

**REPUBLIC OF TURKEY
SAKARYA UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**THE SIMILARITIES AND DIFFERENCES BETWEEN THE
PERCEPTIONS OF TURKISH AND KOSOVAN UNIVERSITY
STUDENTS ABOUT AN IDEAL LANGUAGE TEACHER**

A MASTER'S THESIS

NURAY ÇÜRT

SUPERVISORS

PROF. DR. FİRDEVS KARAHAN

ASSOC. PROF. DR. BANU İNAN KARAGÜL

DECEMBER 2018

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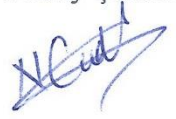
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DECLARATION

I declare that the present thesis has been prepared by me, and that the study carried out in accordance with academic rules and ethical conduct. I also declare that I have cited and referenced all information used in the thesis.

Signature

Nuray ÇÜRT



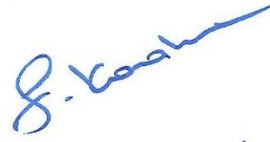
JÜRİ ÜYELERİNİN İMZA SAYFASI

“The Similarities And Differences Between The Perceptions Of Turkish And Kosovan University Students About An Ideal Language Teacher” başlıklı bu yüksek lisans tezi, İngiliz Dili ve Eğitimi Bilim Dalında hazırlanmış ve jürimiz tarafından kabul edilmiştir.

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Yukarıdaki imzaların, adı geçen öğretim üyelerine ait olduğunu onaylarım.

22.02.2019



Prof. Dr. Ömer Faruk TUTKUN
Enstitü Müdürü

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love and patience, trusting my capabilities and encouraged me continuously, which motivated me during this challenging process. Without his emotional and physical support, this thesis would not have become a reality; therefore, I dedicate my thesis to him.

ABSTRACT

THE SIMILARITIES AND DIFFERENCES BETWEEN THE PERCEPTIONS OF TURKISH AND KOSOVAN UNIVERSITY STUDENTS ABOUT THE IDEAL LANGUAGE TEACHER

Çürt, Nuray

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The present study aims to identify the perceptions of English Language Teaching major students at a Turkish University and at a Kosovan University regarding the characteristics of an ideal English language teacher. The study was carried out with the participation of 240 university students studying in the English Language Teaching Departments of a Turkish and Kosovan University in the 2014-2015 spring semesters.

In this qualitative study, the aim of the research was to find out whether or not there are differences between the perceptions of Kosovan and Turkish University students regarding the ideal language teacher's characteristics. Content analysis, a method of qualitative research was used in data analysis, where written comments of participants were coded and the results were compared.

The results of the study indicated that the qualities that were considered important by both Turkish and Kosovan students included knowledge of subject matter, personal qualities, the relationship between students and the teacher and classroom management. The only difference between Kosovan and Turkish students was seen in classroom management. Compared to Turkish students, Kosovan students gave more importance to it.

Key words: Effective teacher characteristics, ideal language teacher, perception.

ÖZET

KOSOVA VE TÜRKİYE'DEKİ ÜNİVERSİTE ÖĞRENCİLERİNİN İDEAL DİL ÖĞRETMENİ KAVRAMI İLE İLGİLİ GÖRÜŞLERİ ARASINDAKİ BENZERLİK VE FARKLILIKLARI

Çürt, Nuray

Yüksek Lisans Tezi, Eğitim Bilimleri Ana Bilim Dalı, Yabancı Diller Bilim Dalı
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Doç. Dr. Banu İNAN KARAGÜL

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Bu araştırmanın amacı İngilizce Öğretmenliği bölümünde okuyan 1. ve 4. sınıf öğrencilerinin İdeal Dil Öğretmeni kavramına bakış açılarını karşılaştırmaktır. Bu araştırmaya, 2014-2015 akademik yılı bahar döneminde, Kosova ve Türkiye'de İngilizce Öğretmenliği bölümünde okuyan toplam 240 üniversite öğrencisi katılmıştır.

Veriler bir anket uygulaması kullanılarak toplanmıştır. Anketin birinci bölümünde öğrenciler verilen ideal dil öğretmeni tercihlerini önem sırasına göre sıralamışlardır. Anketin ikinci bölümünde bulunan açık uçlu soru ile öğrenciler iyi bir dil öğretmeninde olması gereken özellikleri bir paragrafta yazmışlardır. Veri analizinde öğrencilerin yazdıkları paragrafların kodlanması ve karşılaştırma yapılması için nitel analiz yöntemlerinden olan içerik analizi kullanılmıştır.

Kişisel özellikleri, akademik özellikleri, öğrenci-öğretmen ilişkisi ile sınıf yönetimi özellikleri dahil olmak üzere, iyi bir öğretmen olmanın tüm boyutları her iki grup tarafından da önemli bulunmuştur. Kosovalı ve Türk öğrencilerin görüşleri arasındaki tek kayda değer fark iyi dil öğretmenin sınıf yönetimi becerilerinde görülmüştür. Kosovalı öğrencilerin, Türk öğrenciler ile karşılaştığında sınıf yönetimine daha çok önem verdikleri görülmüştür.

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To my father, mother and my dearest husband...

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CHAPTER I

INTRODUCTION

Learning a language successfully can be very challenging; however, in our rapidly changing world that has become smaller with globalization and social media, having the ability to speak two or three languages is a definite advantage.

We need a foreign language in every part of our lives (e.g. education, relationships, travel, health and other sections). English is used in the best universities around the world, many books are published in English, it is the official language in many countries. English is the dominant business language as well. In our daily lives we buy many imported products and we often want to read the descriptions of them, which is another reason for learning a foreign language. Also, Aküzel, (2006) adds that in today's age of communication, there is a constant urgency in learning an additional language apart from our mother tongue for several reasons: get access to vast amount of information, follow the technological improvements and advancements, examine research in its original language, get maximum benefit from mass media tools, progress relations in economy and tourism, and know different cultures around the world.

As seen in the phrase above, we always try to learn a second, third or even more languages. For many people, English should be learned firstly because there are a lot of books, magazines, forums, and articles around the world which are written in English. The main reason is that people often prefer to write in English so their work can be read by most people around the world. Besides, in order to study in a foreign country, to find a better job or to move to another country, knowing English is a necessary key. Copage, (2002) gives an explanation for that necessity: At the beginning of the twenty-first century 400 million people speak English as first or native language, mainly in Britain, the USA, Canada, Ireland, Australia, New

Zealand, and South Africa. English is also an official second language in over 70 countries. There are about 1.5 billion people who can communicate in English.

So if English is really important and necessary, how can we learn it? Many years ago, with the advent of various techniques and principles, learning a language became less challenging. For example, The Grammar Translation Method, The Direct Method, The Audio-lingual Method, Suggestopedia, and some others became common methods of teaching foreign languages (Larsen-Freeman, 1985). Each method has its merits depending on what the foreign language will be used for i.e. translation, travel, reading scientific publications and so on. Even though we have a lot of methods and techniques to teach and learn English, they are never enough. The most important aspect is how and when to bring these techniques into the classroom. When people are learning, they need a teacher who makes the language learning process easier and guides them reach their educational goals. With the great need for language teachers, the attributes of effective teachers are important to consider.

When we visualize the picture of an ideal teacher, we can see that there are several qualities from different aspects and educational thoughts. Starting with the philosophers from early times to recent times, we find various descriptions formed by philosophers' didactic points of view. Arnon and Reichel (2007:443-444) describe the breadth of important qualities as follows: "the teacher as 'midwife' (Socrates); as artist in the use of knowledge (Plato); as the conductor of dialogue (Bergman); as purveyor of culture (Cicero); as liberator (Freire); as one who focuses on teaching discipline (Breiter); as role model (Aristotle); as empiricist (Locke); as trainer (Watson); as educator in accordance with nature (Rousseau); as essentialist (Bagley); as creative teacher (Luvenfeld); as socialist (Barth); as existentialist (Frankel); as mediator (Feuerstein); as child centered (Neill); and as postmodernist (Foucault)."

On the other hand, from the perspectives of students, good teachers are those who are experienced, who know how to teach and who know how learners learn (Perrot, 1982).

According to several researches, defining an ideal language teacher depends on several factors: Age (Levine, 1993); university type (Shank et al., 1996); field of study (Stevenson & Sander, 2002) and Culture (Oruç, 2007). But when we think about the characteristics of a good English language teacher, we can say that an

English teacher should have the same characteristics as a good teacher in general. They vary from other teachers regarding the nature of the subject, the relationship between students and language teachers and the methodology.

This study's aim is to investigate how university level students, respectively freshman and senior define the ideal language teacher; furthermore, it aims to see the difference of perception of an ideal teacher between Kosovan and Turkish university students.

The findings of the study will not only fill a gap in the Turkish and Kosovan EFL context but will also lend assistance to the related literature by investigating whether cultural and contextual differences lead to different views of what makes a good foreign language teacher.

1.1 BACKGROUND OF THE STUDY

Teacher efficiency is a very popular expression in the field of teaching and we can easily find related information in books, magazines, journals, websites and other forms of media. We all agree that good and qualified teachers are indivisible pieces of the education and they play an important role in excellent teaching. For that reason, their characteristics and behaviour in the classroom have an important role and effect on their learners. Every year, with the changes in technology and teaching techniques, notions of teachers by schools and students have been changing, too. As in some other professions, teachers are asked to refresh their subject knowledge, read and spend more time on their own developments, be present in seminars, and learn how to use and bring technology into the class in order to develop their way of teaching.

According to Eide (2004), in order to increase student learning, institutions should improve the quality of teachers. As mentioned above, students will have more learning if the teacher has better qualities. However, who is the "ideal teacher", and what characteristics and qualities does an ideal teacher have?

Students have more success in mastering a foreign language when learning from an effective teacher, so identifying the attributes of an effective teacher is essential.

Everyone can define the word "effective" in different ways, so it is not very easy to identify the characteristics of an effective teacher. There are some suggestions that a teacher is considered as an effective teacher if they often get optimistic assessments from their managers (Stronge, 2002). On the other hand, if we focus on the teaching procedure instead of the last part of the lesson, at that point it can be easier to classify an ideal language teacher as someone who "gives knowledge to the learners in a comprehensible and an attractive way" (Benson et. al., 2001). Stephens and Crawly (1994) argue that one feature that differentiates effective teachers from other teachers is the way that the effective teachers share their knowledge and communicate with their students. Young and Shaw (1999) stated that "successful communication, a relaxing learning environment, concerns for student education, student enthusiasm, and lesson regulation" are some of the qualities of teacher effectiveness. According to Miller (2012), a good teacher possesses the following qualities:

- Having enthusiasm for teaching
- Being creative
- Adding pace and humour to the class
- Challenging students
- Being encouraging and patient, who does not give up on students
- Taking an interest in students as people
- Knowing grammar well and explains something on the spot
- Taking a minute or two to answer a question after class
- Treating all the members of the class equally
- Leaving his/her emotional baggage outside the classroom

Cruickshank et. al. (2003) stated that an effective teacher is "kind, helpful, worried about the students, has subject matter knowledge, has a good communication with parents, and is really eager about the job that they do". They also consider that effective teachers are excited, warm and have a sense of humour. Clark and Walsh (2002) studied the necessary elements for an effective teacher and stated that effective teachers are those who have the following traits:

1. Knowing how to control the class
2. Having ability to use the academic knowledge
3. Having the personality and knowledge to build strong relationships with the students
4. Being able to understand the needs of the teaching environment

Considering these articles written in order to define characteristics of an effective teacher, we can see that there are four important characteristics:

Socio-Affective Skills: We all know that in order to continue the educational process effectively, having socio-affective skills is very important for teachers. These skills consist of different items such as raising students' motivation, offering assistance if they request help, being excited and eager to teach, having an encouraging manner towards students and creating a calm and comfortable classroom environment (Cheung, 2006; Shishavan and Sadeghi, 2009).

Pedagogical Knowledge: If we want to do a job correctly, we should have the knowledge of how to do it. For instance, a teacher should have a profound knowledge about the processes and methods of teaching and learning, which is considered as pedagogical knowledge in order to follow that process. According to the study of Vélez-Rendón (2002), all the information teachers have about their subject matter is their pedagogical knowledge. In addition to that, Aydın et al. (2009) found in their study that according to the learners, a teacher should have pedagogical knowledge in order to teach effectively.

Subject-Matter Knowledge: Effective teachers must master the field of study that they teach. It can be defined as teachers being aware of the things they teach during the class. Aydın et al. (2009) added that subject matter knowledge is expertise that is used in various stages of the educational process, for instance having proficiency in target language, using it in the lessons, taking the learners' backgrounds into consideration and making effective lesson plans. According to the study conducted by Shishavan and Sadeghi (2009), in order to be considered as an effective teacher, subject matter knowledge is essential. If the teachers acquire the subject matter knowledge, they will teach better and more effectively and they will get more successful results.

Personality Characteristics: regardless of their profession, working people show their individual features in their place of work. This is the same case for teachers as well. Other than subject-matter knowledge and the pedagogical knowledge, in order to teach effectively and have success in their profession, teachers should have some required personal characteristics. Malikow (2006) lists characteristics according to the studies that have been conducted in order to find out what personal qualities an ideal teacher should have, and here are some of the personality characteristics he mentions: an effective teacher is a teacher who is challenging and has expectations, is ebullient, has sense of humour and is creative. There are some other characteristics that can be added to the list of characteristics of an ideal teacher for instance being kind, easy-going and open minded, positive, tolerant and helpful for students (Cheung, 2006; Shishavan and Sadeghi, 2009; Werbinska, 2009).

In all of the studies mentioned above, the characteristics of effective teachers are analyzed, but they are not analyzed from the perspective of Turkish and Kosovan freshmen and senior students of English Language Teaching Departments, and there is no study that considers at the differences between these two groups' views.

1.2 PURPOSE OF THE STUDY

This study's aim is to investigate how university level students, respectively freshman and senior define the ideal language teacher characteristics; furthermore, it aims to see the difference of perception of an ideal teacher between Kosovan and Turkish university students.

1.3 SIGNIFICANCE OF THE STUDY

Teachers are the most important members in education since they have a significant role in it. What makes them important is their effectiveness in the view of the fact that teaching is a challenging job. When we consider the importance of learning a

foreign language and the attitude towards it, we more strongly agree on the necessity of an 'effective teacher'.

Another very important point is to acquire the essential attributes of successful English language teachers will enable current teachers to review their teaching techniques and renew themselves. The findings of this study and the ideal teacher characteristics revealed in the literature review may help teachers to see the differences between their perceptions and their students' perceptions of the ideal language teacher and to review the ideal language teacher characteristics so they can develop their ways of teaching, change their methods or approaches, and try new strategies in their teaching environment.

This study focuses on the differences in perceptions of how Kosovan and Turkish students see the ideal language teacher. One more important consideration is the comparison of the perceptions between university freshmen and senior students since freshmen students of the faculty of education are new in teaching and have less knowledge about an ideal language teacher in comparison to the seniors that took four years of education in teaching.

1.4 DEFINITION OF TERMS

Perception

According to Peter (1998) perception is the awareness of a process and the teaching and the consciousness of that procedure and its consequences on the learner.

Effective teacher

As stated by Stronge (2002) effective teachers are the ones who have professional development, teaching background, professional behaviour, eagerness and reflective practice, classroom management, and teaching skills. Also, effective teachers monitor students' progress and organize instruction.

1.5 LIMITATIONS

This study is limited to the English Language Teaching Department at Kocaeli University- Turkey and the English Language Teaching Department at Prishtina University in Kosovo. The participants were only from the freshmen and senior classes. The items in the questionnaire were limited to the dimensions selected by the researcher herself.

1.6 RESEARCH QUESTIONS

- 1) What do students identify as the most important characteristics of an ideal English Language teacher?
- 2) Does the perception of a good English Language Teacher vary depending on the level of the students in the study?
- 3) Does the perception of a good English Language Teacher vary depending on the nationality of the students in the study?

CHAPTER II

LITERATURE REVIEW

2.1 A GOOD TEACHER

2.1.1 Descriptions of a Good Teacher

Improvements in education lead to changes in the ideas people have regarding the characteristics of good teachers. According to Hight (1963), a good teacher is someone who makes the lessons engaging, motivates the students, has subject knowledge, admires his/her profession and is interesting.

As defined by Helterban (2008), a good teacher is never pleased with his/her teaching skills: There is always a desire to extend, develop, and improve knowledge and pedagogy. He/she continuously tries to develop themselves. Good teachers try to do their best in their classes. They use all their subject knowledge with a combination of new techniques, approaches and methods in order to respond to the appropriate level, grade, cultural background and ages of the students. In 1982, Perrot said that good teachers are those who have academic knowledge about education, show behaviours that support learning and real individual relationships, have subject-matter knowledge, and are aware of the teaching techniques that make the students' learning easier. Brown and Atkins (1999), explained good teachers as those who have subject knowledge, who are familiar with how their learners learn and know how to teach. According to Giard (1977), a good teacher is someone who creates interesting lessons, teaches how to pronounce well, give explanations clearly, is interested in the students without unfairness, is patient and engages the students in a way that all the students are excited to take part. A more detailed list of characteristics of a good teacher is presented by Prodromou (1991), which includes: gives good marks, plays games, tells jokes and does not push weak learners. As

described by Ornstein (1976), a good teacher is someone who performs teaching practices well and has the consciousness as to why he does them well.

2.2 TEACHER EFFECTIVENESS

Table 1. The Main Factors Associated With Effective Teaching Examined By Each Phase of Research on Teacher Effectiveness

Studies on teacher effectiveness	Factors examined
Passage Product Studies	<p><i>Psychological Characteristics</i></p> <p>a) Personality Characteristics</p> <p>b) Attitude</p> <p>c) Experience</p> <p>d) Aptitude/ Achievement</p>
Process-product model	<p><i>Teacher Behavior</i></p> <p>a) Quantity of academic activity</p> <ul style="list-style-type: none"> • <i>Quantity and pacing of instruction:</i> Effective teachers prioritize academic instruction and maximize amount of curriculum covered but at the same time move in such steps that each new objective is learnt readily and without frustration. • <i>Classroom Management:</i> Effective teachers organize and manage classroom environment as an efficient learning environment and there by engagement rates are examined. • <i>Actual Teaching Progress:</i> Students should spend most of their time being taught or supervised by their teachers rather than working on their own and most of teacher talk should be academic rather than managerial or procedural. <p>b) Quality of teacher's organized lessons</p> <ul style="list-style-type: none"> • <i>Giving Information:</i> The variables which were examined referred to structuring and clarity of presentation. • <i>Asking Questions:</i> The variables which were examined referred to the cognitive level of question, the type of the question (i.e. product vs. process questions), the clarity of questions and the length of pause following questions. • <i>Providing Feedback:</i> The variables which were examined referred to the way teachers monitor students' responses and how they react to correct, or incorrect answers. <p>c) Classroom Climate</p> <ul style="list-style-type: none"> • <i>Actual Teaching Progress:</i> Students should spend most Businesslike and supportive environment
Beyond classroom behaviour model	<p>a) Subject knowledge</p> <p>b) Knowledge of pedagogy</p> <p>c) Teacher's beliefs</p> <p>d) Teacher's self-efficacy</p>

Teacher effectiveness is a concept that has various measurements, and distinguishing the qualities of an effective teacher is really very difficult. According to Campbell et al. (2004), teacher effectiveness is “the impact that classroom factors, such as teaching methods, teacher expectations, classroom organization, and use of classroom resources, have on students’ performance”. Brophy and Good (1988) argue the importance of teachers helping students and encouraging them to perform as well as possible. Goldhaber (2002) has described good teaching as a 'mystery' since it is not easy to be defined by quantitative studies. In their book, Campbell et al. (2004) have summarized teacher effectiveness research that was done until today and the dimensions are shown in the Table 1.

2.2.1 Personality Traits

There has been a great deal of studies conducted in order to find out the characteristics of effective teachers. In some of them, researchers asked students to identify those characteristics. The answers were mostly about the teachers’ personality traits instead of their subject knowledge, teaching skills and awareness of teaching approaches (Peart and Campbell, 1999). According to Yost (2002), personality traits of a teacher are the most significant part in classifying characteristics of effective teachers. The personality traits of an effective teacher that have come out of several researches are tender and empathetic (Porter and Brophy, 1988), calm, happy, hopeful, helpful, generous, sincere and reliable. (Minor et al. 2002), kind and thoughtful (Cotton, 1995; Porter and Brophy, 1988), sympathetic, gracious and warm, (Koutsoulis, 2003), positive, admired and motivating (Veldman and Peck, 1963). Furthermore, according to Stronge (2002) there are a lot of traits, aptitudes and skills that are essential for being considered as an effective teacher and the most important of these are personal characteristics. These characteristics are “thoughtful, equality and respect, gracious and individual connections with learners, passion and enthusiasm towards teaching”.

2.2.1.1 Teacher as a good model

According to Özsoy (2004), in a learning environment, learners usually copy their teachers' behaviour but not their statement. In addition to this, Goodwin and Coates (1976), state that the learners especially when they are younger, copy teachers' behaviours. Hence teachers must always remember that they are considered role models by their learners; therefore, must display responsible behaviours in the classroom. Teachers have the power to improve students' accomplishments through modelling. Polk (2006) states that copying and modelling the teacher can be a useful technique for rising students' success.

2.2.1.2 Honesty as an effective language teachers trait

Another essential trait of effective language teachers' behaviour is honesty. Even if the students are young or adult, they are able to realize whether a teacher is honest or not. Hence, considering the fact that students believe their teachers and their sincerity, teachers should do their best not to make their students feel disappointed.

2.2.1.3 Patience as an effective language teachers trait

In the classroom, students sometimes misbehave and do not like to obey the rules or cause trouble. Furthermore, they may annoy and interrupt each other so they do not listen and do not understand the lesson. But effective teachers are used to these situations. Ideal teachers should be patient and have strength to cope with such situations. They have to be capable of explaining a topic over and over and should pay attention to learners' requests and deal with the problems. As Erden (2007) states, teachers should avoid getting annoyed unexpectedly. Ideal language teachers should control their behaviours and feelings in every situation; if not, they could stop their communication with their students. Otherwise, conflict in the classroom could negatively affect the students' opinion about the lesson

2.2.1.4 Fairness as an effective language teacher's trait

Being fair is another important characteristic of ideal language teachers. Consistent with Afyon (2005) for the young learners, an ineffective teacher is someone who is not fair. Students get angry if some of them are treated in a different way. For this reason, they always want their teacher to treat them fairly. Arends et al (2001) argue that good language teachers always treat all the students honestly.

2.2.1.5 Exuberance as an effective language teachers trait

The teacher's manner is like a mirror of the students' manner. When a teacher has exuberance for teaching, it will help student to learn and feel enthusiastic. Good language teachers are eager to teach, and they can make it obvious to their learners (Arendset al.2001).

2.2.2 Professional Development and Subject Matter Knowledge

Subject matter knowledge is the knowledge every teacher should possess. If teachers have enough knowledge, they feel safe. The increase in subject matter knowledge helps teachers to plan the lessons more confidently and explain the lessons in a more understandable way (Arends et al. 2001).

According to Darling-Hammond (2000), teachers need to continually develop their subject knowledge and renew themselves in order to deal with the changes in the 21st century. In addition, researchers have suggested that effective teachers are those who have subject matter knowledge (Veldman and Peck, 1963; Demmon-Berger, 1986; Darling- Hammond, 2000; Stronge, 2002). Cruickshank et al (2003) contend that subject matter knowledge is functional when it is incorporated with pedagogical knowledge and also consider subject matter knowledge the most important characteristic of an effective teacher. Effective teachers know how learners learn, and lack of subject matter knowledge makes it difficult for them to use this knowledge in practice (Aubrey, 1993). Monk (1994) agrees that student success and teachers' subject knowledge are related. Moreover, Goldhaber and Brewer (2000) state that the students whose teachers have a higher degree of subject matter did better in exams

than those whose teachers have no degree in their subject knowledge. Koutsoulis (2003) points out that the learners want their teacher to have subject and cultural knowledge and improve themselves. These studies support the notion that effective language teachers must have subject knowledge and they should continually review and renew their subject matter knowledge.

2.2.3 Effective Teachers' Communication Skills

Knowing how to communicate is another feature of effective teachers. As mentioned earlier, effective teachers should have subject matter knowledge: and know how to transfer that knowledge to their students. Students pay more importance to those teachers who have great communication skills and convey their messages in an effective way (Darling and Hammond 2000). Mc Dermott and Rothenberg (2000) study content showed that effective teachers should have good communications and relations with their students and with the parents as well. According to several researchers, knowing how to communicate was one of the most important skills identified in studies of effective teachers. Several points defined by the researchers are reviewed in the next subsection.

2.2.3.1 Remembering students' names

Students always want to know that they are important and knowing their names and calling them using their names is very crucial for them. According to Gardenhire (1996), when teachers call their students by name, they tend to listen and participate in the lesson willingly. Using the students' names also helps the relationships between the teacher and the students improve outside of the classroom. Additionally, Özsoy (2004) asserts that teachers should learn the students' names and control the class using their names.

2.2.3.2 Creating amusing and enjoyable lesson environment

Having fun is essential in people's lives as well as in the classroom environment. If a classroom environment is too serious, students may get bored and distracted.

Teachers can keep the students engaged by maintaining an entertaining atmosphere and bringing humour into the lesson (Özsoy, 2004). A lesson that makes the students feel relaxed and entertained at the same time is considered very effective, but one with lack of humour can be boring. According to Cruickshank et al. (2003), in enjoyable lessons there are less discipline problems because it helps the teacher stop the problems beforehand. But Özsoy (2004) argues that teachers should know when and how to use jokes; because too much humour may cause the teachers to lose control of the classroom.

2.2.3.3 Speaking clearly

When explaining the lesson, managing the classroom, describing the tasks, dealing with the students' problems, and answering the questions, effective teachers must use simple and understandable language (Darling-Hammond, 2000). According to Arends et al. (2001), teachers can maximize their success in interacting with students by using fluent and understandable language. Students consider a teacher effective if the teacher can speak clearly and transform the knowledge in a comprehensive way because they do not like the teachers who are comprehensible.

2.2.3.4 Avoiding embarrassing or humiliating the learners

Students are more sensitive in social learning environments. Therefore, teachers should avoid sarcasm or derisive humour, and be wary about mocking the learners (Cruickshank et al. 2003). Teachers must be aware of the level of the sarcasm. If they go further the students may misunderstand the teacher. On the other side if the dose is enough, it creates a warm learning atmosphere.

2.2.4 Classroom Management

Managing a classroom and student behaviour is one of the important characteristics of effective teachers (Demmon-Berger, 1986; Koutsoulis, 2003). Classroom management is an important issue since it deals with learning environment. As stated by Cruickshank et al. (2003), classroom management involves the teachers' ability to

react appropriately when students behave badly. Therefore, in order to have effective learning, the learning should take place in a positive environment. Creemers and Reezigt (1996) express that effective teachers organize and manage the classroom in a very beneficial way, increasing students' engagement and participation in the classroom. Being aware of students' behaviour, reducing the interruptions, and controlling the classroom are very important parts of managing the classroom (Peart and Campbell, 1999). In addition to that, Cruikshank et al. (2003) have confirmed that classroom management involves all the requirements and actions a teacher uses to in order to have a classroom environment which is suitable for all learning activities.

2.3 THE IMPORTANCE OF TEACHER EFFECTIVENESS

Since effective teaching becomes a very essential part of students' achievement, the role of teachers has changed. Differences between teachers started according to their ways of planning lessons, their behaviour, their interactions with students and their ways of teaching. A lot of research that has been conducted in order to define the characteristics of effective teachers has shown that teachers with strong personalities have a positive effect on their students, but the ones with weak personalities have negative effects on their students that lead the students to lose their interest and eagerness for school (Oğuzkan, 1998). According to many researchers, for students working on their personal development, doing homework and studying are not as significant as the teacher's way of teaching and performance in the class. Furthermore, an individual teacher's characteristics when compared to other variable such as number of students, and duration of the class are considered the most influential ones (Hanushek, 1997; Darling-Hammond & Young, 2002). As said by Stronge (2002), when teachers are effective students are effective as well. According to Darling-Hammond (2000), teachers' credentials and formal training are the primary reason for differing test results among students.

There have been similar studies as in Rockoff (2004), who found out that successful teachers and their characteristics have effect on students' scores. Hanushek et al.

(2002) found out that the students with a low economic background can rise to the level of students with a higher economic background with the help of an experienced and effective teacher. It means that an effective teacher is fair with all students. Gallagher (2002) stated that teachers should advance their knowledge and effectiveness if they want to improve students' learning.

Teachers are considered to be the most important part of learning environments, because effective teachers play an essential role in students' accomplishments, learning, and motivation. Students see their teachers as role models, so teachers are important for students' personal development as well. As mentioned by Serter (1997), teacher's personality is as important as their effectiveness and teaching abilities. As these studies demonstrate, teachers' effectiveness is essential for the success of the student and the institution.

2.3.1 The Importance of Students' Perceptions on Ideal Teacher Development

There are several ways of determining the characteristics of ideal teachers. Some studies analyse the effective teachers' characteristics by asking teachers to evaluate themselves, sending observers to class, asking administrators to assess the teachers and other methods. Surely, all of these options are effective for defining the characteristics of ideal teachers. However, according to the study conducted by Kauchak, Peterson and Driscoll (1985), the teachers in their study found the class observations to be fruitless as they did not make any effective changes to teaching.

Conversely, teachers found evaluations of students to be more accurate since they always spent time together. Medley and Coker (1987) in their study found that the principals evaluating the performance of teachers had no effect. In order to have effective learning, focusing on students' perceptions of effective teachers is imperative because of the great amount of time students spend with teachers. Lortie (1975) asserted that since students observe teachers more than anyone else, their thoughts are very important because they are considered to be the analysts of the teachers' effectiveness. Cohen (1981) found very similar results to Lortie (1975) in that students have a heightened ability to notice characteristics in their teachers. According to Braskamp, Brandenburg and Ory (1984) examining the teachers is

easier instead of analysing the lesson itself; therefore, it is easy for them to express their opinions about their teacher. Similarly, Follman (1995) stated that students have a unique point of view regarding their teachers' characteristics because they have non-stop communication with their teachers. According to the study conducted by Marsh (1979), students and teachers' evaluation scores are almost identical; therefore, students' evaluations should be considered equally as valid.

Consistent with Goldhaber's (2002) idea, the students' learning develops when they have good relationships with their teachers and as a result, they become more successful. Hence the students can create strong relationships and they can achieve remarkable success when their teachers behave in the manner engaging to students. For that reason, in order to be aware of students' likes and preferences, their opinions should be taken into account. In other words, we should consider students' perceptions regarding effective teachers as very significant since it leads to teachers' development. Another argument by Tuckman and Oliver (1968) is that when administrators evaluate teachers, the teachers react pessimistically; however, when they are evaluated by their students their reaction is optimistic. Further, as stated by Koutsoulis (2003) another way of being an effective teacher is to fulfil students' requests and create an encouraging and fruitful learning environment. For these reasons, teachers should be aware of the characteristics that are considered as effective and encouraging by their students.

2.4 STUDIES CARRIED OUT ON CHARACTERISTICS OF EFFECTIVE TEACHERS

Numerous studies have been carried out in order to define effective teachers' characteristics. In these studies opinions of teachers, students and their parents were taken. In a study conducted by Dorhout (1983), perceptions of students and teachers regarding effective teacher's characteristics were explored. The findings proved that there are variations among teachers' and students' opinions. Students mostly prefer a teacher who uses different activities, makes the students feel motivated and active

during the lesson, knows how to manage the classroom, understands the students, and is always fair in assessment.

McDermott and Rothenberg (2000) in their study took students', teachers' and parents' opinions on effective teachers. They used interviews with focus groups. They found out that teachers, students and parents have different points of view about teacher characteristics. According to the parents, they were told that a teacher is effective if he/she is positive with the students, is frequently in communication with them and has good relations with them and their parents. Teachers agreed with this idea even though they think that it is sometimes difficult to have all the parents present in meeting and conferences. Instead they said that effective teachers are the ones who combine the language of the students from different countries in the class and include their cultural knowledge into the lesson. Students on the other hand, say that they like teachers who speak to them personally and never shout, are nice, use humour, use various activities, and like to spend more time with the students even after the school.

Another study conducted by Hay McBer (2000) interviewed teachers in order to define characteristics of effective teachers. The results were grouped in three main areas: classroom climate, professional characteristics, and teaching skills. Classroom climate: which consists of clarity of the lesson regarding to the aims, the classroom environment that makes the students feel comfortable and safe, an interesting classroom that makes the students feel interesting and excited, the classroom as a safe place where students are not vulnerable to being mistreated, supportive class where students feel supported in the class so they try new things without hesitating, participation in the class where students feel free to, ask questions , participate in activities and discussions. Professional characteristics consisted of respecting others, providing challenge and support, showing confidence and creating trust, having analytical and conceptual thinking; teaching skills including: having high expectations of students' achievements, planning the lesson systematically and clearly, using different teaching strategies in order to keep the students engaged, managing the lesson and the students, managing time in order to have effective learning and good behaviours, using various assessment techniques to check students understanding and checking the homework.

Gallagher's (2002) conducted a study in the USA and evaluated teacher's math, language development and literacy using test and students with reading, math, Language Arts and other subjects. The result of his study showed that there is a correlation between the teachers' assessment scores and student success in reading, but there is moderate correlation between teacher assessment scores and student success in language and math. Therefore, we can see that there is a correlation between students' achievements and teacher achievement.

In Koutsoulis (2003) study conducted in Cyprus, student perceptions on effective teacher characteristics were evaluated. He also wanted to find out if there were differences between the perspectives of good and weak students. He found out that the students with varied success levels identified characteristics of effective teachers differently. Teacher communication skills and professional development were considered as important by students with high achievement level but personal characteristics and education skills were considered important by the students with low achievement level. Classroom management, being friendly, understanding the students, having a good relationship with the students and knowing how to communicate are the other characteristics that were considered important by the students. Motivating and interesting lessons were considered the best teacher attributes by the students.

Another study was conducted by Brown (2004), in order to find out high school students' perception of effective teachers. The results showed that there is a significant difference according to subject matter. However there is no significant difference according to the students' ethnicity and gender. Consistent with the interview results the perceptions of students on teacher effectiveness are found to include the following traits: organized, tolerant, educated, supportive, caring, nice, clear, humorous and thoughtful.

In Deal's (2005) study conducted in a private university, the students were asked to answer open-ended questions regarding their teachers. The effective teacher's characteristics defined by students personal opinions were as follows: supports students for taking part in activities, encourage discussion and communication, has subject-matter knowledge, uses authentic materials and gives real life examples,

teaches in an appropriate way, has experience, gives examples from own experiences in order to simplify learning, is eager to teach, is active and energetic, loves teaching, plans the lesson and is always organized, supports the students and is available for help, is thoughtful, is interested in student's needs, is comprehensible and knows how to communicate.

Peacock (2006) in his study conducted interviews with teachers and students in order to find out the characteristics of good teachers. According to the teachers in the study, helping students to use their intrinsic motivation and curiosity, getting feedback, being knowledgeable and stating were important traits. The students in their interviews split the characteristics of good teaching in two groups: teaching and personal characteristics. Teaching characteristics include: possessing educational knowledge, supporting the learners, using clarifications, having expectations, being respectful and fair, being caring and open, understanding and listening to the students, being thoughtful and using various teaching techniques. As for the personal characteristics, a teacher should be friendly, responsible, kind, enjoyable, calm, flexible, patient and respectful.

2.5 STUDIES CARRIED OUT ON CHARACTERISTICS OF EFFECTIVE FOREIGN LANGUAGE TEACHERS

Although there are many studies conducted on the characteristics of effective teachers in education, studies on the characteristics of effective foreign language teachers are lacking. The research on what constitutes an effective/good foreign language teacher is not as broad as the research on the notion of the good teacher. In the literature, the explanations of a good foreign language teacher are generally focused on the behaviours and abilities.

Consistent with Brown (1978), a good foreign language teacher is one who can cope with the learners who get pleasure from learning while moving, can reply to the students kindly, can make sure that meaningful teaching occurs during the lessons, can offer the best possible feedback and can help students to have self-confidence.

As defined by Davies and Pearse (2000), good foreign language teachers have some characteristics that are similar. "Good language teachers usually have a practical command of English not just a knowledge of grammar rules, and they generally use English most of the time in every class including beginners' classes. Good foreign language teachers think mostly in terms of learner practice, not teacher explanations. Good foreign language teachers find time for really communicative activities, not just practice of language forms. Good foreign language teachers focus their teaching on learners' needs, not just on finishing the syllabus or textbook".

Hadley (1996) examined the connection between the culture of learning and the effective foreign language teacher from the students' points of view in Japan. The participants of the study were 165 Japanese university students. The data collection was done using discussions. The results of the study showed that, to the students, a good foreign language teacher is the one who is kind and carrying, tolerant, on time, thoughtful, knowledgeable, qualified, modest, and a narrator.

In a study conducted by Richards, Tung and Ng (1992), they asked teachers to fill out questionnaires in order to find the characteristics of effective language teachers. The results of the study showed that according to the teachers, the characteristics of a good foreign language teacher are the following: ability to motivate the students, ability to identify the weak points of students, having knowledge of subject matter, supporting students' improvements and being disciplined.

A study carried out by Brosh (1996) in Israel, tried to find out the characteristics of effective teachers using teachers' and students' perceptions. In his study, the participants were 406 high school students and 200 foreign language teachers of English, Arabic, Hebrew and French. The data collection was done by questionnaires and interviews. The results of the study showed that the perceptions of students and teachers regarding the traits of an effective foreign teacher were very similar. As described by students and teachers, effective foreign language teachers are someone who acquires listening, speaking, writing and reading skills; shares knowledge in a very comprehensive way; encourages students in every part of the lesson. In contrast, there was a difference between teachers' perceptions of effective foreign language teachers and students' perceptions with regards to the aptitude of teachers to offer

students the skills for accomplishment. Although students agreed with this notion, for teachers it was not vital. Additionally, being fair and accessibility after class were considered very important by students.

Banno's cross-cultural study (2003, cited in Intraboonsom, 2007: 14) studied university students' perceptions and expectations of ideal foreign language teachers in Japan. Chinese, Japanese and American university students were asked to decide the five important qualities of a good teacher from a list given. Findings showed that students from all groups considered some qualities as important, such as explaining the lesson clearly, availability and engaging the students. There were some similarities between Chinese and Japanese students. Motivating and engaging the students were considered as important characteristics by Chinese students. Japanese and American students considered teaching clearly as the most important one. Additionally, using various teaching methods were considered important by American and Chinese students, but not for Japanese student.

In a study conducted by Park and Lee (2006), 196 teachers' and 339 high school students' perceptions of effective English teacher characteristics were examined in Korea using a questionnaire with three groups: socio-affective skills, pedagogical knowledge and English proficiency. In this study they also tried to find out whether there are any differences between the opinions of weak and strong students and to examine the role of gender. The findings showed that teachers choose different characteristics as important when compared with the students. For teachers English, proficiency was the most important characteristic, but for students, pedagogical knowledge was the most important. Furthermore, for pedagogical knowledge and socio- affective skills, strong students stated different characteristics compared to weak students, but in socio-affective skills, male students' perceptions were different from female students' perceptions.

Afyon (2005) conducted a study in order to examine the perceptions of students regarding the ideal foreign language teacher. Afyon was also interested in finding out the students' perceptions of negative traits and their ranking of the three most important qualities of a foreign language teacher. She used a questionnaire to gather information from 261 students at a foreign language course, a state school and

Marmara University. Research results showed that no matter which institution they studied at, all students' opinions of an ideal language teacher were very similar. As described by Afyon, most of the opinions of an ideal foreign language teacher were about the teachers being professional and the use of the target language. She also added that in being professional, the first thing mentioned and expected by almost all students was subject matter knowledge; so, for students an ideal language teacher is the one who has experience and knowledge. She pointed out that according to students an ideal language teacher is the one who makes them feel emotionally good in class. When it comes to the characteristics of a foreign language teacher that are considered as unsuitable, almost all the students gave the same answers. To begin with, students do not appreciate a teacher who has teacher-centre lessons, stuck to the course book, wants students to memorize things and teaches grammar most of the time. Next, they do not want a teacher who is strict and controlling all the time. As a result, apart from the English Language Department students and the students of the language course, the first thing that was considered as an important characteristic of ideal language teacher was personal behaviour. The English Language Department students and the course students considered professional identity as the most important characteristic.

CHAPTER III

METHODOLOGY

This is a qualitative study. The main aim of this study is to investigate how university level students, respectively freshmen and seniors define the ideal language teacher; furthermore, it aims to see the difference of perception of an ideal teacher between Kosovan and Turkish university. Therefore, a qualitative approach has been conducted. The main instrument was a questionnaire, with close and open-ended questions. The answers the participants gave to the open-ended questions and also the paragraphs they wrote were analysed through content analysis.

3.1 DESIGN OF THE STUDY

The main aim of qualitative research is to understand the experience of humans; therefore, the goal of qualitative researchers is to recognize the meaning people have made about individual behaviour and their experiences (Bogdan and Biklen, 2007; Merriam and Simpson, 2000). So, in order to understand and define the perceptions of the participants, qualitative studies need to be designed. Therefore, content analysis was considered to be a suitable method to conduct this study. Content analysis, a method of qualitative research, has been conducted to code the pieces of writing of the participants.

3.1.1 Definition of Content Analysis

As defined by Holsti (1969: 3), content analysis is a “multi-purpose research method developed specifically for investigating any problem in which the content of

communication serves as the basis of inferences”. He also summarizes the definitions made by other writers, where he defines content analysis: “A content analysis is a systematic, objective, and quantitative description of a given context”. According to Krippendorff (2004), content analysis is “a research technique for making replicable and valid inferences from texts to the contexts of their use.”

In his book "An Introduction to Its Methodology", Krippendorff introduces the requirements of analysis as objectivity, systematicity, and generality. Objectivity means that all the steps of the study are clearly designed to reduce the possibility that the results reflect the researcher's personal opinion assuring other coders arriving at a similar conclusion. Systematicity means that it is systematically based on the research rules and procedures. Generality means to take a broad view to the relevant meaning.

As an addition Krippendorff (2004) defined the units of analysis as the sampling unit, the recording unit and the context unit. The sampling unit includes the entire independent message used for the starting point of sampling. A sampling unit can be an open-ended interview, a narrative interview, a governmental speech, or a specific edition of a newspaper. Recording units are systematically divisible parts of the message that will be separately added to the content categories. For example, an article can be separated into several recording units such as the whole article, paragraphs, sentences, or individual words. Context units are the largest units that must be attached to the analysis in order to precisely record and classify text passages. Generally, context units are no larger than the recording unit.

In content analysis, in order to have a valid and reliable classification, categorization of the messages is almost the most important part. Considering that the messages have a complex nature, and that there are many research interests, various categorization designs are applied. According to some researchers, categories should focus completely on the clear elements of the messages; others try to measure hidden characteristics of communications by applying critical scales (Berelson, 1952). Several standard schemes for categories are as follows: the distinguishing features of messages such as extent, the frequency; calculating how often a thought or issue takes place in a message, assessing the highlighted parts of the message, the

connection among the message elements, and the number of associations stated using an idea. Additionally, the researcher needs to train coders how to code the messages consistent with the categorization scheme and check the inter-coder reliability. Afterwards, the data collected is analysed and interpreted by the researcher.

3.2 SETTING AND PARTICIPANTS

The study was carried out at Prishtina University- Faculty of Education, located in Prizren-Kosovo and at Kocaeli University -Faculty of Education, located in Kocaeli-Turkey during spring semester of 2014-2015 academic years (B.A program in English Language Teaching is offered by the Department of Foreign Language Education). Totally 240students have participated in this study, where 120 of them were from Kosovo and the other 120 were from Turkey.

As it is shown in Table 2 and Table 3, the participants from Kosovo were 60 freshman and 60 senior students. The students' ages vary from 18 to 44 years old. In terms of gender, there were 15 male students and 45 female students from senior classes and 12 male students and 48 female students from freshmen classes.

Table 2. Details about the Kosovan Senior Participants of the Study

Number of participants	60
Country	Kosovo
Age	20-44
Gender	15 Male and 45 Female
Grade	Senior

Table 3. Details about the Kosovan Freshman Participants of the Study

Number of participants	60
Country	Kosovo
Age	18-22
Gender	12 Male and 48 Female
Grade	Freshman

As it is shown in Table 4 and Table 5, the participants from Turkey were 60 freshman and 60 senior students. The students' ages vary from 17 to 45 years old. In terms of gender, there were 15 male students and 45 female students from senior classes and 13 male students and 47 female students from freshman classes.

Table 4. Details about the Turkish Senior Participants of the Study

Number of participants	60
Country	Turkey
Age	21-45
Gender	15 Male and 45 Female
Grade	Senior

Table 5. Details about the Turkish Freshman Participants of the Study

Number of participants	60
Country	Turkey
Age	17-27
Gender	13 Male and 47 Female
Grade	Freshman

3.3 DATA COLLECTION INSTRUMENT

In order to develop a questionnaire, the researcher reviewed the literature related to ideal teacher characteristics and selected appropriate items for the questionnaire (Cruickshank, 2003; Brown, 2004). The questionnaire was developed by the help of Nesrin Oruc's study in 2007. It was also designed according to the findings of the previous studies that were conducted in order to find out about the characteristics of good language teachers (See Appendix 1). First, students were asked to order their preferences of an ideal language teacher in terms of importance. Students were supposed to give numbers from 1 to 4 to the characteristics as follows: subject matter knowledge, student-teacher relationship, teacher personality and classroom management. Number 1: very important; 2: important; 3: less important and 4: not very important. The given characteristics are *subject matter knowledge, students-teacher relationship, teacher personality and classroom management*. These four characteristics were chosen because they were found to be important for students and ranked the most in several studies and some researchers (e.g. Brosh, 1996; Park and Lee 2006; Sadeghi, 2009 and Ghasemi and Hashemi, 2011) studied teachers' characteristics under those features as well. Second, there is an open-ended question where the students wrote a paragraph to describe the characteristics of a good language teacher. Analysis of this part was done by content analysis method.

3.4 DATA COLLECTION PROCEDURE

Before conducting the questionnaire, permission was obtained from both universities. The questionnaires were administered to the students at Prishtina University and in Kocaeli University in the spring semester of the 2014-2015 academic years. Participating students were given questionnaires during regular class hours in their classrooms. The researcher informed the students about the purpose of the study. Afterwards, their lecturer gave them the questionnaire and asked them to complete it. Filling out the questionnaire took approximately 15 minutes.

3.5 DATA ANALYSIS

Content analysis method was utilized for data analysis procedure. All the data collected from the questionnaire have been analysed with the same method, aiming to come up with themes identification, core meanings and codes (Krippendorff, 2004).

There are two options for completing a qualitative content analysis mostly applied in scientific research. The first one is human coding: It is considered to be the most common type and uses human coders to analyse message characteristics. The researcher creates a coding design and it is used by trained and reliable coders. The second one is Computer coding, which analyses text by counting the key words or phrases.

In this content analysis human coding was used. There were two coders, the researcher and another coder. The coder spent two months for training with the researcher until the coder felt comfortable with what was expected of him and the researcher was convinced of getting the data she needed.

Firstly, classifying and coding the data of the written texts was done. Then, categories were allocated, and the analysis process started. Both coders coded the texts individually. Then they checked and compared the codes. When there was a disagreement with the codes, coders reviewed the written parts and tried to agree on the most suitable code. Then the codes were placed under four different groups (subject matter knowledge, students-teacher relationship, teacher personality and classroom management) in order to show the findings clearly. "Objectivity, systematicity and generality" were taken into consideration while delivering systematically the information and relevant items under specific groups.

After the content analysis, the inter-coder reliability was checked. According to Neuendorf (2002), when human coders are used in content analysis, reliability becomes inter-coder reliability or "the amount of agreement or correspondence among two or more coders". The agreement and the disagreement between the two coders were checked. The codes that were coded by both coders were written under the agreed category, the codes that were not coded by both two learners were written under the disagreed category. Where the trained coder was not sure about a code, the coding was done by both coders. The inter-coder reliability in this study was checked

using the $[\text{Agreement} / (\text{Agreement} + \text{Disagreement}) \times 100]$ formula (Miles and Huberman, 1994). In this study, the agreement between the two coders was found to be 92.8%. For example, while analysing the written pieces, coders agreed on coding some of the characteristics given but disagreed on some. In this case they read the paragraphs together and tried to come up with a suitable code.

CHAPTER IV

FINDINGS

The main aim of this study was to identify the similarities and differences between the Turkish and Kosovan University students' perceptions about ideal English language teachers' characteristics and to find out whether their perceptions show significant differences with respect to certain background variables.

This chapter of this study consists of three sections: In the first section the results of the first part of the questionnaires, where both Kosovan and Turkish students graded the characteristics of a teacher in will be presented. In the second section, content analysis results of Kosovan and Turkish university students' writing tasks will be shown, and the third section shows students' perception toward the gender of an ideal teacher (See Figures for questionnaire samples).

4.1 THE RESULTS OF CHARACTERISTICS OF AN IDEAL TEACHER AS RANKED BY KOSOVAN STUDENTS

The rankings of Kosovan freshman and senior students of the ideal teachers' characteristics were done under four categories: teacher personality, subject knowledge, student- teacher relationship and classroom management. Table 6 defines the results of Kosovan freshman and senior students' rankings comparison

Table 6. The Comparison of Kosovan Freshman and Senior Students' Rankings

	Teacher Personality		Subject matter knowledge		Student-teacher relationship		Classroom management	
	Freshman	Senior	Freshman	Senior	Freshman	Senior	Freshman	Senior
	%	%	%	%	%	%	%	%
1*	27	25	40	37	23	27	10	11
2	20	10	18	33	47	37	15	20
3	28	37	19	18	23	18	9	27
4	25	28	23	12	7	18	45	42

*note: 1 -very important; 2-important; 3-less important; 4-not very important

Based on the analysis of the results of characteristics rankings, it can be seen that there are some agreements and disagreements between Kosovan freshman and senior students. 27% of freshman students scored teacher personality as the most important characteristic; however, it was the most important for 25% of the senior students. 20% of freshman students ranked teacher personality as second, but the percentage of the senior students was 10%. With 28% it was ranked as the third most important by freshman students; on the other hand, 37% of seniors ranked it as the third. 25% of the freshman and 28% of the seniors placed it as the last important characteristic. With respect to the ranking results, it can be seen that there is not a big variation between the ranking results of Kosovan freshman and senior students. However, there were a number of minor variations between Kosovan freshman and Kosovan senior students. For instance, Kosovan freshman students generally thought that teacher personality was more important than Kosovan seniors. We can see this by the variation in the 2nd and 3rd rankings where 20% of Kosovan freshman students ranked it as the second most important quality compared to 10% of Kosovan senior students. Comparatively 37% of Kosovan senior students ranked it as the 3rd most important quality contrasted by 28% of Kosovan freshman students.

For subject knowledge, 40% of freshman students and 37% of seniors ranked it as the most important. 18% of freshman ranked it as the second; however, 33% of seniors ranked subject knowledge as the second most important. 19% of freshman

students placed it as third; on the other hand, the percentage of seniors is %18 which does not show a big disagreement. Subject knowledge was ranked as the least important with 23% of freshman and 12% of seniors. Another variation that can be seen is in subject knowledge; for Kosovan freshman students, subject knowledge is more important than for Kosovan senior students. The variation is in the 2nd and 4th rankings where 18% of Kosovan freshman students ranked it as second most important characteristics compared to 33% of Kosovan senior students. Similarly, 23% of Kosovan freshman students ranked it as the 4th most important characteristic compared to 12% of Kosovan senior students.

The results of student-teacher relationship show some disagreements as well. 23% of freshman students placed it as the most important, but the percentage of senior students who placed it as first is 27%. 47% of the freshman students ranked student-teacher relationship as second; however, 37% of senior students ranked it as second. While 23% freshman students said that it is the third most important, it was placed as third with 18% of seniors. Student-teacher relationship was ranked as the least important by 7% of freshman and 18% of seniors. As another example, Kosovan freshman students considered student-teacher relationship as a more important characteristic than Kosovan senior students. In the 2nd ranking where 47% of Kosovan freshman students ranked it as the second most important quality compared to 37% of Kosovan senior students. Also 18% of the Kosovan senior students ranked it as the 4th most important quality contrasted by 7% of Kosovan freshman students.

For classroom management, 10% of the freshman students placed it as the most important characteristic, and it was ranked as the most important by 11% of the senior students. For 15% of freshman students, it was the second important; on the other hand, 20% of seniors placed it as second. With 30% of freshman students ranking classroom management was placed as third, however; the percentage of senior students was 27%. Classroom management was ranked as the least important by 45% of freshman on the contrary; 42% of seniors gave the least importance to classroom management. There is minimum variation between Kosovan freshman and senior students in rankings of classroom management. The largest difference in ranking is only 5%.

To conclude, the biggest similarity is in the subject matter knowledge category, where 40% of freshman students and 37% of seniors ranked it as the most important. However, the other ranking which is almost equal is where 10% of the freshman students and 11% of the senior students said that classroom management is not very important.

4.2 THE RESULTS OF CHARACTERISTICS OF AN IDEAL TEACHER AS RANKED BY TURKISH STUDENTS

The rankings of Turkish freshman and senior students of the ideal teachers' characteristics were done under four categories: teacher personality, subject knowledge, student- teacher relationship and classroom management. Table 7 defines the results of Turkish freshman and senior students' rankings comparison

Table 7. The Comparison of Turkish Freshman and Senior Students' Rankings

	Teacher Personality		Subject matter knowledge		Student-teacher relationship		Classroom management	
	Freshman	Senior	Freshman	Senior	Freshman	Senior	Freshman	Senior
	%	%	%	%	%	%	%	%
1*	25	33	47	43	18	17	10	7
2	20	23	23	25	38	27	19	25
3	11	9	20	20	36	33	33	38
4	44	35	10	12	8	23	38	30

*note: 1 -very important; 2-important; 3-less important; 4-not very important

Considering the results of characteristics rankings, it can be seen that there are some agreements and disagreements between Turkish freshman and senior students as well. 25% of freshman students scored teacher personality as the most important characteristic; however, it was the most important for 33% of the senior students. 20% of freshman students ranked teacher personality as second, but the percentage of

the senior students who thought the same was 23%. With 11% it was ranked as the third most important by freshman students, on the other hand, 9% of seniors ranked it as the third. 44% of the freshmen and 35% of the seniors placed it as the last important characteristic.

For subject knowledge, 47% of freshman students and 43% of seniors ranked it as the most important. 23% of the freshmen ranked it as second; however, 25% of seniors ranked subject knowledge as the second most important. Both 20% of freshman and senior students placed it as third. Subject knowledge was ranked as the least important with 10% of freshmen and 12% of seniors.

The results of student-teacher relationship show some very little disagreements as well. 18% of freshman and 17% of senior students ranked it as the most important. 38% of the freshman students placed student-teacher relationship as 2nd, however, 27% of seniors ranked it as 2nd. While 36% freshman students said that it is the third most important characteristic, it was placed as third with 33% of seniors. Student-teacher relationship was ranked as the least important by 8% of freshmen and 23% of seniors.

For classroom management, 10% of the freshman students placed it as the most important characteristic, and it was ranked as the most important by 7% of the students. For 19% of freshman students, it was the second important; on the other hand, 25% of seniors placed it as second. With 33% of freshman students ranking, classroom management was placed as third; however, the percentage of senior students was 38%. Classroom management was ranked as the least important by 38% of freshman; on the contrary; 30% of seniors gave the least importance to classroom management.

Overall Turkish freshman and senior students produced similar rankings for three of the characteristics. The two main differences occurring within students-teacher relationship are as follows: In the 2nd and 4th rankings where 38% of Turkish freshman students ranked it as the second most important quality compared to 27% of Turkish senior students. Comparatively 8% of Turkish senior students ranked it as the 4th most important quality contrasted by 23% of Turkish freshmen students.

4.3 COMPARISON OF KOSOVAN FRESHMAN AND TURKISH FRESHMAN STUDENTS CHARACTERISTIC RANKINGS

Table 8 defines the comparison of results of Kosovan freshman and Turkish freshman students' rankings.

Table 8. The Comparison of Kosovan Freshman and Turkish Freshmen Students' Rankings

	Teacher personality		Subject matter knowledge		Student-teacher relationship		Classroom management	
	Kosovan Freshman	Turkish Freshman	Kosovan Freshman	Turkish Freshman	Kosovan Freshman	Turkish Freshman	Kosovan Freshman	Turkish Freshman
	%	%	%	%	%	%	%	%
1*	27	25	40	47	23	18	10	10
2	20	20	18	23	47	38	15	19
3	28	11	19	20	23	36	30	33
4	25	44	23	10	7	8	45	38

*note: 1 -very important; 2-important; 3-less important; 4-not very important

When we examine the results based on the nationality of the students we can see a number of similarities and differences between Kosovan and Turkish freshman students. In Table 9, 27% of Kosovan freshman students scored teacher personality as the most important characteristic; but for 25% of Turkish freshman students it was highest ranked characteristic. 20% of Kosovan freshman students ranked teacher personality as second; the percentage of the Turkish freshman students who thought the same was 20% as well. With 28%, it was ranked as the third most important by Kosovan freshman students; on the other hand, 11% of Turkish freshman students ranked it as the third. 25% of Kosovan freshman students and 44% of the Turkish freshman students rated teacher personality as the least important.

For subject knowledge, 40% of Kosovan freshman students and 47% of Turkish freshman students ranked it as the most important. 18% of freshman ranked it as second; however, 23% of Turkish freshman students ranked subject knowledge as the second most important. 19% of Kosovan freshman students placed it as third; on the other hand, the percentage of Turkish freshman students who thought that it is the third most important characteristic is 20%. Subject knowledge was ranked as the least important with 23% of Kosovan freshman students, but for 10% of Turkish senior students it was the lowest ranked characteristic.

The results of student-teacher relationship show some agreements and disagreements as well. 23% of Kosovan freshman students placed it as the most important, but the percentage of Turkish freshman students who placed it as first is 18%. 47% of the freshman students ranked student-teacher relationship as second; however, it was ranked as second by 38% of Turkish freshman students. While 23% of Kosovan freshman students said that it is the third most important characteristic, it was considered the third most important characteristic among 36% of Turkish freshman students. Student-teacher relationship was ranked as the least important by 7% of Kosovan freshman students and by 8% Turkish freshman students.

For classroom management, both 10% of the Kosovan freshman students and Turkish freshman students ranked it as the most important characteristic. For 15% of Kosovan freshman students, it was the second important; on the other hand, 19% of Turkish freshman students ranked classroom management as second. With 30% of Kosovan freshman students, classroom management was placed as third; however, the percentage of Turkish freshman students who ranked it is the third most important characteristic is 33%. Classroom management was ranked as the least important by 45% of Kosovan freshman students; on the contrary; 38% of Turkish freshman students gave the least importance to classroom management.

Generally there are a few different rankings for three of the characteristics. The biggest variation between them is in teacher personality. 28% of Kosovan freshman students ranked it as the third most important characteristic compared to 11% of Turkish freshman students. Besides, 25% of Kosovan freshman students ranked teacher personality as the least important characteristic, but the percentage of the

Turkish freshman students who considered it as the least important characteristic is 44%. Another difference can be seen in the 4th rankings of subject knowledge where 23% Kosovan freshman students and 10% of the Turkish freshman students ranked it as the least important characteristic. The third major difference is in students-teacher relationship where 23% of Kosovan freshman students ranked it as the third most important characteristics, whereas the percentage of the Turkish freshman students who ranked it is the third is 36%. Teacher personality in the second ranking is the only characteristics which both Kosovan and Turkish freshman students ranked equally with 20%.

4.4 COMPARISON OF KOSOVAN SENIOR AND TURKISH SENIOR STUDENTS CHARACTERISTIC RANKINGS

Table 9. The Comparison of Kosovan Senior And Turkish Senior Students' Rankings

	Teacher personality		Subject matter knowledge		Student-teacher relationship		Classroom management	
	Kosovan Senior	Turkish Senior	Kosovan Senior	Turkish Senior	Kosovan Senior	Turkish Senior	Kosovan Senior	Turkish Senior
	%	%	%	%	%	%	%	%
1*	25	33	37	43	27	17	10	7
2	10	23	33	25	37	27	15	25
3	37	9	18	20	18	33	30	38
4	28	35	12	12	18	23	45	30

*note: 1 -very important; 2-important; 3-less important; 4-not very important

When we look at the results based on the nationality of the students we can see a number of similarities and differences between Kosovan and Turkish senior students. 25% of Kosovan senior students scored teacher personality as the most important characteristic; but for 33% of Turkish senior students it was highest ranked

characteristic. 10% of Kosovan senior students ranked teacher personality as second, but the percentage of the Turkish senior students who thought the same was 23%. With 37%, it was ranked as the third most important by Kosovan senior students; on the other hand, 9% of Turkish senior students ranked it as the third. 28% of Kosovan senior students and 35% of the Turkish senior students rated teacher personality as the least important.

For subject knowledge, 37% of Kosovan senior students and 43% of Turkish senior students ranked it as the most important. 33% of senior ranked it as second; however, 25% of Turkish senior students ranked subject knowledge as the second most important. 18% of Kosovan senior students placed it as third; on the other hand, the percentage of Turkish senior students who thought that it is the third most important characteristic is 20%. Subject knowledge was ranked as the least important with 12% of both Kosovan and Turkish senior students.

The results of student-teacher relationship show some agreements and disagreements as well. 27% of Kosovan senior students placed it as the most important, but the percentage of Turkish senior students who placed it as first is 17%. 37% of the senior students ranked student-teacher relationship as second; however, it was ranked as second by 27% of Turkish senior students. While 18% of Kosovan senior students said that it is the third most important characteristic, it was considered the third most important characteristic among 33% of Turkish senior students. Student-teacher relationship was ranked as the least important by 18% of Kosovan senior students and 22% of Turkish senior students.

For classroom management, 11% of the Kosovan senior students placed it as the most important characteristic, and it was ranked as the most important characteristic by 7% of the Turkish senior students. For 20% of Kosovan senior students, it was the second important; on the other hand, 25% of Turkish senior students ranked classroom management as second. With 27% of Kosovan senior students classroom management was placed as third; however, the percentage of Turkish senior students who considered it the third most important characteristic is 38%. Classroom management was ranked as the least important by 42% of Kosovan senior students; on the contrary; 30% of Turkish senior students gave the least importance to classroom management.

In general, Kosovan senior students and Turkish senior students stated some similar and some different rankings for three of the characteristics except subject knowledge. Kosovan senior students ranked subject knowledge as the most important characteristic with 37%, and Turkish senior students ranked it as the most important with 43%. 33% of Kosovan senior students thought that subject knowledge is the second most important characteristic, but the percentage of the Turkish senior students who ranked it as second most important characteristic is 25%. Another similarity can be seen in the 3rd rankings of subject knowledge where 18% Kosovan senior students and 20% of the Turkish senior students ranked it as third most important characteristic. Subject knowledge is the only characteristics which both Kosovan and Turkish senior students ranked equally as the least important characteristic with 12%.

The biggest variation between Kosovan and Turkish senior students is in teacher personality. Kosovan senior students ranked it as the most important characteristic with 25% compared to 33% of Turkish senior students. For the 2nd rating, 10% of Kosovan senior students thought it is the second important characteristic, but it was the second most important characteristic for 23% of Turkish senior students. Besides, 37% of Kosovan senior students ranked teacher personality as the third most important characteristic, but the percentage of the Turkish senior students who thought as it is the least important characteristic is 9%, which shows the biggest percentage difference between these two nationalities. Another difference can be seen in the 2nd and 4th rankings of student-teacher relationship where 37% Kosovan senior students and 27% of the Turkish senior students ranked it as the second most important characteristic. 18% of Kosovan senior students and 33% of Turkish senior students ranked students-teacher relationship as the third most important characteristic. The last two differences are in classroom management in the 3rd and 4th rankings, with 27% of Kosovan senior students and 38% of Turkish senior students saying that it is the third most important characteristic. 42% of Kosovan students thought that classroom management is the least important characteristic, the percentage of Turkish senior students who ranked it as the least important characteristic is 30%.

4.5 CONTENT ANALYSIS RESULTS OF STUDENTS' WRITINGS

The coding in content analysis has been done under four categories: teacher personality, subject knowledge, student- teacher relationship and classroom management. Each category is presented in separate tables. Due to the nature of the second task given to the students and the style of content analysis used, only those characteristics that are mentioned in more than one group of students or those that scored over a 20% ranking will be discussed (See Appendices for the entire list). Below are the tables that discuss the content analysis findings.

Table 10. Kosovan Freshman and Senior Students Content Analysis Results Under "Teacher Personality" Category

Teacher Personality	Percentage	
	Freshman	Senior
Kosovan		
Has a good personality	22.3%	9.52%
Is kind	11.94%	9.52%
Is accessible	5.97%	11.11%
Is serious	4.48%	1.5%.
Is funny	4.48%	4.76%
Speak clearly and fluently	4.48%	6.35%
Loves his/her job	2.99%	1.59%.
Is friendly	2.99%	4.76%
Is strict	1.49%	3.17%
Is patient	1.49%	4.76%

When we examine the content analysis results of Kosovan freshman and senior students as showed in Table 10, we may see that there some characteristics of an ideal language teacher that are mentioned by both Kosovan freshman and senior students. For instance, under the teacher personality section, 22.39% of Kosovan freshman students said that an ideal language teacher has a good personality compared to senior students who ranked it with 9.52%. Being kind is ranked as important among 11.94% of freshman students; however, only 9.52% of seniors mentioned it. 5.97% of freshman students and 11.11% of seniors said that an ideal

teacher is accessible. While being serious is ranked as important by 4.48% of freshman students, the percentage of senior students who mentioned is 1.5%. Almost both 4.48% of Kosovan freshman and 4.76% of senior students said that an ideal teacher is someone who is funny. 4.48% of freshman students and 6.35% of senior students mentioned that ideal teachers speak clearly and fluently. For 2.99% of freshman students, ideal teachers love their job, compared to senior students who ranked it as important with 1.59%. Being friendly is ranked as important among 2.99% of freshman students and with 4.76% of senior students. 1.49% of freshmen and 3.17% of seniors said that ideal teachers are strict, while 1.49% of freshmen and 4.76% of seniors indicated that an ideal teacher is patient.

Table 11. Turkish Freshman and Senior Students Content Analysis Results Under "Teacher Personality" Category

Teacher Personality	Percentage	
	Freshman	Senior
Has a good personality	16%	12.24%
Is friendly	10%	6.12%
Is accessible	8%	2.04%
Is open-minded	6%	2.04%
Is kind	6%	2.04%
Is tolerant	2%	2.0%

When we look at the content analysis results of Turkish freshman and senior students in Table 11 and compare them, we may see that there some characteristics of an ideal language teacher that are mentioned by both Turkish freshman and senior students as well. For example, when we look at the teacher personality section, we may see that 16% of Turkish freshmen and 12.24% of Turkish senior students said that ideal language teachers have a good personality. Being friendly is mentioned by 10% of freshmen and 6.12% of senior students. While for 8% of freshman students and 2.04% of senior students an ideal teacher is accessible, for 6% of freshmen and 2.04% of seniors ideal teachers are open minded. For both 2% Turkish freshman and senior students, ideal language teachers are tolerant. 6% of freshmen students and 2.04% of senior students said that ideal language teachers are kind.

Table 12. Kosovan Freshman and Turkish Freshman Students 'Content Analysis Results Comparison under "Teacher Personality" Category

Teacher Personality	Percentage	
	Kosovan Freshman	Turkish Freshman
Has a good personality	22.39%	16%
Is kind	11.94%	6%
Has communicative competence and good communication skills	1.49%	4%
Does not shout/yell	1.49%	2%

When we compare the content analysis results of Kosovan freshman and Turkish freshman students presented in Table 12, we can see that there are four characteristics that they both mentioned. Under the teacher personality section, Kosovan freshman students with 22.39% and Turkish freshman students with 16% said that an ideal language teacher has a good personality. 11.94% of Kosovan freshmen and 6% of Turkish freshmen thought that ideal language teachers are kind. 1.49% of Kosovan freshman students and 4% of Turkish freshman students said that ideal language teachers have communicative competence and good communicative skills. As for the last characteristic that is mentioned by 1.49% of Kosovan freshman and by 2% of Turkish freshman is that ideal language teachers never shout/yell.

Table 13. Kosovan Senior and Turkish Senior Students' Content Analysis Results under "Teacher Personality" Category

Teacher Personality	Percentage	
	Kosovan Senior	Turkish Senior
Has a good personality	9.52%	12.24%
Speaks Clearly	6.35%	2.04%
Is kind	9.52%	2.04%
Is patient	4.76%	2.04%
Has a good sense of humour	3.37%	2.04%
Is creative	3.17%	2.04%
Is a role model and loves her/his job	1.59%	8.16

The results of the content analysis of both Kosovan and Turkish senior students presented in Table 13 demonstrate that these two groups have the most characteristics in common of all of the groups compared. There are eleven characteristics mentioned by both two groups. 9.52% of Kosovan and 12.24% of Turkish seniors said that good language teachers have a good personality. 6.35% of Kosovan seniors and 2.04% of Turkish seniors mentioned that good language teachers speak clearly. With 9.52% of Kosovan seniors and 2.04% of Turkish seniors mentioned that good language teachers are kind. 4.76% of Kosovan seniors and 2.04% of Turkish seniors said that ideal language teachers are patient .3.37% of Kosovan seniors thought that an ideal teacher has a good sense of humour; the percentage of Turkish seniors that mentioned that ideal language teachers have a good sense of humour is 2.04%. Also, 3.17% of Kosovan and 2.04% of Turkish seniors said that ideal teachers are creative. 1.59% of Kosovan senior students and 8.16 of Turkish senior students said that ideal language teachers are role models and they love their jobs.

Table 14. Kosovan Freshman and Senior Students' Content Analysis Results under "Subject Knowledge" Category

Subject Knowledge	Percentage	
	Freshman	Senior
Has subject knowledge	60.61%	47.8%
Knows how to teach	15.15%	21.7%
Knows English very well	12.12%	2.1%

As can be understood from the Table 14, in the subject knowledge section, for 60.61% of Kosovan freshman students and 47.8% of Kosovan senior students, an ideal teacher has subject knowledge. 15.15% of freshmen and 21.7% of seniors said that ideal teachers know how to teach, while 12.12% of freshmen and 2.1% of seniors indicated that an ideal teacher knows English very well.

Table 15. Turkish Freshman and Senior Students' Content Analysis Results under "Subject Knowledge" Category

Subject Knowledge	Percentage	
	Freshman	Senior
Has subject knowledge	53.33%	4.44%
Knows how to teach	20%	15.56%
Knows English very well	4.44%	8.89%

As can be seen in Table 15, under the subject knowledge category, 53.33% of Turkish freshman students said that ideal language teachers have subject knowledge; however, the percentage of the senior students who thought that ideal language teachers have subject knowledge is only 4.44%. 20% of freshmen and 15.56% of seniors said that ideal language teachers know how to teach, also 4.44% of freshmen and 8.89% of seniors said that ideal teachers know English very well.

Table 16. Kosovan Freshman and Turkish Freshman Students' Content Analysis Results under "Subject Knowledge" Category

Subject Knowledge	Percentage	
	Kosovan Freshman	Turkish Freshman
Has subject knowledge	60.61%	33.33%
Knows how to teach	15.15%	20%
Knows English very well	12.12%	4.44%

As shown in Table 16, for the subject knowledge category, we have three common characteristics mentioned by Kosovan and Turkish freshman students. 60.61% of Kosovan freshman students and 33.33% of Turkish freshman students thought that good language teachers have subject knowledge. 15.15% of Kosovan freshmen and 20% of Turkish freshman said that good language teachers know how to teach. Lastly, 12.12% of Kosovan and 4.44% of Turkish freshman students mentioned that good language teachers know English very well.

Table 17. Kosovan Senior and Turkish Senior Students' Content Analysis Results under "Subject Knowledge" Category

Subject Knowledge	Percentage	
	Kosovan Senior	Turkish Senior
Has subject knowledge	47.8%	4.44%.
Knows how to teach	21.7%	15.56%
Knows English very well	2.1%	8.89%

As presented in Table 17, in subject matter category, three characteristics are the same. 47.8% of Kosovan seniors and 4.44% of Turkish seniors said that ideal language teachers have subject knowledge. 21.7% of Kosovan senior students and 15.56% of Turkish freshman students thought that ideal language teachers know how to teach. 2.1% of Kosovan seniors thought that an ideal language teacher knows English very well; the percentage of Turkish seniors that mentioned that ideal language teachers know English very well was 8.89%.

Table 18. Kosovan Freshman and Senior Students' Content Analysis Results Under "Student-Teacher relationship" Category

Student-teacher relationship	Percentage	
	Freshman	Senior
Has a good relationship with the students	51.56%	33.3%
Respects each student	7.81%	6.3%
Motivates the students	4.69%	6.3%
Helps the students not to feel shy while expressing their opinions or asking questions	1.59%	9.5%
Communicates with the students	4.69%	6.3%.

As presented in Table 18, under the student-teacher relationship category, having a good relationship with the students is mentioned by 51.56% of Kosovan freshman and 33.3% Kosovan senior students. 7.81% of freshmen and 6.3% of senior students said that ideal teachers respect their students and their opinions. 4.69% of freshmen

and 6.3% of seniors said that ideal teachers motivate their students, also 1.59% of freshmen and 9.5% of seniors indicated that ideal teachers help the students not to feel shy while expressing their opinions or asking questions. For 4.69% of freshman students, ideal teachers communicate with the students, compared to senior students who ranked it as important with 6.3%.

Table 19. Turkish Freshman and Senior Students' Content Analysis Results under "Student-Teacher Relationship" Category

Student-teacher relationship	Percentage	
	Freshman	Senior
Turkish		
Has a good relationship with the students	40.91%	39.13%
Motivates the students	6.82%	4.35%
Engage the students	2.27%	6.52%
Is a role model	4.55%	2.17%
Communicates with the students	4.55%	2.17%
Takes students feeling and opinions in to consideration	2.27%	6.52%

In Table 19, we can see a characteristic mentioned by very closed percentage of the Turkish freshmen and seniors in student-teacher relationship section. 40.91% of Turkish freshmen and 39.13% of seniors said that ideal language teachers have a good relationship with their students. 6.82% of freshmen and 4.35% of seniors thought that ideal teachers motivate their students; also 2.27% of freshmen and 6.52% seniors said that ideal language teachers engage their students. 'Being a role model' was also mentioned as an important characteristic by 4.55% of Turkish freshman students and by 2.17% of Turkish senior students. As for having a good relationship, 4.55% of freshman students and by 2.17% of senior students said that ideal language teachers communicate with their students, and 2.27% of freshmen and 6.52% of seniors mentioned that ideal language teachers take students feelings and opinions into consideration.

Table 20. Kosovan Freshman and Turkish Freshman Students' Content Analysis
Results under "Student-Teacher Relationship" Category

Student-teacher relationship	Percentage	
	Kosovan Freshman	Turkish Freshman
Has a good relationship with the students	51.56%	40.91%
Listens to the students	7.81%	4.55%
Motivates the students	4.69%	6.82%
Communicates with the students	4.69%	4.55%
Gives Advice	1.56%	2.27%

As can be understood from Table 20, in student-teacher relationship category, there are five characteristics that are mentioned by the two groups. 51.56% of Kosovan freshman students and 40.91% of Turkish freshman students thought that good language teachers have student-teacher relationship. 7.81% of Kosovan freshman and 4.55% of Turkish freshman said that good language teachers listen to their students. As another example, 4.69% of Kosovan and 6.82% of Turkish freshman students mentioned that good language teachers motivate the students. 4.69% of Kosovan freshman and 4.55% of Turkish freshmen said that good language teachers communicate with their students. Also, 1.56% of Kosovan freshman and 2.27% of Turkish freshman students said that good language teachers give advice.

Table 21. Kosovan Senior and Turkish Senior Students' Content Analysis Results
under "Student-Teacher Relationship" Category

Student-teacher relationship	Percentage	
	Kosovan Senior	Turkish Senior
Has a good relationship with the students	33.3%	39.13%
Knows the students' needs	4.7%	4.35
Communicates with the student	6.33%	2.17%
Motivates the students	6.3%	4.35%
Respect the students and takes students feeling and opinions in to consideration	6.3%	6.52%
Encourage the students	% 4.7	8.7%
Is a role model	1.5%	2.17%

As shown in Table 21, under the student-teacher relationship category, both Kosovan and Turkish seniors have seven characteristics in common. 33.3% of Kosovan seniors and 39.13% of Turkish seniors said that ideal language teachers have a good relationship with students. 4.7% of Kosovan and 4.35 of Turkish seniors said that good language teachers know their student’s needs. 6.33% of Kosovan seniors and 2.17% of Turkish seniors mentioned that good language teachers communicate with their students. 6.3% of Kosovan seniors thought that ideal language teachers motivate the students; the percentage of Turkish seniors that mentioned that ideal language teachers motivate the students was 4.35%. Also, 6.3% of Kosovan and 6.52% of Turkish seniors said that ideal teachers respect their students and take students feeling and opinions into consideration. 4.7% of Kosovan seniors and 8.7% of Turkish seniors thought that ideal language teachers encourage the students. 1.5% of Kosovan and 2.17% of Turkish seniors said that ideal language teachers are role models.

Table 22. Kosovan Freshman and Senior Students' Content Analysis Results under "Classroom Management" Category

Classroom management	Percentage	
	Freshman	Senior
Manages the class very well	18.42%	41.9%
Is prepared for the lessons	2.63%	6.4%

As can be understood from Table 22, for the classroom management section, ‘ideal language teachers manage their classroom well’ is mentioned by 18.42% of Kosovan freshman students and 41.9% of Kosovan senior students. 2.63% of freshmen and 6.4% of senior students said that ideal teachers prepare their lessons.

Table 23. Turkish Freshman and Senior Students' Content Analysis Results under "Classroom Management" Category

Classroom management	Percentage	
	Freshman	Senior
Manages the class very well	16%	37.50%
Uses the Internet and visual aids in the class	4%	3.13%
Uses different activities	4%	6.25%
Raises awareness	4%	3.13%

Under the classroom management category in Table 23, most of the students mentioned similar characteristics. For instance: 16% of Turkish freshman students and 37.50% of Turkish senior students said that ideal language teachers manage the classroom well. 4% of Turkish freshmen and 3.13% of Turkish seniors thought that ideal teachers use the Internet, technology and visual aids in the class; also 4% of freshmen and 6.25% seniors said that ideal language teachers do not teach only with a course book but use different activities as well. "Raising awareness" was mentioned as a characteristic of ideal language teachers with 4% by freshmen and 3.13% by seniors.

Table 24. Kosovan Freshman and Turkish Freshman Students' Content Analysis Results under "Classroom Management" Category

Classroom management	Percentage	
	Kosovan Freshman	Turkish Freshman
Manages the class very well	18.42%	16%
Makes the lessons interesting	10.53%	4%
Is prepared for the lessons	2.63%	12%
Uses different activities	2.63%	4%

As for the last category, that is classroom management, there are 4 characteristics mentioned by both groups. 18.42% of Kosovan freshman students and 16% of Turkish freshman students said that good language teachers manage the classroom

well. Secondly, 10.53% of Kosovan freshman and 4% of Turkish freshman thought that good language teachers make the lessons interesting. As another example, 2.63% of Kosovan freshman students and 12% of Turkish freshman students said that good language teachers are well prepared. Lastly 2.63% of Kosovan freshman and 4% of Turkish freshman students said that good language teachers use different activities during the lesson.

Table 25. Kosovan Senior and Turkish Senior Students' Content Analysis Results under "Classroom Management" Category

Classroom management	Percentage	
	Kosovan Senior	Turkish Senior
Manages the class very well	41.9%	37.50%
Has good teaching skills and use different ways of teaching	9.6%	15.63%
Uses different activities	6.4%	6.25%
Prepares the lessons before class	6.4%	3.13%

As for the last category, that is classroom management, there are four characteristics mentioned by both groups. 41.9% of Kosovan senior students and 37.50% of Turkish senior students said that good language teachers manage the classroom well. Secondly, 9.6% of Kosovan freshman and 15.63% of Turkish freshman thought that good language teachers have good teaching skills and use different ways of teaching. As another example, 6.4% of Kosovan senior students and 6.25% of Turkish senior students said that good language teachers use different activities not just the course book. Lastly 6.4% of Kosovan and %3.13 of Turkish senior students said that good language teachers prepare the lessons before class.

4.6 GENDER PERCEPTION OF STUDENTS OF AN IDEAL LANGUAGE TEACHER

Some students defined an ideal teacher as “he” and some as “she”. Table 26 shows how Kosovan freshman and senior students described an ideal language teacher. 14% of freshman students used “she” and 20% of them used “he” while describing an ideal language teacher. On the other hand, 10% of senior students used “she” and 15% of them used “he” in their paragraphs where they described an ideal language teacher. The rest of the students, 66% of freshman and 75% of senior students used "an ideal teacher" while describing the ideal teacher in general, without mentioning the gender. To conclude, for most Kosovan freshman and seniors an ideal teacher is a male character.

Table 26. Kosovan Students’ Way of Describing an Ideal Language Teacher

Freshman	Number of students	Percentage
She	8	14%
He	12	20%
Neutral	40	66%
Senior	Number of students	Percentage
She	6	10%
He	9	15%
Neutral	45	75%

Table 27 represents how Turkish freshman and senior students described an ideal language teacher. 12% of freshman students used “she” and 8% of them used “he” while describing an ideal language teacher. On the other hand, 2% of senior students used “she” and 5% of them used “he”, in their paragraphs where they described an ideal language teacher. The rest of the students, 90% of freshman and 91% of senior students used "an ideal teacher" while describing the ideal teacher in general, without mentioning the gender. For Turkish students, the ideal teacher is mentioned mostly as a male character.

Table 27. Turkish Students' Way of Describing an Ideal Language Teacher

Freshman	Number of students	Percentage
She	1	2%
He	5	8%
Neutral	54	90%
Senior	Number of students	Percentage
She	2	3%
He	5	8%
Neutral	53	91%

CHAPTER V

DISCUSSION OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

This study investigates Turkish and Kosovan university students' views on the concept of the ideal language teacher. Since this is a comparative study, it aims to see the difference of perception of an ideal teacher between Kosovan and Turkish university students and how they define it.

In this chapter, the relationship between Turkish and Kosovan students considering each aspect of being a good language teacher is presented with reference to the related literature. The aspects of good language teachers have been selected as follows: Subject matter knowledge, teacher personality, student-teacher relationship and classroom management.

5.1 THE VARIATIONS IN THE PERCEPTION OF A GOOD ENGLISH LANGUAGE TEACHER BASED ON THE LEVEL OF THE STUDENTS

5.1.1 Discussion of Kosovan Freshman and Senior Students Characteristic Rankings

In the first part of the questionnaire, both Kosovan and Turkish students graded the characteristics of a teacher in order of importance. The participants of the study have ranked several aspects of ideal language teachers under teacher personality, subject matter knowledge, student-teacher relationship and classroom management categories. Cruickshank et. al. (2003) declared that when a teacher has deep knowledge, he/she becomes more competent to explain subject matters in ways

students can understand. In Demirel's (1990) study, where he investigates the qualities of an effective foreign language teacher, having subject matter knowledge, and having personal strategies to teach were very common.

Considering whole group results, it is important to note that the first aspect both Kosovan and Turkish students considered when describing an ideal language teacher is his/her subject knowledge, which is ranked highest. The percentages of both groups are very similar for the subject knowledge category. The four groups think that no matter how strong language teachers' personalities are, or how good their relationships with their students are, first of all, they should have subject knowledge. As a result, it can be argued that the subject knowledge of a language teacher is a great factor that makes him/her a good teacher.

5.1.2 Discussion of Turkish Freshman and Senior Students' Characteristic Rankings

Establishing a positive relationship with the students is very important (Arıkan and Saraç-Süzer 2008). Telli, den Brok, and Çakiroglu (2008), investigated that students in their study considered student-teacher relationship as one of the most important characteristics of an ideal teacher. The same findings could be noticed in current research where student-teacher relationship was ranked as one of the most prominent characteristics. It was almost equally ranked by both freshman and senior students that took part in this study.

5.2 THE VARIATIONS IN THE PERCEPTION OF A GOOD ENGLISH LANGUAGE TEACHER CHARACTERISTICS BASED ON THE NATIONALITY OF THE STUDENTS

5.2.1 Discussion of Kosovan and Turkish Freshman Students' Characteristic Rankings

With respect to the statement that "having a good personality" is a quality that students associated with good language teachers' consistent with Feldman's (1986)

study on teachers' personality traits. Furthermore Taşkafa (1989) stated that having a good personality is one of the most important qualities expected from a teacher, that is very similar with the findings in the current study.

5.2.2 Discussion of Kosovan Senior and Turkish Senior Students Characteristic Rankings

The main aim at having classroom management is to make sure that both learners and teachers are in a stress-free learning environment. In a classroom where the teacher maintains this environment, it lowers the affective filter and raises enthusiasm of the learners. However, classroom management is a characteristic that was ranked as not very important by the students. In a study conducted by Arıkan and Saraç-Süzer (2008), university level students gave little importance to teacher's classroom management skills. Similarly, the students in this study ranked classroom management as not a very important characteristic an ideal language teacher should possess.

5.3 CHARACTERISTICS OF A GOOD ENGLISH LANGUAGE TEACHER IN RELATION TO STUDENTS' LEVEL

5.3.1 Discussion of Kosovan and Turkish Freshman and Senior Students Content Analysis Results Under "Teacher Personality" Category

One of the aspects of being a good language teacher is *personal qualities*, which had the third highest ranking score according to the Kosovan students, whereas they had the fourth highest ranking score based on the Turkish students' responses. The participant students agreed that *being patient, being kind, being friendly and being accessible* are essential personal qualities of a good foreign language teacher. *Having a good sense of humour* is a characteristic described by both Kosovan and Turkish senior students but not mentioned by freshmen. According to the study conducted by Chen and Lin (2009), students in China believed that ideal teachers should be patient, kind, friendly and caring.

It is important to note that *patience* is another important personal quality of good foreign language teachers for both Kosovan and Turkish students. Kottler and Zehm (2000) stated that students feel upset and angry when they face difficulties while learning a language. Therefore, they need a patient teacher to help them and offer advice. The reason why students paid importance to patience may be that they find language learning as a difficult process, so they need a patient teacher. Cordia (2003) also supported the idea that ideal language teachers should be patient.

Moreover, according to Stronge (2002) there are many traits, talents and skills that are necessary to be an effective teacher and personal characteristics of a teacher are the most important of these traits. Some of these characteristics are *friendliness*, *respect*, and *being patience*. In a study conducted by Koutsoulis (2003) in Cyprus, one of the characteristics that was considered as most important is *friendliness*. In his study, Peacock (2006) made interviews with teachers and students in order to define characteristics of good language teachers. Under the personal characteristics, being friendly is considered as an important feature.

Kosovan and Turkish seniors thought that “having sense of humour” is not a very important characteristic that ideal language teachers must have; similarly Brosh (1996) in his study found out that it is among the least important characteristics of good language teachers. In a study conducted by Park and Lee (2006), where students were asked to order the characteristics in order of importance, for male students having sense of humour was measured as a more important characteristic compared to female students.

5.3.2 Discussion of Kosovan and Turkish Freshman and Senior Students Content Analysis Results Under "Subject Matter Knowledge" Category

Since teachers are expected to know well what they teach, the students' agreement on having subject knowledge is absolutely acceptable. For that reason, we can say that teachers' subject matter knowledge is related to what they teach. Subject matter knowledge is not an important characteristic only for language teachers, but also for other subjects (Higget, 1963; Brown & Atkins, 1999; Park & Lee, 2006).

Besides, teaching a foreign language is considered to be a progressive and interactive process. Therefore, the characteristic of “*teaching in different ways and different activities*’ that is stated by Turkish students is also very important. According to Bancroft (1996 cited in Mollica & Nuessel, 1997), because of the developments in language teaching, good teachers need to review teaching methods and new strategies and combine the best features of all methodologies into his/her course.

Speaking English fluently and clearly are also important for both groups. Consistent with Borg (2006), because we need to have effective communication, speaking and pronunciation are more important for language teaching than for other subjects. In another study conducted by Cordia (2003), students and teachers emphasized that in order to be a good source of spoken input, teachers should have correct pronunciation. Nikolic and Cobaj (2000) said in their books that a teacher’s language has to be comprehensible. Another reason why all four groups mentioned this quality may be that when a teacher cannot speak clearly and fluently, it is difficult to teach well without enough ability in speaking and pronunciation in the target language (Brosh, 1996).

The four groups mostly highlighted the importance of *having subject knowledge, knowing how to teach, and speaking English very well*. The only characteristic highlighted by only Turkish freshman and senior students, but not by Kosovan students is that *ideal teachers teach in different ways with different activities*.

5.3.3 Discussion of Kosovan and Turkish Freshman and Senior Students Content Analysis Results Under "Student-Teacher Relationship" Category

For both Kosovan and Turkish students, the second highest ranking belongs to a good language teacher’s *relationship with the student*. The four groups mostly highlighted the importance of *having a good relationship with the students, motivating the students, communicating with the students, giving advice, and being a role model*. One characteristic mentioned only by Kosovan freshman and Turkish senior students but not by the others is that ideal language teachers *never display favouritism*. Another characteristic emphasized only by Kosovan and Turkish senior students is that ideal language teachers *know their students’ needs*.

Both Turkish and Kosovan students highlighted the importance of motivating the students as an essential characteristic. There are number of studies that showed the importance of motivation since motivation in language learning is considered as a very important factor and language teachers are described as good motivators (Richards, et al., 1992; Brosh, 1996; Park & Lee, 2006; Brown, 2009). Participants in Altan's study (1997) also emphasized that motivation is a very important quality of language teachers. In another qualitative study where, graduate students defined characteristics of good language teachers, having good relationship with the students and motivating the students were considered as important characteristics of language teachers (Xiaoun Shi, 2005).

In a study conducted by Bodycott (1997), in order to find out the characteristics of ideal language teachers, one of the important characteristics that participants thought ideal teachers must have is being prepared to offer advice when required. Furthermore, according to Koutsoulis (2003) in order to be effective, teachers should fulfil students' needs and it will help the teachers to build a good relationship with the students if they understand their needs.

5.3.4 Discussion of Kosovan Freshman and Senior and Turkish Freshman and Senior Students Content Analysis Results Under "Classroom Management" Category

The last important aspect of being a good foreign language teacher for the students and the instructors is *classroom management* which had the second lowest ranking score according to the Kosovan students, whereas it had the lowest ranking score based on the Turkish students' responses.

In the teaching/learning process, classroom management has an important role since it directly affects the learning. Jonathan (2004) states that, "teachers manage the learning space, time, materials, and the mental, physical, and emotional states of individuals, partners, small groups, and large groups. Effective teachers must be effective managers." Some other researchers state that classroom management is as important as the other characteristics (Cruickshank, Jenkins & Metcalf, 2003; Xioun Shi, 2005). In addition, being professional, giving feedback and having a good

communication with the students are other qualities of good language teachers. These are important and necessary characteristics since teachers manage the class in order to make the learning environment more suitable.

While the students are aware of the importance of learning a foreign language, they sometimes may get bored in the lesson. It can be a reason why all of the groups thought that teachers should make the lesson interesting. In a study conducted by Koutsoulis (2003) in Cyprus, one of the characteristics that was considered as important was making the lessons interesting with different materials and activities for students.

Planning the lessons and being prepared is considered as an important characteristic by the students. Curwin et. al. (2008), Darling-Hammond (1992) and Deals (2005) claimed that good language teachers plan their lessons; they prepare themselves and come to the class well prepared.

Since technology has gained importance, using the Internet and audio-materials has become a necessity in language learning classes. Students use the internet and technology everywhere, so they prefer a learning style that includes them. According to Cordia (2003) using auditory and visual aids in the classroom brings different communicative situations with both vision and sound. In order to make the lessons more interesting, it is a good idea to use audio materials, visuals, and mixed media aids.

The four groups mostly highlighted the importance of *managing the classroom, making the lessons interesting, and preparing the lessons. Using the internet and the technology* is another characteristic mentioned only by Turkish freshman and senior students, but not by Kosovan students.

To conclude, the perceived dimensions of the ideal language teacher characteristics found in this study were parallel with the literature with respect to the rank of importance. Considering the results of both Turkish and Kosovan students, we can say that there are very little differences between those students' perceptions of the ideal language teacher. Almost all rankings and thoughts are very similar.

5.4 CONCLUSION

English language is a global language, and it is important for both Kosovo and Turkey. Since English is very important, teaching this language has a significant role in education. As Communicative Language Teaching gained importance, the way the teachers used to teach English changed very rapidly. The teacher centred classroom has become student-centred, and students have become more active. At the same time the role of the teachers changed as well. In order to be an effective teacher, teachers needed to provide authentic materials for students to make them use English in real life context, make pair and group work activities, use technology for visual and audio learning and employ other student-centred lesson plans (Nunan, 1989). Therefore, in order to attain effective language teaching, the teachers need to combine their subject knowledge, their teaching practices, and their personalities to promote close relationship with students in their classes.

The main purpose of this qualitative study was the research of Kosovan and Turkish university students' perceptions of ideal language teacher. The definition of being a good or effective teacher has been made many times; however, there is not a certain definition for it. As stated by Afyon (2005) previously, it is nearly impossible to find a definition for good or ideal teachers. But it is for sure that, being a good and effective teacher helps the students to be more successful. For this reason, students' thoughts about their teachers' effectiveness are very important.

Furthermore, the second aim of this study was to find out the characteristics of an 'ideal language teacher' defined by Turkish and Kosovan University students. At first, the data were collected through the questionnaire developed by the researcher. Students were asked to order their preferences of Ideal Language Teacher in terms of importance. Second, there were an open format questions where the students wrote a paragraph describing the characteristics of a good language teacher. Afterwards, content analysis of the students' writings was used to see whether there were similarities or differences between the students based on their levels and nationalities.

As stated in the methodology part, culture and university level are some of the factors that affect the definition of an ideal language teacher. This study revealed the

views of Kosovan and Turkish university students' of the English Language Teaching Department regarding the concept of the ideal language teachers. It respectively showed that there is a large agreement between Kosovan and Turkish students as to the perceived qualities of ideal language teachers. One of the major findings of the study is that students believe the most important characteristic of ideal language teachers is subject matter knowledge.

This finding is very important because students are the receivers of learning and their perceptions about the teachers are very important. Furthermore, students spend most of their time with their teachers, and as a consequence, students are the ones who have the most interaction with teachers. For that reason no other person has the perspective that the students have (Follman, 1995).

Considering that the participants in this study have different cultural background, it is quite natural to see some differences between their perceptions. However, we have more agreements than disagreements in this study. Since, Turkish and Kosovan freshman and senior students agreed with each other in their perceptions of ideal language teachers' characteristic in the study, it can be seen that both groups agreed on the qualities of a good (English) foreign language teacher to a great extent.

The findings of the present study supports the results of previous researches who claim that students observe an ideal language teacher to *be kind, tolerant, patient, friendly, a role model* (Cheung, 2006; Shishavan and Sadeghi, 2009; Werbinska, 2009) and *has passionate for teaching* (Feldman,1986). In addition to that, Clark and Walsh (2002) stated that if teachers combine all these characteristics in their profession, they will build a strong relationship with their students. Malikow (2006), gathers the characteristics an ideal teacher should have that are cited by the other studies as following: ideal language teachers have sense of humour are enthusiastic and creative.

According to Aydın et al. (2009) teachers who know what they teach have subject matter knowledge. Results in this study also supported by Park and Lee's (2006) study shows that students described an ideal language teacher as the one who has subject-matter knowledge, knows the language very well and is proficient in his/her teaching method.

Similarly, finding of this study indicates that under the classroom management section, an ideal language teacher defined as someone who manages the classroom, motivates students, prepares for the lesson, uses different authentic materials and integrates technology in classroom (Chen and Lin,2009; Cheung, 2006; Shishavan and Sadeghi, 2009; Ghasemi and Hashemi, 2011).

The results of the study showed that, both Kosovan and Turkish students' perceptions of ideal language teachers were usually formed by components of Communicative Language Teaching. It can be claimed that both Kosovan and Turkish students might be conscious of the components of Communicative Language Teaching. They described the ideal language teacher as a person who has subject knowledge, knows English language and culture very well as to be a model for the students. They also described the ideal teacher as someone who knows the teaching methods and follows the current developments in teaching, uses the internet, technology, audio-visual aids and many other teaching materials and authentic materials in teaching, understand the students' needs, help the students, listens them and has a good relationship with them.

It can be concluded from the findings that both Turkish and Kosovan freshman and senior students mostly agree that ideal language teachers speak English clearly and fluently, know how to teach and are knowledgeable about their subject matter. They have good relationships with their students, respect their ideas, listen, understand and encourage them, and take their feelings and opinions into consideration. Besides, ideal language teachers have good personalities. For instance, they are kind, funny, friendly, patient, accessible and open-minded. Moreover, ideal language teachers plan their work, prepare their lessons, manage the classroom well, use different methods and materials for teaching, motivate the students, and bring authentic materials to the class and use the Internet while teaching.

5.5 RECOMMENDATIONS FOR FURTHER RESEARCH

The above-mentioned review and results make it clear that characteristics of ideal language teachers are highly important to explain many aspects of the target language to the student. In this part of the chapter suggestions for future research are provided.

Firstly, this study was administered to 120 university students in Kosovo and 120 university students in Turkey. In further studies, the number of the participants can be increased, as well as the inclusion of teachers as a participant group. Moreover, the ideal teacher's qualities were compared only between freshman and senior students. In further studies, sophomore and junior students can be used.

In this research, all of the participants were from the same department, specifically from English Language Teaching department. However, the relationship between students' departments and the way they evaluate their teachers may be investigated in future studies. Further research can be done to improve the developed questionnaire that was used in this research.

5.6 RECOMMENDATIONS FOR PRACTICE

Considering the result of this study, in order to have an effective communication with the students, foreign language teachers should be trained. This training should be designed in accordance with the students' perceptions of an ideal language teacher in order to inform the teachers on the developments in English language teaching, using audio-visuals, authentic materials and technology to make the students more independent learners. As an addition, teachers should evaluate themselves, the institutions should send observers to class, and administrators should assess the teachers and their teaching methods. Other than training and observations, teachers themselves should follow the changes and developments in language teaching. Also they should transfer their knowledge to each student's level and need in an

appropriate way. In order to do so, they should create a good relationship with the students, listen and spend time with them, so they may get information about their students, understand them and their needs in a better way (Fitch, 1997).

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APPENDICES

APPENDIX-1. QUESTIONNAIRE

QUESTIONNAIRE

Dear Participants,

The following questionnaire has been developed to learn about your understanding of a good language teacher. The results will be used for scientific purposes only. You do not need to write down your name but your country is essential.

Thank You,

- A. Country: Turkey Kosovo
B. Age : _____
C. Gender: Male Female
D. Grade : Freshman Sophomore Junior Senior

- Order the followings in terms of importance:

- _____ Teacher Personality
_____ Subject Knowledge
_____ Student-Teacher Relationship
_____ Classroom Management

- In your opinion, who is a good language teacher? Write a short paragraph about it.

APPENDIX 2

Table 28. Kosovan Freshman Students' Content Analysis

Teacher Personality	Frequency	Percentage
Has a good personality	15	22.3%
Is kind	8	11.9%
Is accessible	4	5.9%
Has a good behaviour	4	5.9%
Is not very serious and angry	3	4.4%
Is serious	3	4.4%
Is funny	3	4.4%
Speaks clearly and fluently	3	4.4%
Is nice	2	2.9%
Loves his/her job	2	2.9%
Is never tired	2	2.9%
Is friendly	2	2.9%
Is wise	2	2.9%
Is generous	2	2.9%
Has good communication skills	1	1.4%
Is responsible	1	1.4%
Never shouts	1	1.4%
Is cheerful	1	1.4%
Is strict	1	1.4%
Gives her/his maximum	1	1.4%
Does not tell the students what to learn but tells them what they win when they learn it	1	1.4%
Understand the students' needs	1	1.4%
Is lovely	1	1.4%
Is patient	1	1.4%
Is not rude	1	1.4%
Is talented	1	1.4%
Subject Knowledge	Frequency	Percentage
Has subject knowledge	20	60.6%
Knows how to teach	5	15.1%
Knows English very well	4	12.1%
Has a good education	1	3%
Follows the curriculum	1	3%
Knows how to explain the difference between the native	1	3%

and target language		
Uses funny activities	1	3%

Student-Teacher Relationship	Frequency	Percentage
Has a good relationships with the students	33	51.5%
Listens the students	5	7.8%
Is like a friend to her students	5	7.8%
Respects each student	5	7.8%
Motivates the students	3	4.6%
Communicates with the students	3	4.6%
Shares his/her own experiences	2	3.1%
Gives advices	1	1.5%
Helps the students not to feel shy while expressing their opinions or asking questions	1	1.5%
Should makes international projects	1	1.5%
Never demotivates the students	1	1.5%
Never displays favouritism	1	1.5%
Cares about her students	1	1.5%
Knows her student names and personality	1	1.5%
Understands the students' needs	1	1.5%
Classroom Management	Frequency	Percentage
Manages the class very well	7	18.4%
Is never late	6	15.7%
Makes the lessons compelling	4	10.5%
Knows how to communicate	4	10.5%
Gives good grades	4	10.5%
Uses funny activities	4	10.5%
Plans her/his lessons	3	7.8%
Motivates the students	1	2.6%
Holds students attention	1	2.6%
Is prepared for the lessons	1	2.6%
Does not tell the students what to learn but tells them what they win when they learn it	1	2.6%
Gives the answer keys after the tests/exams	1	2.6%
Uses different materials for teaching	1	2.6%

APPENDIX 3

Table 29. Kosovan Senior Students' Content Analysis

Teacher Personality	Frequency	Percentage
Is accessible	7	11.1%
Has a good personality	6	9.5%
Is kind	6	9.5%
Respects the students and their opinions	4	6.3%
Speaks clearly and fluently	4	6.3%
Is friendly	3	4.7%
Is patient	3	4.7%
Is funny	3	4.7%
Is qualified	3	4.7%
Is calm	2	3.1%
Is always happy	2	3.1%
Never gets angry	2	3.1%
Is a good listener	2	3.1%
Is strict	2	3.1%
Has a good sense of humour	2	3.1%
Is creative	2	3.1%
Loves her/his job	1	1.5%
Is professional	1	1.5%
Is not lazy	1	1.5%
Is serious	1	1.5%
Is smart	1	1.5%
Is a role model	1	1.5%
Is never late	1	1.5%
Is organized	1	1.5%
Has self confidence	1	1.5%
Is hardworking	1	1.5%
Subject Knowledge	Frequency	Percentage
Has subject knowledge	22	47.8%
Knows how to teach	10	21.7%
Speaks fluently	4	8.6%
Is qualified	3	6.5%
Knows her own language very well	2	4.3%

Prepares her/his lessons	2	4.3%
Knows English very well	1	2.1%
Has experience in teaching	1	2.1%
Knows how to communicate	1	2.1%
Student-Teacher Relationship	Frequency	Percentage
Has a good relationships with the students	21	33.3%
Helps the students not to feel shy while expressing their opinions or asking questions	6	9.5%
Is comprehensible	6	9.5%
Understand the students	5	7.9%
Communicates with the students	4	6.3%
Motivates the students	4	6.3%
Respects the students and their opinions	4	6.3%
Knows the students' needs	3	4.7%
Encourages the students	3	4.7%
Does not make fun of her/his students	2	3.1%
Pushes the student to perform	2	3.1%
Is a role model	1	1.5%
Promotes interesting discussion	1	1.5%
Increase students self confidence	1	1.5%
Classroom Management	Frequency	Percentage
Manages the classroom very well	13	41.9%
Motivates the students	4	12.9%
Explains the lessons very well	4	12.9%
Has good teaching skills	3	9.6%
Makes various activities	2	6.4%
Prepares her/his lessons	2	6.4%
Pushes the student to perform	2	6.4%
Promotes interesting discussion	1	3.2%

APPENDIX 4

Table 30. Turkish Freshman Students' Content Analysis

Teacher Personality	Frequency	Percentage
Has a good personality	8	16%
Is understanding	5	10%
Is friendly	5	10%
Is well prepared	4	8%
Is accessible	4	8%
Is open-minded	3	6%
Is kind	3	6%
Has communicative competence	2	4%
Is polite when giving feedback	2	4%
Is passionate	2	4%
Has good communication skills	2	4%
Never display favouritism	2	4%
Is professional	1	2%
Is competent	1	2%
Is not selfish	1	2%
Does not yell	1	2%
Is tolerant	1	2%
Is ambitious	1	2%
Has self confidence	1	2%
Is intelligent	1	2%
Subject Knowledge	Frequency	Percentage
Has subject knowledge	24	53.3%
Knows how to teach	9	20%
Teaches in different ways	3	6.6%
Has a good vocabulary knowledge	3	6.6%
Speaks English well	2	4.4%
Knows English very well	2	4.4%
Knows how to use the language	1	2.2%
Is a reliable source	1	2.2%
Student-Teacher Relationship	Frequency	Percentage
Has a good relationship with the students	18	40.9%
Helps and support the students	4	9%
Motivates the students	3	6.8%
Has communicative competence	2	4.5%
Is polite when giving feedback	2	4.5%
Encourages the students	2	4.5%
Is a role model	2	4.5%
Listen the students	2	4.5%

Communicates with the students	2	4.5%
Understands students feelings	1	2.2%
Engages the students	1	2.2%
Communicate with the students in brakes times	1	2.2%
Loves his students	1	2.2%
Gives advices	1	2.2%
Knows the students level	1	2.2%
Takes students feeling and opinions in to considerations	1	2.2%
<hr/>		
Classroom Management	Frequency	Percentage
Identifies his/her learners' strengths and weaknesses	9	36%
Manages the classroom well	4	16%
Is well prepared	3	12%
Uses the Internet and visual aids in the class	1	4%
Engage the students	1	4%
Uses materials efficiently	1	4%
Makes the class interesting	1	4%
Organizes the learning environment	1	4%
Uses different activities	1	4%
Raises awareness	1	4%
Does not focus only on grammar but focuses is also in writing listening speaking	1	4%
Knows the students level	1	4%

APPENDIX 5

Table 31. Turkish Senior Students' Content Analysis

Teacher Personality	Frequency	Percentage
Has a good personality	6	12.2%
Is respectful	6	12.2%
Is fair	5	10.2%
Encourages the students	4	8.1%
Loves her/his profession	4	8.1%
Is friendly	3	6.1%
Is enthusiastic	3	6.1%
Is not strict	2	4%
Loves his/her job	1	2%
Speaks clearly	1	2%
Has good organization skills	1	2%
Is accessible	1	2%
Has good personal skills	1	2%
Has a good sense of humour	1	2%
Is flexible	1	2%
Is patient	1	2%
Is honest	1	2%
Is reliable	1	2%
Is tolerant	1	2%
Is a role model	1	2%
Is open minded	1	2%
Loves English	1	2%
Is creative	1	2%
Is kind	1	2%
Subject Knowledge	Frequency	Percentage
Does not teach only with course book but uses different activities as well	17	37.7%
Raises awareness	8	17.7%
Knows how to teach	7	15.5%
Knows English very well	4	8.8%
Know her/his students' needs	3	6.6%
Uses authentic materials	2	4.4%
Has subject knowledge	2	4.4%
Uses the appropriate methodology	1	2.2%
Does not only give information but also teaches how to get information	1	2.2%
Student-Teacher Relationship	Frequency	Percentage
Has a good relationship with the students	18	39.3%

Is respectful	6	13%
Encourages the students	4	8.7%
Know her/his students' needs	3	6.7%
Engages the students	3	6.5%
Takes students feeling and opinions in to considerations	3	6.5%
Know his/her students	2	4.3%
Motivates the students	2	4.3%
Has good personal skills	1	2.1%
Know his/her students level	1	2.1%
Communicates with the students	1	2.1%
Is a role model	1	2.1%
Never display favouritism	1	2.1%
Classroom Management	Frequency	Percentage
Manages the classroom well	12	37.5%
Uses different ways of teaching	5	15.6%
Engages the students	3	9.3%
Plans her lessons	2	6.2%
Does not only give information but also teaches how to get information	2	6.2%
Does not teach only with course book but use different activities as well	2	6.2%
Raises awareness	1	3.1%
Uses technology in teaching	1	3.1%
Uses time properly	1	3.1%
Does not force the students to speak	1	3.1%
Prepares the lessons before class	1	3.1%
Uses the appropriate methodology	1	3.1%

Figure 1. Kosovan Freshman Student's Data

QUESTIONNAIRE

Dear Participants,

The following questionnaire has been developed to learn about your understanding of a good language teacher. The results will be used for scientific purposes only. You do not need to write down your name but your country is essential.

Thank You,

- A. Country: Turkey Kosovo
B. Age : 20
C. Gender: Male Female
D. Grade : Freshman Sophomore Junior Senior

- Order the followings in terms of importance:

- 1 Teacher Personality
4 Subject Knowledge
2 Student-Teacher Relationship
3 Classroom Management

- In your opinion, who is a good language teacher? Write a short paragraph about it.

-In my opinion I think a good language
teacher should have a good personality,
but first a teacher may be like a
friend for her student. That is about
student - teacher relationship. One day
I want to be a good teacher like they
are.

Figure 2. Kosovan Freshman Student's Data

QUESTIONNAIRE

Dear Participants,

The following questionnaire has been developed to learn about your understanding of a good language teacher. The results will be used for scientific purposes only. You do not need to write down your name but your country is essential.

Thank You,

- A. Country: Turkey Kosovo
B. Age : 19
C. Gender: Male Female
D. Grade : Freshman Sophomore Junior Senior

- Order the followings in terms of importance:

- 1 Teacher Personality
4 Subject Knowledge
2 Student-Teacher Relationship
3 Classroom Management

- In your opinion, who is a good language teacher? Write a short paragraph about it.

I think that a good teacher should understand their students, should love his or her job and money ~~is~~ should be tired.
If there is a good relationship with a student I think that the student will love the subject.

Figure 3. Kosovan Freshman Student's Data

QUESTIONNAIRE

Dear Participants,

The following questionnaire has been developed to learn about your understanding of a good language teacher. The results will be used for scientific purposes only. You do not need to write down your name but your country is essential.

Thank You,

- A. Country: Turkey Kosovo
B. Age: 20
C. Gender: Male Female
D. Grade: Freshman Sophomore Junior Senior

- Order the followings in terms of importance:

- 1 Teacher Personality
3 Subject Knowledge
2 Student-Teacher Relationship
4 Classroom Management

- In your opinion, who is a good language teacher? Write a short paragraph about it.

For my opinion, a good language teacher is ~~being~~ the teacher with generous character, a good language teacher it's important to have a good communication skills and good relationship with students, and of course for him, it's necessary to have ~~relate~~ a same relationship with her or him. One of the important thing is a subject knowlegde. for teacher, ~~and~~

Figure 4. Kosovan Freshman Student's Data

QUESTIONNAIRE

Dear Participants,

The following questionnaire has been developed to learn about your understanding of a good language teacher. The results will be used for scientific purposes only. You do not need to write down your name but your country is essential.

Thank You,

- A. Country: Turkey Kosovo
B. Age : 18
C. Gender: Male Female
D. Grade : Freshman Sophomore Junior Senior

- Order the followings in terms of importance:

- 1 Teacher Personality
4 Subject Knowledge
2 Student-Teacher Relationship
3 Classroom Management

- In your opinion, who is a good language teacher? Write a short paragraph about it.

For my opinion, a good language teacher is that one who has a good relationship with students, who understands them and tries to be like a friend with students. A good teacher knows how to make students to love the subject and to love learning that subject. Most of the teacher work just to accomplish their work and they don't care if the students are learning or understanding. A good teacher is that teacher that loves his job and tries to be familiar with students.

Figure 5. Turkish Freshman Student's Data

QUESTIONNAIRE

Dear Participants,

The following questionnaire has been developed to learn about your understanding of a good language teacher. The results will be used for scientific purposes only. You do not need to write down your name but your country is essential.

Thank You,

- A. Country: Turkey Kosovo
B. Age: 18
C. Gender: Male Female
D. Grade Freshman Sophomore Junior Senior

- Order the followings in terms of importance:

- 1 Teacher Personality
3 Subject Knowledge
2 Student-Teacher Relationship
4 Classroom Management

- In your opinion, who is a good language teacher? Write a short paragraph about it.

A good language teacher has a good grammar and has an ability in communicating with her students very well. And also she should be kind enough.

Figure 6. Turkish Freshman Student's Data

QUESTIONNAIRE

Dear Participants,

The following questionnaire has been developed to learn about your understanding of a good language teacher. The results will be used for scientific purposes only. You do not need to write down your name but your country is essential.

Thank You,

A. Country: Turkey Kosovo

B. Age : 20

C. Gender: Male Female

D. Grade : Freshman Sophomore Junior Senior

- Order the followings in terms of importance:

2 Teacher Personality

1 Subject Knowledge

3 Student-Teacher Relationship

4 Classroom Management

- In your opinion, who is a good language teacher? Write a short paragraph about it.

A good language teacher should have knowledge
about the topics that he/she tells. The teacher's personality
is absolutely so important because students that the
teacher will grow up are future generation

Figure 7. Turkish Freshman Student's Data

QUESTIONNAIRE

Dear Participants,

The following questionnaire has been developed to learn about your understanding of a good language teacher. The results will be used for scientific purposes only. You do not need to write down your name but your country is essential.

Thank You,

A. Country: Turkey Kosovo

B. Age : 21

C. Gender: Male Female

D. Grade : Freshman Sophomore Junior Senior

- Order the followings in terms of importance:

2 Teacher Personality

1 Subject Knowledge

3 Student-Teacher Relationship

4 Classroom Management

- In your opinion, who is a good language teacher? Write a short paragraph about it.

In my opinion a good language teacher is someone who knows her or his subject well and knows how to teach. He or she has a good personality. In other words he or she is understandable at any situation. He or she has a good relationship with students. Also, he or she always gives recommendations to his or her students. Moreover, he or she knows his or her students well and gives advice when they do mistakes. Finally, they know their subject and students well and know what to do

Figure 8. Turkish Freshman Student's Data

QUESTIONNAIRE

Dear Participants,

The following questionnaire has been developed to learn about your understanding of a good language teacher. The results will be used for scientific purposes only. You do not need to write down your name but your country is essential.

Thank You,

- A. Country: Turkey Kosovo
B. Age : 27
C. Gender: Male Female
D. Grade : Freshman Sophomore Junior Senior

- Order the followings in terms of importance:

- 3 Teacher Personality
4 Subject Knowledge
1 Student-Teacher Relationship
2 Classroom Management

- In your opinion, who is a good language teacher? Write a short paragraph about it.

A good language teacher is someone who has knowledge of the language he/she is teaching. Someone who can control the class with a friendly approach. Who has the knowledge of what goes on students' minds. Who can make the class more interesting, because language learning is not just memorizing every word or every grammar rule.

Figure 9. Turkish Senior Student's Data

QUESTIONNAIRE

Dear Participants,

The following questionnaire has been developed to learn about your understanding of a good language teacher. The results will be used for scientific purposes only. You do not need to write down your name but your country is essential.

Thank You,

A. Country: Turkey Kosovo

B. Age: 23

C. Gender: Male Female

D. Grade: Freshman Sophomore Junior Senior

- Order the followings in terms of importance:

4 Teacher Personality

2 Subject Knowledge

3 Student-Teacher Relationship

1 Classroom Management

- In your opinion, who is a good language teacher? Write a short paragraph about it.

A good teacher is who cares his/her preparation to course. Good teachers don't limit themselves to coursebook, they should introduce some activities or different learning styles. English is not GTM. They should care about learner's attention to process. If it's just going on with coursebook, that's the classic and lazy approach to teach.

Figure 10. Turkish Senior Student's Data

QUESTIONNAIRE

Dear Participants,

The following questionnaire has been developed to learn about your understanding of a good language teacher. The results will be used for scientific purposes only. You do not need to write down your name but your country is essential.

Thank You,

- A. Country: Turkey Kosovo
B. Age: 22
C. Gender: Male Female
D. Grade: Freshman Sophomore Junior Senior

- Order the followings in terms of importance:

- 4 Teacher Personality
1 Subject Knowledge
2 Student-Teacher Relationship
3 Classroom Management

- In your opinion, who is a good language teacher? Write a short paragraph about it.

Firstly, a good language teacher has subject knowledge. If she does not have, she may be difficulty in teaching. Student-Teacher relationship is also important, a good teacher should encourage their learners

Figure 11. Turkish Senior Student's Data

QUESTIONNAIRE

Dear Participants,

The following questionnaire has been developed to learn about your understanding of a good language teacher. The results will be used for scientific purposes only. You do not need to write down your name but your country is essential.

Thank You,

- A. Country: Kosovo
B. Age:
C. Gender: Male
D. Grade: Freshman Junior

- Order the followings in terms of importance:

- 4 Teacher Personality
3 Subject Knowledge
1 Student-Teacher Relationship
2 Classroom Management

- In your opinion, who is a good language teacher? Write a short paragraph about it.

Good language teacher should have good student-teacher relationship S/He should know her/his students well. Also, she should know differences among students. He/She is a good language teacher who has enough subject knowledge. If students can understand teacher is not good at knowledge, they can not trust him/her. Also being good at classroom management is one of the most important criteria for a good teacher. A teacher can have enough subject knowledge, but his/her classroom management is more important for me.

Figure 12. Turkish Senior Student's Data

QUESTIONNAIRE

Dear Participants,

The following questionnaire has been developed to learn about your understanding of a good language teacher. The results will be used for scientific purposes only. You do not need to write down your name but your country is essential.

Thank You,

- A. Country: Turkey Kosovo
B. Age : 22
C. Gender: Male Female
D. Grade : Freshman Sophomore Junior Senior

- Order the followings in terms of importance:

- 3 Teacher Personality
4 Subject Knowledge
1 Student-Teacher Relationship
2 Classroom Management

- In your opinion, who is a good language teacher? Write a short paragraph about it.

A good language teacher should be fair. He should make the students feel that all of them are equal. A language teacher should have good relationship with his students. Additionally, he should follow current development about language because language changes and develop.

Figure 13. Kosovan Senior Student's Data

QUESTIONNAIRE

Dear Participants,

The following questionnaire has been developed to learn about your understanding of a good language teacher. The results will be used for scientific purposes only. You do not need to write down your name but your country is essential.

Thank You,

- A. Country: Turkey Kosovo
B. Age: 21
C. Gender: Male Female
D. Grade: Freshman Sophomore Junior Senior

- Order the followings in terms of importance:

- 1 Teacher Personality
3 Subject Knowledge
4 Student-Teacher Relationship
2 Classroom Management

- In your opinion, who is a good language teacher? Write a short paragraph about it.

A good teacher according to me, is the one who is very patient and ~~quite~~ kind to the students. Also he or she must know the subject very good so the questions of students won't be a trouble for him/her, must have ~~good~~ a good control in class ~~and~~ so the students must be quite during the ~~class~~ lesson. And most of all the teacher should more communicative ~~into~~ to the students and help them all.

Figure 14. Kosovan Senior Student's Data

QUESTIONNAIRE

Dear Participants,

The following questionnaire has been developed to learn about your understanding of a good language teacher. The results will be used for scientific purposes only. You do not need to write down your name but your country is essential.

Thank You,

A. Country: Turkey

Kosovo

B. Age : 26

C. Gender: Male Female

D. Grade : Freshman Sophomore Junior Senior

- Order the followings in terms of importance:

1 Teacher Personality

4 Subject Knowledge

2 Student-Teacher Relationship

3 Classroom Management

- In your opinion, who is a good language teacher? Write a short paragraph about it.

To my opinion a good teacher
should be qualified, comprehensive and very
kind. The teacher must have a very
good relationship with the students.
The teacher have to be attention
on the way, it gives a model to the
students.

Figure 15. Kosovan Senior Student's Data

QUESTIONNAIRE

Dear Participants,

The following questionnaire has been developed to learn about your understanding of a good language teacher. The results will be used for scientific purposes only. You do not need to write down your name but your country is essential.

Thank You,

- A. Country: Turkey Kosovo
- B. Age : 22
- C. Gender: Male Female
- D. Grade : Freshman Sophomore Junior Senior

- Order the followings in terms of importance:

- 4 Teacher Personality
- 2 Subject Knowledge
- 1 Student-Teacher Relationship
- 3 Classroom Management

- In your opinion, who is a good language teacher? Write a short paragraph about it.

A good language teacher is very friendly with students. he helps them in many ways. If students have any difficulties he helps them making questions, giving examples.

Figure 16. Kosovan Senior Student's Data

QUESTIONNAIRE

Dear Participants,

The following questionnaire has been developed to learn about your understanding of a good language teacher. The results will be used for scientific purposes only. You do not need to write down your name but your country is essential.

Thank You,

- A. Country: Turkey Kosovo
B. Age : 23
C. Gender: Male Female
D. Grade : Freshman Sophomore Junior Senior

- Order the followings in terms of importance:

- 4 Teacher Personality
2 Subject Knowledge
3 Student-Teacher Relationship
1 Classroom Management

- In your opinion, who is a good language teacher? Write a short paragraph about it.

In my opinion a good language teacher is supposed to know the subject because a lot of teachers here get their job by corruption or with family relations. He/she is also supposed to be able to manage his classroom and have a good sense of humor so that the class is not lame, also the student-teacher relationship should be good at.

BACKGROUND AND CONTACT INFORMATION

Nuray ÇÜRT, was born in Kosovo-Prizren in 1990. She completed her primary, secondary and high school education in Prizren. She studied at Department of English Language and Literature at Prishtina University and graduated with BA Degree in 2013. She worked as an English Teacher at several schools in Kosovo-Prizren. She gained several certificates including Preparation for TOEFL and SAT English in 2017; Office of English Language Programs, Bureau of English & Cultural Affairs U.S. Department of State - American English Webinar Series; The U.S. Department of State and university of Oregon-Shaping the Way We Teach English.

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