre-service | .025 | .123 | .980 | -.28 | .33 |
| | | Supervisor | -.579* | .226 | .040 | -1.14 | -.02 |
| | Supervisor | Pre-service | .604* | .213 | .019 | .08 | 1.13 |
| | | in-service | .579* | .226 | .040 | .02 | 1.14 |
| Item24 | Pre-service | in-service | -.312 | .132 | .064 | -.64 | .01 |
| | | Supervisor | -.405 | .229 | .212 | -.97 | .16 |
| | in-service | Pre-service | .312 | .132 | .064 | -.01 | .64 |
| | | Supervisor | -.094 | .244 | .929 | -.69 | .51 |
| | Supervisor | Pre-service | .405 | .229 | .212 | -.16 | .97 |
| | | in-service | .094 | .244 | .929 | -.51 | .69 |
| Item34 | Pre-service | in-service | -.205 | .107 | .163 | -.47 | .06 |
| | | Supervisor | -.453 | .186 | .053 | -.91 | .01 |
| | in-service | Pre-service | .205 | .107 | .163 | -.06 | .47 |
| | | Supervisor | -.248 | .198 | .457 | -.73 | .24 |
| | Supervisor | Pre-service | .453 | .186 | .053 | -.01 | .91 |
| | | in-service | .248 | .198 | .457 | -.24 | .73 |

| | | | | | | | |
|--------|-------------|-------------|--------|------|------|-------|------|
| Item36 | Pre-service | in-service | -.229 | .113 | .131 | -.51 | .05 |
| | | Supervisor | -.492* | .196 | .045 | -.98 | -.01 |
| | in-service | Pre-service | .229 | .113 | .131 | -.05 | .51 |
| | | Supervisor | -.263 | .209 | .454 | -.78 | .25 |
| | Supervisor | Pre-service | .492* | .196 | .045 | .01 | .98 |
| | | in-service | .263 | .209 | .454 | -.25 | .78 |
| Item43 | Pre-service | in-service | -.137 | .097 | .375 | -.38 | .10 |
| | | Supervisor | -.388 | .169 | .074 | -.80 | .03 |
| | in-service | Pre-service | .137 | .097 | .375 | -.10 | .38 |
| | | Supervisor | -.251 | .180 | .377 | -.69 | .19 |
| | Supervisor | Pre-service | .388 | .169 | .074 | -.03 | .80 |
| | | in-service | .251 | .180 | .377 | -.19 | .69 |
| Item44 | Pre-service | in-service | -.216 | .124 | .223 | -.52 | .09 |
| | | Supervisor | -.585* | .216 | .027 | -1.12 | -.05 |
| | in-service | Pre-service | .216 | .124 | .223 | -.09 | .52 |
| | | Supervisor | -.369 | .229 | .276 | -.93 | .20 |
| | Supervisor | Pre-service | .585* | .216 | .027 | .05 | 1.12 |
| | | in-service | .369 | .229 | .276 | -.20 | .93 |
| Item45 | Pre-service | in-service | -.188 | .115 | .264 | -.47 | .09 |
| | | Supervisor | -.443 | .199 | .086 | -.93 | .05 |
| | in-service | Pre-service | .188 | .115 | .264 | -.09 | .47 |
| | | Supervisor | -.255 | .211 | .485 | -.78 | .27 |
| | Supervisor | Pre-service | .443 | .199 | .086 | -.05 | .93 |
| | | in-service | .255 | .211 | .485 | -.27 | .78 |
| Item46 | Pre-service | in-service | -.252 | .138 | .193 | -.59 | .09 |
| | | Supervisor | -.569 | .240 | .062 | -1.16 | .02 |
| | in-service | Pre-service | .252 | .138 | .193 | -.09 | .59 |
| | | Supervisor | -.317 | .255 | .462 | -.95 | .31 |
| | Supervisor | Pre-service | .569 | .240 | .062 | -.02 | 1.16 |
| | | in-service | .317 | .255 | .462 | -.31 | .95 |

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