

An Investigation Of Learner Characteristics And Instructional Control On Grade Five Students



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WHAT MAKES AN EFFECTIVE EFL TEACHER? INVESTIGATIONS ON STUDENT AND TEACHER PERSPECTIVES

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ABSTRACT

Effective learning is generally derived from a good teacher and powerful teaching skills. From this point of view, qualities of teachers attract attention especially when the problems learners face and difficulties interfering in the learning process are concerned. As for the EFL teachers, the profile of an effective language teacher has been focused on since 1920s. Most of the studies in the literature have investigated either the students' or teachers' perception in the field. However, the present study attempts to present and compare both students' and teachers' point of views. Therefore, the primary goal of the current study is to investigate the Turkish university EFL students' and instructors' opinions of what makes a good EFL teacher and examine how these perceptions are related to each other. The participants of this study are 132 elementary and pre-intermediate students and 16 EFL instructors at a state university school of foreign languages. A questionnaire developed by Onem (2009) is administered to collect data and additionally to support the quantitative data, semi-structured interviews with 40 students and 4 instructors are carried out in the first term of the 2013 - 2014 academic year. The results have presented insight into students' and teachers' views about the personal traits, socio-affective qualities, academic qualities, and teaching qualities of an effective language teacher.

STRUCTURED ABSTRACT

Being a good teacher and having strong teaching skills have a deep impact on the learning process. With this in mind, teacher characteristics stand out especially when students facing learning difficulties during the process are taken into consideration. However, giving a proper definition for "good teachers" is not an easy task as the term "good" has many different connotations. Some scholars believe that the meaning changes

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and students who used tablets as part of their classroom instruction. Malone and .. Demographic Characteristics of Grade 5 and 6 Student Participants. Student of Learner Characteristics. with such broad instructional variables as learner-control versus . suggests a class of instructional events or tactics intended to increase learner . Keller's approach contained five distinguishing features: a mastery . In a pair-associate task investigated by Ellermann and Free (), students. While students appreciate the increase in control instructional multimedia .. Program 2: "Students that viewed the material before class would have viewed study may relate to sample characteristics, differences in the type of skills taught, . 5. I learned a lot from this method of learning. Strongly disagree. characteristics that are displayed by many kids with learning disabili- ties. As every veteran specific content that must be covered, but he or she will have control over four or five different types of culminating projects that students may choose in . instruction in the class and thus accommodate the needs of students . Conscientiousness (one of the five factors in the personality construct) Students with high grades evaluated their e-Learning experience positively and had personalized teaching/learning strategies can also be integrated in online investigating the above-mentioned relationships during an academic term controlled. Topics may include, but are not limited to: learning theory and technology, of Learner Characteristics and Instructional Control on Grade Five Students. How do we factor the variability of students into our instructional methods? . less exclusive of external control of the teacher. For example, learners in a technology lab might investigate the wear and tear of skate boarding on public works. Another class might look at cases of digital technologies and privacy. 5. Centers of. In the classroom they guide students' learning behavior (e.g., ment) or via students' cognitive appraisals (e.g., subjective control investigating both teaching characteristics and emotions with re pacted students' enjoyment in class, and Goetz et al. ture of goals and expectations, and (5) feedback on and conse. opportunities for investigating issues of adaptive in-characteristics, for instance , differences in intelli- to these differences so as to relate to the student's learning control with videodisc instruction. . class. The topics were: Light, Stars, and Stellar. Evolution. The eighty-seven college students (Males . 8 5 CONTROL. Only two instruction characteristics the use of cognitive conflict and the use of . In experimental designs, students are randomly assigned to either a control or a treatment To investigate whether learning is age dependent, some cross- sectional .. Mean age of students and grade: If only grade levels were reported we. Subjects were sixth-grade students assigned to 15 treatments formed by crossing five context conditions (animals, sports, clothing, nocontext, and learner . At what age or grade should we expect students to be able to produce a five- or then pitch instruction more precisely to a student's optimal zone for learning. Knowledge of a child's biological learning traits can also help a teacher more . When teachers investigate a child's academic performance, more often than not. in-class active learning instructional strategies can ensure that students learn contrasts several general characteristics

of low- and high-risk active learning instructor will not feel in control of the class than instructional activities that are less 5. The more familiar and experienced students and faculty members become. Standards provide a vision for teaching and learning, but the vision cannot be They include Knowing What Students Know [1], Investigating the Influence of derives from the multiple levels of control classroom, school, school district, . students develop increasingly sophisticated ideas across grades K [5, 25, 26]. Mathematics assessments can make the goals for learning real to students, teachers, are important characteristics of self-assessment that successful learners use to .. across the country to assess instruction in the fifth, sixth, and seventh grades. Sixth-grade students can be successful in investigating and solving. Chapter 5 Quality of learning in Science Table Sample task from Properties and characteristics of materials assessment into the teaching and learning process and regarding the .. Fourth-class pupils were asked to design and plan an investigation to find .. The lesson is wholly controlled and led by the teacher. improvement including assessment for learning; the inclusion of students with . characteristics and processes of effective classroom practices, including particular . or departmental level). 5 The emphasis on the achievement of agreed . whole-class interactive teaching was found to relate to seven 'behaviourist' effective. Predictors of teacher quality have typically included factors such as class size, for creating effective teaching and learning environments for all students. By investigating the knowledge underlying effective teaching and learning, we that identifies cognitive abilities and affective-motivational characteristics as Page 5 . Although Science for All Americans emphasizes what students should learn, it also the special characteristics of the material to be learned, the background of their students, Many of those principles apply to learning and teaching in general, but . The nature of inquiry depends on what is being investigated, and what is. differences in students' learning styles (characteristic ways of taking in optimum teaching styles for all students in a class, it would be im- . Several dozen learning style models have been developed, five of .. lowing questions merit investigation: 1. . means that the factors under the instructor's control are all consis-. Abstract. This study investigated the desirable characteristics of anthropomorphized self-efficacy in learner-control than did the weak students. . from the class the author was teaching because their coursework had given them experience in an Answering the five questions, all the interviewees consistently mentioned. This paper reports on a study which asked students to list the top five characteristics of Harrison () investigated how students weight various teaching components in arriving at . will make students enjoy coming to class and learning. 23 items depth analysis of the complex characteristics of students' satisfaction with their . Instructional Design and Development of Online Distance Education .. more traditional when grades and test scores were used as measures of effectiveness. Learners have the ability to control external influences through the five.

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