Chapter 63

The Perceptions of Language Teachers, Students and Parents on the Characteristics of Effective Primary School Language Teachers

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INTRODUCTION

Teachers, as mediators of classes, play an influential role on both cognitive and affective aspects of students' learning. Teacher characteristics and teaching behavior are important elements in student motivation and learning in general. Robinson and Aronica (2015) described effective teachers as people who engage, inspire and enthuse students by creating conditions in which those students will want to learn. English language teaching is not something that anyone who can speak English can do. English teaching is a profession, with a field of educational specialization, which requires a specialized knowledge base obtained through both academic study and practical experience. Rixon (1999) suggests that the countries lower the age of English language learning, because they would like to take advantage of benefits connected with language learning at a younger age. Effective language instruction can develop a lifelong motivation for learning languages. A child who enjoys English classes at the age of eight are much more likely to love and continue to pursue English in later years in comparison to a child who finds English classes boring and meaningless. Thus, learning languages effectively from an earlier age holds potential for future learning.

In Turkey, the influence of English is becoming more evident in the context of national education. The demand for teaching and learning English is rising in every part of the Turkish educational setting. One reason for this educational popularity is that the English language is seen as key for better employment possibilities. As most commercial, cultural, diplomatic, or economic relations in the international arena are carried out in English, jobs that offer good opportunities require a high level of English in addition to other professional qualifications. Real contribution of foreign language teaching in state primary schools in Turkey began with the educational act increasing compulsory primary education from five to eight years as defined by the Turkish Ministry of National Education in 1997. Alongside with this educational act, the compulsory age to introduce English as a foreign language (EFL) was lowered from grade four (with 10 year olds) to grade two (8 years old) in public schools in 2013. Accordingly, this educational act brought a renewal in the teaching of English in public primary schools. As a result, how to teach English to young learners effectively has recently become a significant question in the educational world.

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Many English teachers working in the state schools experience difficulties adapting to teach 7 or 8 years old children in comparison to older children. Learners at this age group need different kinds of approaches and creative activities in the teaching of a new language. Most teachers do not know how to meet the needs and expectations of Young Learners. According to Harmer (2001) a close understanding of the characteristics of young learners according to different age groups is essential for planning effective teaching for our students. Teachers need to do self-assessment and also analyze themselves from students' perceptions. These can contribute to the self-development of English teachers working in the public schools. According to Nunan, the most important people that teachers see besides pupils are the pupils' parents. Also, teachers of primary children come into contact with parents more often than teachers of other age groups. Parents have both educational and psychological expectations from their children learning a foreign language. Self-assessment and perception-checking from students', parents' and teachers' perspectives can help teachers prepare effective lessons to meet their students' needs.

Although a number of researchers have identified the characteristics of effective language teachers (Hammadou and Bernhart, 1987; Horwitz, 1988; Brosh, 1996; Prodromou, 1991; Saafin, 2005; Chen and Lin, 2009, Yıldırım and Doğan, 2009) from the perceptions of teachers and students. Few studies have compared teachers', students and parents' perceptions of effective language teacher characteristics for young learners. Self-assessment and perception-checking from students', parents' and teachers' perspectives can help teachers prepare effective lessons to meet their students' needs. The results of this studyand similar studies on the topic may be useful in both the practical and theoretical sense, as they can inform teachers about the specific teaching methods and personal qualities that are considered important by different stakeholders. Hall (2011) acknowledges this and adds that hearing the voices of all the stakeholders may provide better insights into L2 classrooms. These voices come from teachers, learners and especially in the case of young learners, their parents allowing them to shape their practice in order to better meet the needs of learners. In addition, the findings of the study may assist administrators and educational policy makers in formulating decisions concerning curriculum design and teacher development programs.

Effective language teaching has become a prominent issue in the field of education as there has been a great demand on learning foreign languages throughout the world. In the process of foreign language learning, the language teacher has an important role about students, and their success is influenced greatly by the skills of the teachers. With these in mind, the study will seek to answer the following questions:

1- *What are the perceptions of language teachers on the characteristics of effective language teachers?*
2- *What are the perceptions of primary school students on the characteristics of effective language teachers?*
3- *What are the perceptions of parents on the characteristics of effective language teachers?*
4- *What are the differences and similarities between the perceptions of teachers, students, and parents on effective teacher characteristics?*

METHODOLOGY

Research Design

This is a mixed research. The most common and well-known approach among mixed methods is the Triangulation Design (Creswell, 2013). The aim of this design was to get dissimilar but harmonizing data on the same topic to analyze the research problem. The purpose of using this design was to mix the differing strengths and weaknesses of quantitative methods with qualitative methods. Triangulation design was used to validate and expand quantitative results with qualitative data. The Triangulation Design was a one-phase design in which researcher implemented the quantitative and qualitative methods during the same timeframe and with equal weight. For this reason, it was also called "concurrent triangulation design" (Creswell, Plano Clark, et al., 2003). It involved the concurrent, but separate collection and analysis of quantitative and qualitative data. The researcher collected and analyzed quantitative and qualitative data with qualitative and quantitative data sets by bringing the separate results together. To get quantitative data, a descriptive study, where information was collected without changing the environment, was adopted. In this study, descriptive research design involved a one-time interaction with teachers of English. For this reason, cross sectional design was used. Cross sectional design refers to one-time interaction with participants. Cross sectional design, in which the researcher interacted with the teachers of English, involved survey to collect the necessary information. In this research, the quantitative method focused on describing a phenomenon across a larger number of teachers of English. This method surveyed a large number of individuals and applied statistical techniques to recognize overall patterns in the relations of processes. To get qualitative data, a case study design was employed. A case is a kind of bounded entity which refers to a person, organization, behavioral condition, event, or other social phenomenon. To describe the meaning for the parents and students' experiences of the case (effective teachers of English) and to reduce individual experiences with a phenomenon or case, an embedded single case design was employed in this study. An embedded single case design is a case study containing more than one sub-unit of analysis (Yin, 2003). These sub units are parents and students.

Population and sampling

To collect quantitative data, teachers of English formed the population of the study. They live in the European side of the city of İstanbul. The participants were selected from 23 different public primary and secondary schools by random sampling technique. The educational backgrounds of teachers of English, gender or work experience were not taken as variables in the study as they were not related to the purpose of the research. In this technique, each member of the population had an equal chance of being selected as a subject. 100 practitioner teachers in the field of English Language Teaching formed the sampling unit of the study.

This study also presents the perceptions of students and parents from a qualitative aspect. Therefore, 20 students and 25 parents formed the population of the study. Thus, the sample size of the study stood at 45 because saturation had been achieved. Saturation is the point in data collection when no new or relevant information emerges with respect to the study. The participants were selected from 5 public primary schools by purposive sampling technique. Purposive sampling represents non-probability

sampling techniques. Purposive sampling relies on the judgement of the researcher while selecting the units. The main goal of purposive sampling is to focus on particular characteristics of a population that are of interest, which will best enable researcher to answer research questions (Ball, 1990). For this reason, typical case sampling technique was used because we were interested in the normality/typicality of the case. The sample selected for this study was limited to the parents and students for the 2015-2016 academic year.

DATA COLLECTION INSTRUMENT

Questionnaire

The collection of quantitative data was achieved through the application of a questionnaire by language teachers at 23 different public schools in 2015-2016 education year. The aim of the questionnaire was to seek the perceptions of teachers of English regarding the qualities of effective teachers of English as a foreign language (EFL teachers). The data used in the research were gathered by applying the survey technique and questionnaire form. The questionnaire consisted of 34 questions which was designed to gather quantitative data. The questions aimed to get a close understanding of teachers' opinions and preferences in terms of effective teacher and teaching qualities. The participants were informed about the goal of the study.

In this study, the instrument developed by William (2010) named "Administrator and teacher perceptions of the qualities of effective teachers" was used to collect data. In this study, we utilized an instrument that sought teachers' perceptions on effective teachers' qualities. During the development of this instrument, William used the teacher qualifications cited by Stronge (2003). Those specifications grouped under five different sub dimensions. The questionnaire composed of 34 items with Likert type items with 6 intervals. Likert style enabled participants to show their responses to questions in terms of degrees from 1 to 5 (one being the strongest response and five being the weakest). This style enabled the participants to show the strength of their agreement or disagreement with the statement. The sub-dimensions of the questionnaire were as follows;

- Classroom Management and Organization
- Teaching Planning
- Implementation of Teaching
- Following of Student Development
- Teacher as a Person

The questionnaire was originally created in English. In order to prevent the possibility of misunderstanding by the participating teachers, the questionnaire was translated into Turkish. Minor changes were made to the questionnaire to make it language education appropriate, because the questionnaire is originally targeting teachers in general. These slight changes purposefully integrated into the questionnaire to be language teaching and learning appropriate. Because this measurement instrument was designed as a questionnaire, not as a standardized measurement scale, the instrument was analyzed at item level, not at sub-dimension level

Interview

Researcher collected data through semi-structured interviews. Interviewing is a method of qualitative research in which the researcher asks open-ended questions orally

and records the respondent's answers (Kvale, 1996). Self-administered questionnaire was presented to respondents to collect qualitative data. Questionnaire is an efficient instrument as it takes less time, is less expensive, and permits collection of data from a sample in an easy way. Open-ended questions (such as specific, open, clarification, sentence completion and short answer questions) were employed in this study to give parents and students an opportunity to speak their mind. Open response could allow researcher to gather unanticipated data, illustrative quotes and different examples of a case. It was also more detailed. The researcher was available to make clarifications in case of need. To decrease interview bias, the researcher didn't interpret the questions.

DATA ANALYSIS

This research used quantitative data which were gathered via a questionnaire. The data gathered via questionnaires with close-ended items and were coded and entered to the SPSS v.22 (Statistical Package for Social Sciences) in order to analyze the data. Afterwards, the descriptive analysis was used to investigate the level of teacher perceptions of effectiveness by calculating means and standard deviations. The analysis hoped to find out the perceptions of teachers of English on the effective teachers. Case study data provides an understanding of the common experiences of the parents and students. The qualitative data of the study were interpreted by conducting a content analysis. The purpose of content analyses is to reduce the words used in a study to a lower number of categories (Creswell, 2013). Building on the data from the research question, researcher went through the data and reflected "significant statements," sentences, or quotes that provided an understanding of how the participants experienced the phenomenon. Next, the researcher developed clusters of meaning from these significant statements into themes. These significant statements and themes were then used to write textural description of what teachers of English experienced. These analysis steps are generally similar for all qualitative studies through data analysis process (Moustakas, 1994; Polkinghorne, 1989). The texts that obtained after interview were subject to content analysis with the MAXQDA 12 software and the parents and students were coded according to their initial letter (P_01, S_01). Then, the findings were presented to participants in order to receive participant confirmation (member check).

FINDINGS

The Results of Quantitive Analysis

Table 1 introduces classroom management and organization perceptions of primary school teachers of English in terms of mean and standard deviation. Above are a number of statements regarding teachers' effects on students' success in terms of classroom management and organization. According to the statistics box, number 1 represents the highest rank, and number 4 represents the lowest rank. According to the table above, 100 primary school teachers of English took part in the study. Among participants, in terms of classroom management and organization, the item, preparing a physically and emotionally safe environment for students (x = 1, 73*)*, came first on 4 item ordinal scale. According to the statistics box, participants place great importance on preparing a physically and emotionally safe environment for students. On the ordinal scale from 1 to 4, the item, preparing materials in advance and has them ready to use (x= 2, 31), came second. The item, deciding classroom rules and routines (x=2, 89),

came third. The participants paid less attention to the item, reinforcing and reiterating for positive behavior and responds to inappropriate behavior promptly (x=3, 07). The results indicate that primary school teachers of English should prioritize classroom management and organization requirements accordingly.

Table 1: Planning Instruction

	N	Minimum	Maximum	Mean	Std. Deviation
Limits disruption and focuses classroom time on teaching and learning	100	1,00	6,00	3,91	1,23169
Expect high level of success from students and make them feel this.	100	1,00	6,00	4,09	1,51821
Enable teaching to continue appropriately	100	1,00	6,00	4,55	1,89297
Consider the learning styles of students and plan teaching accordingly	100	1,00	6,00	2,25	1,82228
Links instruction to students' real –life situations	100	1,00	6,00	2,81	1,54197
Carefully links learning objectives and activities	100	1,00	6,00	3,39	1,29408
Valid N (listwise)	100				

Table 2: Classroom Management and Organization

	N	Minimum	Maximum	Mean	Std. Deviation
Decides classroom rules and routines	100	1,00	4,00	2,89	,83961
Prepares materials in advance and has them ready to use	100	1,00	4,00	2,31	,78746
Prepare a physically and emotionally safe environment for students	100	1,00	4,00	1,73	1,03333
Reinforces and reiterates for positive behavior and responds to inappropriate behavior promptly	100	1,00	4,00	3,07	1,24117
Valid N (listwise)	100				

Table 2 shows planning instruction perceptions of primary school teachers of English in terms of mean and standard deviation. Above are a number of statements regarding teachers' effects on students' success in terms of planning instruction.

According to the statistics box, number 1 represents the highest rank, and number 6 represents the lowest rank. According to the table above, 100 primary school teachers of English took part in the study. Among participants, in terms of planning instruction, the item, considering the learning styles of students and planning teaching accordingly (x = 2, 25), came first on 6 item ordinal scale. According to the statistics box, participants place great importance on considering the learning styles of students and planning teaching accordingly. On the ordinal scale from 1 to 6, the item, linking instruction to students' real–life situations (x= 2, 81), came second. The item, carefully linking learning objectives and activities (x=3, 39), came third. The item, limiting disruption and focusing classroom time on teaching and learning (x=3, 91), came fourth. The item, expecting high level of success from students and making them feel

this (x=4, 09), came fifth. The participants paid less attention to the item, enabling teaching to continue appropriately (x=4, 55). The results indicate that primary school teachers of English should prioritize planning instruction requirements accordingly.

Table 3: Implementing Instruction

	N	Minimum	Maximum	Mean	Std. Deviation
Employs different techniques and instructional strategies	100	1,00	6,00	2,51	1,80625
Prepare a lesson plan to integrate students to teaching process	100	1,00	6,00	2,59	1,37139
Use various asking techniques	100	1,00	6,00	4,08	1,52209
Gives clear examples and offers guided practice	100	1,00	6,00	3,22	1,34525
Use effective strategies in group works	100	1,00	6,00	4,78	1,78422
concerned with having students learn and demonstrate understanding of meaning rather than memorization	100	1,00	6,00	3,92	1,24462
Valid N (listwise)	100				

Table 3 displays implementing instruction perceptions of primary school teachers of English in terms of mean and standard deviation. Above are a number of statements regarding teachers' effects on students' success in terms of planning instruction. According to the statistics box, number 1 represents the highest rank, and number 6 represents the lowest rank. According to the table above, 100 primary school teachers of English took part in the study. Among participants, in terms of implementing instruction, the item, employing different techniques and instructional strategies (x = 2, 51), came first on 6 item ordinal scale. According to the statistics box, participants place great importance on employing different techniques and instructional strategies. On the ordinal scale from 1 to 6, the item, preparing a lesson plan to integrate students to teaching process (x= 2, 59), came second. The item, giving clear examples and offering guided practice (x=3, 22), came third. The item, being concerned with having students learn and demonstrate understanding of meaning rather than memorization (x=3, 92), came fourth. The item, using various asking techniques (x=4, 08), came fifth. The participants paid less attention to the item, using effective strategies in group works (x=4, 78). The results indicate that primary school teachers of English should prioritize implementing instruction requirements accordingly.

Table 4 introduces monitoring students' progress perceptions of primary school teachers of English in terms of mean and standard deviation. Above are a number of statements regarding teachers' effects on students' success in terms of monitoring students' success. According to the statistics box, number 1 represents the highest rank, and number 5 represents the lowest rank. According to the table above, 100 primary school teachers of English took part in the study. Among participants, in terms of monitoring students' success, the item, giving clear, specific and timely feedback (x = 2, 04), came first on 5 item ordinal scale. According to the statistics box, participants place great importance on giving clear, specific and timely feedback. On the ordinal scale from 1 to 5, the item, using appropriate tools and strategies to evaluate student progress (x= 2, 50), came second. The item, re-teaching students who did not achieve mastery (x=3, 01), came third. The item, using data to make instructional decisions

(x=3, 49), came fourth. The participants paid less attention to the item, giving homework to enable students learn better (x=3, 96). The results indicate that primary school teachers of English should prioritize monitoring students' progress requirements accordingly.

Table 4: Monitoring Students' Progress

	N	Minimum	Maximum	Mean	Std. Deviation
Gives homework to enable students learn better	100	1,00	5,00	3,96	1,44893
Gives clear, specific and timely feedback	100	1,00	5,00	2,04	1,44893
Re-teaches students who did not achieve mastery	100	1,00	5,00	3,01	1,01000
Uses data to make instructional decisions	100	1,00	5,00	3,49	1,12362
uses appropriate tools and strategies to evaluate student progress	100	1,00	5,00	2,50	1,12367
Valid N (listwise)	100				

Table 5: Teacher as a Person

	N	Minimum	Maximum	Mean	Std. Deviation
Shows concern for students emotional and physical well-being	100	1,00	8,00	4,97	1,47337
Treats students equally	100	1,00	7,00	3,03	2,24038
Shows respect to all students	100	2,00	6,00	3,49	1,13258
provides effective communication with students and develop this communication	100	1,00	5,00	2,51	1,12362
Shows enthusiasm for English teaching and learning	100	1,00	8,00	4,79	2,09518
Provides environment for fostering student self- confidence	100	1,00	8,00	4,61	2,02457
Teach the lesson with enjoyable activities and games	100	1,00	8,00	6,39	2,54612
Regulate student activities in line with student learning process	100	1,00	8,00	6,21	1,90319
Valid N (listwise)	100				

Table 5 shows teacher as a person perceptions of primary school teachers of English in terms of mean and standard deviation. Above are a number of statements regarding teachers' effects on students' success in terms of teacher as a person. According to the statistics box, number 1 represents the highest rank, and number 8 represents the lowest rank. According to the table above, 100 primary school teachers of English took part in the study. Among participants, in terms of teacher as a person, the item, providing effective communication with students and develop this communication (x = 2, 51*)*, came first on 4 item ordinal scale. According to the statistics box, participants place great importance on providing effective communication with students

and develop this communication. On the ordinal scale from 1 to 8, the item, treating students equally (x= 3, 03), came second. The item, showing respect to all students (x=3, 49), came third. The item, providing environment for fostering student self-confidence (x=4, 61), came fourth. The item, showing enthusiasm for English teaching and learning (x=4, 79), came fifth. The item, showing concern for students' emotional and physical well-being (x=4, 97), came sixth. The item, regulating student activities in line with student learning process (x=6, 21), came seventh. The participants paid less attention to the item, teaching the lesson with enjoyable activities and games (x=6, 39). The results indicate that primary school teachers of English should prioritize teacher as a person requirements accordingly.

Table 6: Qualities of Teachers

	N	Minimum	Maximum	Mean	Std. Deviation
The teacher as a person	100	1,00	5,00	2,99	1,01000
Classroom management and organization	100	1,00	5,00	2,51	1,12362
Planning instruction	100	1,00	5,00	2,04	1,44893
Implementing instruction	100	1,00	5,00	3,99	1,43896
Monitoring student progress	100	1,00	5,00	3,47	1,12326
Valid N (listwise)	100				

Table 6 displays qualities of teachers perceptions of primary school teachers of English in terms of mean and standard deviation. Above are a number of statements regarding teachers' effects on students' success in terms of qualities of teachers. According to the statistics box, number 1 represents the highest rank, and number 5 represents the lowest rank. According to the table above, 100 primary school teachers of English took part in the study. Among participants, in terms of qualities of teachers, the item, planning instruction (x = 2, 04), came first on 4 item ordinal scale. According to the statistics box, participants place great importance on planning instruction. On the ordinal scale from 1 to 5, the item, classroom management and organization (x= 2, 51), came second. The item, the teacher as a person (x=2, 99), came third. The item, monitoring student progress (x=3, 47), came fourth. The participants paid less attention to the item, implementing instruction (x=3.99). The results indicate that primary school teachers of English should prioritize quality requirements accordingly.

THE RESULTS OF QUALITATIVE ANALYSIS

Theme 1: Classroom Management and Organization

According to the findings gained in the interviews, parents think effective teachers use efficient classroom management strategies in order to run the classroom smoothly, to create an active learning atmosphere which keep students engaged in the learning process. Effective teachers influence and direct student behavior in a constructive way for better instruction. Positive and productive classrooms promote student learning and makes it more meaningful. Parents think students respond better when they have good relationship with their teacher. Showing concern about establishing rapport with their students and at the same time maintaining class discipline is a highly valued characteristic of effective teachers in this part.

Students want language teachers to manage the class with love and kindness. They state effective language teachers do not shout and are not very strict. When teachers create stress and pressure on them, they indicate that they lose their interest and motivation in learning English. If they love their teachers and get positive feedback from them, they study more and feel motivated.

Theme 2: Planning Instruction

As regards to planning of the lesson, parents express language teachers should know their students well and plan lessons according to their students' needs and characteristics. The activities planned should be achievable but at the same time stimulating for the students to evoke motivation for language learning. Students think effective teachers plan their lessons by using activities that utilize technological devices in the classroom. Students emphasize importance of having fun while learning English. Teachers who prepare materials attracting their attention is a valued characteristics of language teachers.

Theme 3: Implementing Instruction

Parents think effective language teachers present clear and easy to remember lessons. They expect language teachers to focus on speaking and vocabulary teaching rather than grammatical rules. They emphasize that language teachers should encourage students to use English verbally. For this goal, they should create real life situations, role-play activities. The goal of the lessons should be to enable students to use the English language. They also express that repetition is important during this stage because their children tend to forget words and expressions learned at school easily. Parents emphasize the importance of using games, songs, and films which are motivating for young learners. They think using target language as much as possible in the lessons is a desirable characteristics of good language teachers. Parents are in favor of teachers who create interest in the mind of the learners for the foreign language. They believe that showing students that it is important to know a language for their future, and encouraging them is very helpful.

Students emphasize importance of fun element in the lessons. They say they want to take part in games and in order to do so, they listen and actively engage in the lessons. Students state when language teachers present lessons only from the text book, they get bored. They think teachers who have creativity in bringing stimulating and interesting teaching materials are considered effective. Different activities keep them interested in the lesson. They also emphasize importance of teachers making lessons understandable, and teaching in a way that students would comprehend easily. Providing more examples, moving on the next subject after making sure everybody have learnt the previous lesson, reviewing a lot are the comments they made in this regard. They want their teachers to give enough time to think and answer the questions. Most of the students do not want the use of English as the sole means of communication in the classroom. They think it creates anxiety as they cannot express themselves easily to the teacher and it becomes difficult to follow the lesson.

Theme 4: Monitoring student progress

As regards to evaluation, parents state effective language teachers are aware of students' progress, check their homework and give constant feedback. Teachers should know their students' capacity, support them and try to make them more successful. The

evaluation should be non-threatening for students. Parents think homework is a valuable tool that makes students review subjects learned in the class. As students do not have any other encounter with the English language outside their classroom, parents think it is beneficial for students to revise the content by doing homework. Parents expect teachers to praise their students verbally and use rewards when deserved to encourage student involvement. They think praising can enhance children's confidence and it can promote students' success in the classroom.

Students state effective language teachers give little homework. They express that a lot of written exercises and difficult homework distress them. They state that they like homework which needs creativity like projects, preparing posters. They express effective teachers do not evaluate by challenging questions, because when they fail, they think learning a language is difficult and they lose interest in the lesson.

Theme 5: Teacher as a person

Parents state effective teachers love teaching and their passion for teaching makes the language teacher more dedicated and productive. Parents think teachers' enthusiasm for the subject they are teaching reach and motivate their students. As their children start learning English in Primary school, they want teachers who create love for language learning.

Most of the parents think effective language teachers are patient and caring. According to them when students are cared they feel special and it brings the best in students. Caring teachers create supportive and warm classroom climate. Their relationship with students enhance the learning process. Another characteristic of effective language teachers which is emphasized by parents is having good communication skills. A teacher who is good at communication conveys concepts and skills to students in an effective way. Parents also believe language teachers should show genuine interest and willingness to spend time with their students and be concerned about their learning.

Students want language teachers to be cheerful and enjoyable who can understand their feelings. Treating students equitably is another characteristic they expect from language teachers. They do not want to experience situations in which they lose respect in front of their peers in the classroom and they do not want to be compared to other students. Students think effective teachers do not shout at students angrily. They are kind and have a delightful way of communication. The term ''kindness'' was repeatedly used by the students which basically meant ''good-tempered'' or ''stress-free manner''. Another characteristic that most of the students mentioned is the physical appearance of language teachers. They want teachers who are looking good and dressing smartly.

Personality characteristics of teachers are thought to be influential in the learning process by the parents. Parents thought teachers who love teaching, and who care and love their students, create the positive conditions that induce learning. Parents highlighted that good communication skills as essential skills in creating an efficient learning atmosphere for students. Similarly, students also prefer positive teachers who treat all students equally and show positive feelings to them. Just like parents they also want their teachers to be calm and good at controlling their temper. Interestingly, students also would like their teachers to be well-dressed and looking good, too.

DISCUSSION AND CONCLUSION

The data collected from the questionnaires showed majority of the teachers think in the sub-dimension of classroom management and organization, that preparing a physically and emotionally safe environment for students is an important characteristic of effective language teachers. This result was consistent with the view of Marzano (2003) stating that a safe and orderly environment is fundamental to high student achievement. It is a factor that pertains to whole school culture as well as the efficient operation of the classroom. Preparing materials in advance and have them ready to use was the second important characteristic of effective teachers in terms of classroom management and organization.

In terms of planning instruction, the item, considering the learning styles of students and planning teaching accordingly came first on 6 item ordinal scale. Oxford (2003) expressed that language learning styles and strategies are among the main factors that help determine how–and how well our students learn a second or foreign language. Linking instruction to students' real–life situations is the second important characteristic of effective teachers according to teacher perceptions. Meaningful practice, especially speech activity experiences appropriate for different communication styles and needs of learners, and compatibility to real life situations is recommended by many researchers. McLaughin (1985) suggests that children who learn by using a language in natural communicative context will extend their learning into their own over time.

In terms of implementing instruction, employing different techniques and instructional strategies was the most important quality of effective language teachers. When we consider the characteristics of young learners, directing young learners' attention to the classroom activities is not an easy task. Using different teaching techniques and instructional strategies can improve effectiveness of teaching process. Preparing a lesson plan to integrate students to teaching process is the second valued item. This item reveals that teachers regard learner-centered approaches as effective teaching tools. Weimer (2002) states ''in learner-centered classrooms teachers are guides, facilitators and designers of learning experiences and students see the activities in the classroom as making important contributions to their learning''. Giving clear, specific, timely feedback is the most significant characteristics of effective teachers in terms of monitoring student progress for teachers. Feedback is most effective when it is timely, perceived as relevant, meaningful and encouraging, and offers suggestions for improvement that are within a student's grasp (Brown, Bull, &Pendlebury,1997). Using appropriate tools and strategies to evaluate student progress is the second valued item in this part.

Providing effective communication with students and develop this communication is one of the most important characteristics of language teachers from the perceptions of teachers in the sub-dimension of teacher as a person part. Detmerr, Thurston and Dyck (1996) prioritize communication by stating that it is among the most important skills for educators to possess. Treating students equally is the second valued item in this part. According to Imber (2006) one of the most crucial qualities of effective teachers is treating all students with equality regardless of their academic ability, gender, race, religion, culture or socio-economic status.

The study shows that the affective impact of teachers on students is undeniable. This suggests that many students do not want authoritarian and strict teachers who do

not care about establishing rapport with their learners. It is also in line with the humanistic perspective of Maslow (1968) that a friendly atmosphere should be created so that learning could be enhanced. In terms of planning instruction, students value teachers who are planning fun activities to raise the interest of learners. They emphasize importance of having a good time while learning English. Inclusion of activities beyond the preplanned syllabus is demanded by students. As the course books used in public primary schools in Turkey do not provide interesting supplementary materials, teachers should be creative and organize extra materials to meet these demands of students. Students favored teachers who utilize both English and Turkish while teaching. They think using Turkish gives them security and helps them understand the lesson better. Students think assessment of their progress should be done in a way that does not make them feel uneasy and threatened. As their motivation depends on their emotional satisfaction, they want to be supported by praise and rewards. Students want teachers to use a broad range of assessment tools and creative homework. Neil (2009) suggests "Assessments should include multiple kinds of evidence, from multiple-choice questions to essays and projects, teacher observations and student self-evaluations" (p.29). In terms of teacher as a person, kindness and patience are considered crucial characteristics of effective language teachers for students. Fairness of the teachers was also mentioned by students.

Parents are concerned about emotional well-being and motivation of their children as they want their children to start learning a new language with a positive attitude. They believe their children's' interest in learning English mostly depended on the language teacher they have. Dornyei (2001) states that teacher skills in motivating learners should be seen as central to teaching effectiveness. Parents believed language teachers should be determined to encourage their children to speak English to improve their communicative ability. Parents emphasize importance of using group work or pair work activities in learning process. Robinson and Aronica (2015) state enabling young people to work together can enhance self-esteem, stimulate curiosity, heighten creativity, raise achievement and foster positive behavior. Informing students of the importance of knowing a language is another thing that is valued by teachers. While planning instruction, parents want teachers plan teaching methods which involve real-life language use as their children's' exposure to the English language is only limited to the classrooms. The new language teaching curriculum for young learners also highlight communicative views to ELT, underlining the role of the teacher as the facilitator of the learning process. Many parents favored teachers using only English as the medium of instruction, as it can develop their children's' listening skills, promote communicative environment in the classroom and enable authentic language use. In terms of evaluating students, parents think students can perform much better if they receive regular feedback on their performance. Parents want patient and caring teachers who arouse positive emotions about language learning. Good communication skills of teachers are valued by parents.

This study has some suggestions for further researches. First of all, individuals must have certain knowledge and experience associated with the qualities of an effective teacher that can only be understood through a detailed analysis of participants 'age, level of English, former educational experiences, and participants' socioeconomic factors. These diverse factors shape the expectations and perceptions of students about effective teacher characteristics. These factors related to the participants need careful

consideration. However, relationship between students' specific conditions and the way they evaluate their teachers may be investigated in future studies. Further research can also be done to improve the current questionnaire used in this research. This questionnaire was originally developed for administrators and teachers to represent their views of effective teacher characteristics. A more learner and parent-oriented questionnaire can be developed to better represent their views of effective teacher characteristics. Also, the questionnaire can be reformed to measure some other peculiarities of teachers, e.g., reinforcement, using specific methods and techniques. This will allow more diverse factors to express our effective teacher conceptualizations. To sum up, this study improved our knowledge base of parent, student and teacher views on effective language teacher characteristics. And, a closer understanding of the expectations of all the stakeholders, -in this case *parents, young learners and teachers*- empowers us to better meet their expectations for more effective language teaching practices, where all stakeholders feel satisfied and well-served.

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