

**NEAR EAST UNIVERSITY**

**GRADUATE SCHOOL OF EDUCATIONAL SCIENCES**

**DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**THE RELATIONSHIP BETWEEN STUDENTS' AND TEACHERS'  
PERCEPTIONS ABOUT TEACHER-STUDENT INTERACTION AND  
STUDENTS' PERCEPTIONS OF MOTIVATION IN ENGLISH LANGUAGE  
CLASSROOM**

**MASTER THESIS**

**HIWA MOHAMMED ARIF**

**NICOSIA  
2015**

**NEAR EAST UNIVERSITY**

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**Supervisor: Assoc. Prof. Dr. Mustafa Kurt**

**NICOSIA  
2015**

## Approval of the Graduate School of Educational Sciences

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Prof. Dr. Orhan iftçi  
Director

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

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Assoc. Prof. Dr. Mustafa Kurt  
Head of Department

This is to certify that we have read this thesis submitted by Hiwa Mohammed Arif, titled “The Relationship Between Students’ and Teachers’ Perceptions about Teacher-Student Interaction and Students’ Perceptions of Motivation in English Language Classroom”, and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

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## **DECLARATION**

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

Name, middle and last name: Hiwa Mohammed Arif

Signature: .....

## ACKNOWLEDGEMENTS

First of all, I would like to express my gratitude and appreciation to my supervisor Assoc. Prof. Dr. Mustafa Kurt, for all his support, emphatic concern and assistance during my academic journey. I have received a great deal of help and feedback from him. I would also like to extend my gratitude to Assist. Prof. Dr. Doina Popescu for her invaluable support and assistance. I am also very grateful to all the staff members of the English Language Teaching Department at Near East University. Thanks also go to those in the Directorate of English Department in University of Sulaimani especially to Mr. Barham Sattar, the Head of English Department and Mr. Unis Salh who helped me with data collection. I thank all of those who have supported and participated in this study. My thanks also go to my dearest friends Zirak Rasul, Parosh Mohammed, Peshawa Jalal, Dara Piruzi, Ismail B. Hussein, Hawar Hameed, Faraidun Barznjy, Harem Ibrahim and Yasin Abdullah for helping me in the process of writing this study.

Last but not least, I would like to thank my dear wife Snoor Anwer and all members of my family, especially to my father Mohammed Arif and my mother Toba Tofeq who always supported and encouraged me during my study and to my dear brother Amanj who helped me with financial support. Without their support and encouragement, I would never have had the ability to finish this thesis.

## ABSTRACT

### **The Relationship between Students' and Teachers' Perceptions about Teacher-Student Interaction and Students' Perceptions of Motivation in the English Language Classroom.**

Hiwa Mohammed Arif

MA Programme in English Language Teaching

Supervisor: Assoc. Prof. Dr. Mustafa Kurt

June, 2015, 64 pages

Based on the teacher-student interaction in relation to students' motivation, this study is focused on teachers' and students' perceptions of teacher-student interaction in the classroom. The participants of the study were 200 Kurdish students (130 males and 70 females) and 20 teachers (12 males and 8 females). The instruments for collecting data consist of two questionnaires: An Australian version of the *Questionnaire on Teacher-Student Interaction (QTI)* and *Motivated Strategies for Learning Questionnaire (MSLQ)*.

The results showed that there was a low correlation between teacher-student interaction and students' motivation. Furthermore, the result of t-test showed that teacher-student interactions varied according to teachers' and students' perception. Teachers rated themselves as demonstrating more positive interactions than those perceived by their students. Additionally, the study indicated another result. From the two hundreds of the participant 59.7% perceived themselves as having an average motivation level, 27.9% of them, with the frequency of 61, rated themselves at a high level of motivation and a small number of them (3.7%) rated themselves at a low motivation level. The research found significant differences in the perceptions of the participants according to their gender. The scales of leadership and admonishing were significantly different. Male students perceived that their teachers displayed more admonishing behaviours while female students perceived that their teachers acted more in their leadership behaviours. In the scale of students' freedom and responsibility male teachers were perceived to be more willing to provide too much freedom and responsibility to their students than female teachers.

**Key Words:** Teacher-student interaction, students motivation, gender differences, English as a foreign language.

## ÖZ

**İngilizce dil sınıfında öğretmen- öğrenci etkileşimi ve öğrencilerin motivasyon algısı hakkındaki öğretmen ve öğrencilerin algıları arasındaki ilişki.**

HIWA MOHAMMED ARIF

İngilizce Öğretmenliği Yüksek Lisans Programı

Danışman: Yrd. Doç. Dr. Mustafa Kurt

Haziran, 2015, 64 sayfa

Öğrencilerin motivasyonu ile ilgili olarak öğretmen – öğrenci etkileşimi taban alınan bu çalışma, öğretmen ve öğrencilerin sınıftaki öğretmen- öğrenci etkileşimi algılarına odaklanmıştır. Çalışmanın katılımcıları 200 Kürt öğrenci (130 erkek ve 70 kadın) ve 20 öğretmendi (12 erkek ve 8 kadın). Veri toplama araçları iki anketten oluşuyor: Öğretmen- Öğrenci Etkileşimi Anketinin (ÖEA) Avustralya biçimi ve Öğrenme İçin Motivasyon Stratejileri Anketi (ÖMSA).

Sonuçlar, öğretmen- öğrenci etkileşimi ve motivasyon arasında düşük bir korelasyon olduğunu gösterdi. Dahası, t-testi sonuçları, öğretmen- öğrenci etkileşimlerinin öğretmen ve öğrencilerin algılarına göre değiştiğini gösterdi. Öğretmenler kendilerini, öğrencilerinin algıladıklarından daha olumlu bir etkileşim sergiliyor olarak değerlendirdiler. Buna ek olarak, çalışma başka bir sonucu da belirtti. 200 katılımcının %59.7'si kendilerini ortalama motivasyon seviyesine sahip olarak algıladılar; %27.9'u, 61 frekansıyla, kendilerini yüksek motivasyon seviyesinde değerlendirdiler ve küçük bir grup (%3.7) kendilerini düşük motivasyon seviyesinde olarak değerlendirdiler. Araştırma katılımcıların algılarında cinsiyetlerine göre anlamlı farklılıklar buldu. Liderlik ve uyarma ölçekleri anlamlı bir şekilde farklıydı. Erkek öğrenciler öğretmenlerinin uyarma davranışlarını daha fazla sergilediklerini algılamakta, kız öğrenciler öğretmenlerinin daha çok liderlik davranışlarını gösterdiklerini algıladılar. Öğrencilerin serbestlik ve sorumluluk ölçeğinde, erkek öğretmenlerin öğrencilerine çok fazla serbestlik ve sorumluluk sağlamada kadın öğretmenlerden daha çok istekli oldukları algılandı.

Anahtar kelimeler: Öğretmen- öğrenci etkileşimi, öğrencilerin motivasyonu, cinsiyet farklılıkları, yabancı dil olarak İngilizce.

## TABLE OF CONTENTS

<b>APPROVAL OF THE GRADUATE SCHOOL OF EDUCATIONAL SCIENCES.....</b>	<b>ii</b>
<b>DECLARATION.....</b>	<b>iii</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>iv</b>
<b>ABSTRACT.....</b>	<b>v</b>
<b>ÖZET.....</b>	<b>vi</b>
<b>TABLE OF CONTENTS.....</b>	<b>vii</b>
<b>LIST OF TABLES.....</b>	<b>ix</b>
<b>LIST OF APPENDICES.....</b>	<b>x</b>
<b>LIST OF THE ABBREVIATIONS.....</b>	<b>xi</b>
<b>CHAPTER I. INTRODUCTION.....</b>	<b>1</b>
<b>Introduction.....</b>	<b>1</b>
<b>Problem Statement.....</b>	<b>3</b>
<b>Aim of the Research.....</b>	<b>4</b>
<b>Research Questions.....</b>	<b>4</b>
<b>Significance of the Study.....</b>	<b>4</b>
<b>Limitations.....</b>	<b>5</b>
<b>CHAPTER II. LITERATURE REVIEW.....</b>	<b>6</b>
<b>Introduction.....</b>	<b>6</b>
<b>Interaction.....</b>	<b>6</b>
<b>Student s' motivation.....</b>	<b>9</b>
<b>CHAPTER III. METHODOLOGY.....</b>	<b>13</b>
<b>Introduction.....</b>	<b>13</b>
<b>Research Design.....</b>	<b>13</b>



<b>Participants.....</b>	<b>13</b>
<b>Instruments.....</b>	<b>14</b>
<b>Scoring.....</b>	<b>19</b>
<b>Reliability and validity.....</b>	<b>19</b>
<b>Procedures.....</b>	<b>21</b>
<b>Data Analysis.....</b>	<b>21</b>
<b>CHAPTER IV. FINDINGS AND DISCUSSION.....</b>	<b>23</b>
<b>Introduction.....</b>	<b>23</b>
<b>Teacher's and student's perceptions of teacher-student-interaction.....</b>	<b>23</b>
<b>Students' perceptions of teacher-student interaction.....</b>	<b>23</b>
<b>Teachers' perceptions of teacher-student interaction.....</b>	<b>25</b>
<b>Comparison of teachers' and students' perceptions of teacher-student interaction.....</b>	<b>26</b>
<b>Students' perceptions of motivation.....</b>	<b>27</b>
<b>Teacher-student interaction and motivation.....</b>	<b>30</b>
<b>Gender and teacher-student interaction.....</b>	<b>31</b>
<b>Students' gender and teacher-student interaction.....</b>	<b>31</b>
<b>Teachers' gender and teacher-student interaction.....</b>	<b>33</b>
<b>CHAPTER V. CONCLUSION AND RECOMMENDATIONS.....</b>	<b>35</b>
<b>Introduction.....</b>	<b>35</b>
<b>Conclusion.....</b>	<b>35</b>
<b>Recommendations.....</b>	<b>40</b>
<b>Suggestions for further research.....</b>	<b>41</b>
<b>References.....</b>	<b>42</b>
<b>Appendices.....</b>	<b>52</b>

## LIST OF TABLES

Table 1. <i>Respondents' demographic profile</i> .....	14
Table 2. <i>Dimensions of teacher behavior and related QTI items</i> .....	15
Table 3. <i>Recoded negative items of QTI</i> .....	18
Table 4. <i>Recoded negative items of MSLQ</i> .....	18
Table 5. <i>Reliability of the questionnaires</i> .....	21
Table 6. <i>Mean and standard deviation for QTI</i> .....	24
Table 7. <i>Teachers' and students' perceptions of teacher-student interaction</i> .....	26
Table 8. <i>The frequency and percentages of participants' motivation level</i> .....	28
Table 9. <i>Total student QTI &amp; MSLQ and the correlation</i> .....	30
Table 10. <i>Gender differences in students' perceptions of teacher-student interaction</i> .....	31
Table 11. <i>Gender differences in teachers' perceptions of their behaviors</i> .....	34

## LIST OF APPENDICES

<b>APPENDIX A:</b> Written permission for using QTI questionnaire .....	52
<b>APPENDIX B:</b> Written permission for using MSLQ questionnaire .....	54
<b>APPENDIX C:</b> Teachers' perceptions about teacher-student interaction and motivation.....	55
<b>APPENDIX D:</b> Students' perceptions about teacher-student interaction in EFL classroom.....	58
<b>APPENDIX E:</b> Motivated Strategies for Learning Questionnaire.....	61
<b>APPENDIX F:</b> Approval Letter of Directorate of Faculty of Physical and Basic Education....	63

## LIST OF ABBREVIATIONS

<b>EFL</b>	: English as a Foreign Language
<b>M</b>	: Mean
<b>SD</b>	: Standard Deviation
<b>F</b>	: Frequency
<b>SPSS</b>	: Statistical Package for the Social Science
<b>QTI</b>	: Questionnaire on Teacher-Student Interaction
<b>MSLQ</b>	: Motivated Strategies for Learning Questionnaire

# CHAPTER I

## INTRODUCTION

### **Introduction**

This chapter of the thesis gives detailed information on the background of the study followed by the problem statement, aim of the study and the research questions. It also informs the reader about the significance of the study and its' limitations.

According to Painta (1999) interaction is an important component of learning a foreign language and the best way to learn a foreign language is through interaction. Through interaction, students can use language in various contexts and situations to negotiate meaning. Through interaction, students can increase their language store; they can use all their vocabulary knowledge of the language, all they have learned in real life. Yu (2008) states that "Classroom interaction is considered a productive teaching technique" (p.49). Radford (2011) expresses that in classroom teaching interaction is regarded as a pedagogical instrument which can help the instructor to create conditions for learning to happen. In the English as a foreign language (EFL) classroom, interaction is paid much more attention and it is not only an instrument in which learning appears additionally in the objects of teaching and learning language.

According to Yu (2008), "to organize an interactive and cultural classroom becomes very significant for English as a foreign language, there are many patterns of classroom interaction, such as group work, closed-ended teacher questioning, individual work, choral responses collaboration, teacher initiates and student answers, full-class interaction, self-access and so on" (p. 49).

For learners the best place where they can practise their knowledge and interact with others around them is the classroom. In the classroom they can be part of the pair work or group work that leads to a lot of negotiation of meaning and negotiation of meaning helps language acquisition (Brown & Attardo, 2005). Zhu (2003) claims that teachers should know and learn how to negotiate meaning with the learners in the EFL classroom, and this kind of capability is a distinct knowledge that is specific to EFL teaching.

Actually, everybody can learn something through their experiences, but when students are engaged in direct classroom activities, they will learn better. Zhu (2003) advocates that "Learning opportunities exist in the classroom interaction" (p.125). Richards (1998) declares clearly that it is impossible to teach and learn a language without communication. In classroom interaction, both teachers and students can create learning opportunities that motivate students to communicate with others. Kumpulainen and Wray (2002) argue that creating learning situations in classroom that increase teacher-student communication gives students opportunities to reflect on, observe, participate and practise socially a lot of ways of thinking and knowing. They also add that "the extended student interactions arising from these environments can be regarded as windows on students meaning-making and knowledge construction processes"(p.3).

Teacher-student interaction is a crucial subject that affects students' level of motivation. In his study on learners' motivation Keller (2010) found that teacher-student interaction was more important than learning environment and textbook. He declares that in the process of teaching and learning EFL, teacher-student interaction is very important because students can benefit from this interaction at both academic and social level and it can improve students' communicative

competence and development of language. Kelly (1988) suggests that teachers should create a positive relationship with the students because it is important for students' motivation, and he says that teachers can motivate students to achieve their purpose through creating classroom environments that promote positive culture and good interactions.

Whitaker (as cited in Nugent, 2009) said that the main variable in the classroom is not only the student, but also the teacher. The teachers who have high expectations from their students are the great teachers, and they have higher expectations for themselves. These teachers recognize that connecting with their students is important, and they know that it is impossible to influence students' mind if they are unable to connect with them emotionally.

### **Statement of the Problem**

The best way to achieve the goal of learning a language is to use it in communication. Classroom interaction is a key to reach that goal. In Kurdistan, a common problem is that students may have a little chance to practise English and they do not participate in class discussions especially if the classroom includes mixed gender students. This is because of ignoring communication and because of the lack of interaction between teachers and students. Most of the teachers probably regard themselves as the main source of knowledge and they may transfer information directly without having active interaction with their students. The teachers may not give the students the chance to participate and express their idea about the lesson. Thus students have a passive role more than an active role in the classroom.

### **The Aim of the Study**

In Kurdistan, because of using traditional methods in EFL classrooms and teachers' focusing on linguistic features of language, there is a necessity for studies about the relationship between teacher-student interaction and motivation, so this study aimed to discover whether, according to the participants' view, there are any different perceptions of teacher-student interaction in terms of the gender of participants, as well as finding out whether there is any relation between teacher-student interaction and students' motivation

### **Research Questions**

The following research questions were formulated for the purpose of the present study:

1. What are teachers' and students' perceptions of teacher-student interaction and how do these perceptions vary?
2. What are students' perceptions of motivation?
3. Is there a relation between students' perceptions of motivation and teacher-student interaction?
4. Do students' perceptions of teacher-student interaction vary according to gender?

### **Significance of the Study**

The study is significant to the field of learning a second language and it hopes to clarify the importance of interaction between teachers and their students. The results of the present study may become a guideline for teachers to change their method of teaching from traditional methods to the communicative approach because the communicative approach is centred in helping the students develop certain skills



and abilities such as oral interaction and expression, and the teacher sets up a situation that students are likely to encounter in real life. The readers of the current study will find several methods of creating effective classroom interaction and know the impact of this interaction on learning a second language. It would also be an important assessment for the Ministry of Education to consider the impact of teacher-student interaction on students' motivation.

### **Limitations**

This study is limited in terms of the number of participants. They were 20 EFL teachers who taught English at Sulaimani University, and 200 students who studied in the same university in Sulaimani city in Northern Iraq. Another limitation of the current study was the location and geographical area. The data was obtained from only one city (Sulaimani city) in the Kurdistan region of Northern Iraq.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **Introduction**

The purpose of this section is to review the relevant literature for this study. This chapter concentrates on the following topics: interaction and the theory of motivation and its two main types (Intrinsic and Extrinsic Motivation).

#### **Interaction**

"Interaction is the collaborative exchange of thoughts, feelings or ideas between two or more people, resulting in a reciprocal effect on each other. Theories of communicative competence emphasize the importance of interaction as human beings use language in various contexts to "negotiate" meaning or simply stated, to get an idea out of one person's head and into the head of another person and vice versa. From the very beginning of language study, classrooms should be interactive"(Nugroho, 2010, p. 55).

The term classroom interaction refers to the interaction between the teacher and learners in the classroom. Classroom interactions, because of their great impact on facilitating students' language acquisition, have been investigated and researched for many years. All reviews of the literature that are related to this study emphasize that teacher-student interaction is important to students' motivation and success.

Teacher-student interaction is one of the aspects of classroom climate associated with student motivation (Çelik, 2004). Research indicates that students who have positive relationships with their teachers are more motivated and engaged in classroom activities than students who have negative relationships (Goh & Fraser, 2000; Klem & Connell, 2004; Vedder, Kouwehoven, & Burk, 2009). Interaction that occurs between teachers and students is the way toward success of

teaching and learning (Ur, 1999). Nugent (2009) and Sher (2009) support the previous idea and they say that interaction is the key to motivating students to learn, increase and maintain their interest in the subject, and also providing emotional support, which are all important for building knowledge and enhancing the student success.

Faltis and Hudelson (1994) think that learning languages in school is a result of participating in social interaction between teachers and their students. Duffy, Warren and Walsh (2011) investigate teacher-student interaction in EFL classrooms and how this interaction motivates students to learn. According to the result of their study, if the teachers create an effective, positive and pleasant environment in the classroom and encourage students to become effective communicators, the result is motivating students to learn and helping them to gain better their goals. Sher (2009) examines the impact of interaction on student learning and their motivation. He finds that increasing teacher-student interaction is significantly related to students' motivation and positively associated with student satisfaction.

According to Mori (2002), in language teaching and learning in many countries, English is taught and learned in schools and universities as a foreign language (EFL) rather than as a second language (L2) which means that learners do not have any opportunities to use English in their daily lives outside the classrooms. He has found that students' motivation and proficiency in the development of their foreign language skills are strongly related to motivation, teachers and experiences they gained in the classroom.

Nugent (2009) states that "Teachers need to help their students to believe in the idea that they can be successful and create continuous opportunities for small successes upon which their students can build. To reiterate, educators have the distinct ability to influence the climate for their students. They can either make or break a

child's attitude to education, by the culture of achievement or the lack of such that they nurture. If the teachers believe in them, then tendency is generally that they will be more motivated to learn" (p. 30).

According to Keller (2010), it is important that teachers recognize the impact they have on their students, and consider strongly their students' perceptions of them. Teachers have to ensure that they are meeting student needs, both academically and emotionally. Creating classroom environments that promote positive cultures with healthy interactions can motivate students to channel their energies and desires to reach their goal. However, Pianta (1999) argues that classroom interaction does not include only interaction between teacher and student but also interaction between students themselves. According to Pianta, when students have strong relationships with teachers and with their peers as well and interact with them, they are more motivated. In contrast, students who do not have relation with both teachers and other students they have less opportunities to learn and succeed.

Abdolrahimi et al. (2013), contend that interaction energizes acquiring in perspective of the conversational and linguistic alterations that happen in such talk and that gives learners the data they need. Through the interaction, learners have opportunities to comprehend and use the language that is incomprehensible. Additionally, they can get more input and then a few open doors for output. One of the main characteristics of a good teacher is the capacity to create interaction in the classroom as the majority of concerns seen in classes emerge out of absence of interaction (Dagarin, 2004).

Lumpkin (2008) believes that one of the teacher's duties is to help students to wind up confident and autonomous learners in the education process; teachers ought to make a sort of classroom where learners feel safe to express their thoughts in class

discourses and offer and share knowledge with certainty. He further expresses that instructors ought to build agreeable and friendly relationship with learners based on mutual trust. Lumpkin also suggests that when learners believe in their teachers, they are not anxious in the classroom; this leads them to be motivated and participate more and also gives them more chance to learn.

Wiseman and Hunt (2001) note that there is a relationship between best practices in teaching and best practices in motivation and management. Teachers, who are powerful in motivating their students to learn, generally have less train issues than less powerful educators face.

### **Student's motivation**

“Motivators are not born – they are made” (McGinnis, 1985, p. 16). Merriam-Webster dictionary defined motivation as the process or act of motivating, the condition of being motivating, a motivating stimulus, influence or force, incentive drive something (such as a need or desire that causes a person or student to act). Motivation “energizes” human behaviour and “gives it direction” (Dornyei, 1998, p. 117).

Ryan and Deci (2000) state that “To be motivated means to be moved to do something” (p. 54). Clearly inspiring learners is an incredible method for stretching learners' information capability and it prepares to building learners' trust in the learning environment. Velez and Cano (2008) say that, to be effective, instructors must know and understand their ability to either positively or negatively affect student motivation.

Cross (2001) believes that motivation originates from inside, yet she urges it is important to upgrade students' self-esteem. Teachers should show them how to set and surpass positive expectations based on their capacities and also show them to esteem

that achievement. The blend and repetition of these activities should help to assemble students to being achievement motivated. Certo (2006) states that “motivation is the inner state that causes an individual to behave in a way that ensures the accomplishment of some goals” (p. 65).

According to M.C. Opdenakker et al. (2011), the quality of teacher-student relationship has a role on motivational outcomes, if the relations are poor the motivational outcomes are poor and vice versa. Some research has indicated the significant impact of teacher-student interaction on student motivation (Opdenakke M.-C. et al., den Brok et al., 2004; Wubbels & Brekelmans, 2005). They found that teacher cooperativeness/friendliness is a great factor for student motivation, while the effect of teacher control is rather inconclusive. Wentzel (2010) and Opdenakker & Maulana (2010) argue that classroom environment and teachers’ behaviours play a significant role in students’ motivation and more engagement in classroom lesson. Classroom environment factors such as teachers’ behaviour change student’s motivation. (Corpus et al. 2009)

Carter (2000) indicates that it is important that teachers should build an environment where students feel they ought to and will succeed, and concentrate on the student’s strengths and help him/her to utilize these to overcome or overshadow weaknesses. He adds that teachers should know their students, because different students have different needs and subsequently will be motivated by different things.

On teachers’ duty on motivation, Wu (2010) states that “It is the teachers’ duty to create a less threatening atmosphere, to motivate, and to strengthen student confidence. More motivated students tend to be more successful language learners” (p. 185). Glasser (1998) describes an effective teacher as one who is “able to convince not half or three quarters but essentially all his or her students to do quality work in

school” (p. 16). Garton (2002) argues that second language achievement is related not only to language aptitude but also to motivation. He states that motivation is a result of reinforcement. “Students who have been rewarded for learning, for example, by receiving good grades or the praise of them, will be motivated to learn” (p. 58). According to Wiseman and Hunt (2001) the effective teacher is the key factor that is able to motivate learners and can create an environment in which motivated students are the end result.

According to Cain (2008) students who are unmotivated represent the main reason behind incompleteness of an e-learning program and he states that students, in order to be successful in e-learning high motivation level is needed. In other words, students who are motivated will perceive greater success and satisfaction than those who are not (Cain, 2008). In their investigation Cheng and Z. Dörnyei (2007) indicate that “Motivation serves as the initial engine to generate learning and later functions as an ongoing driving force that helps to sustain the long and usually laborious journey of acquiring a foreign language. Indeed, it is fair to say that without sufficient motivation even the brightest learners are unlikely to persist long enough to attain any really useful language proficiency, whereas most learners with strong motivation can achieve a working knowledge of the L2, regardless of their language aptitude or any undesirable learning conditions” (p. 153). In his book *The psychology of the language learner*, Dörnyei (2005) states that “...without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement” (p. 65).

In their empirical survey of motivational strategies in language classrooms in Hungary, Dörnyei and Csizer (1998) shed light on some strategies to motivate

students by teachers: teachers ought to set a personal behaviour example, work on promoting learners' self-confidence, make the class atmosphere to be relaxed and pleasant, present tasks properly to the learners, have a good relation with their students, use language classes that are interesting to the students, increase as much as possible learners' autonomy, increase learners' goals, personalize the learning process and make sure that learners are familiar with the target language culture.

Motivation to do something can be divided into two main types: intrinsic and extrinsic motivation (Cain, 2008; Young, 2005; Hennessey et al., 2005). "Intrinsic motivation is the satisfaction gained from performing the behaviour and Extrinsic motivation is the drive of behaviours to achieve valued outcomes that are distinct from the activity itself such as benefits, external rewards, punishments, or obligations" (Brophy, 2004, p. 12). Jennings, Patricia A. and Mark T. Greenberg (2009) put forward that "Socially and emotionally competent teachers set the tone of the classroom by developing supportive and encouraging relationships with their students, designing lessons that build on student strengths and abilities, establishing and implementing behavioural guidelines in ways that promote intrinsic motivation, coaching students through conflict situations, encouraging cooperation among students, and acting as a role model for respectful and appropriate communication and exhibitions of prosaic behaviour" (p.492). Cohen and Dörnyei (2002) voice a similar view that "motivation in a language classroom can be influenced by how a teacher presents tasks and/or activities, or provides feedback and/or praise" (p. 65).



## **CHAPTER III**

### **METHODOLOGY**

#### **Introduction**

This chapter reported on the methodological procedures of the study. First, the research design was introduced followed by the information about the participants and instrumentation of the study. Next, data collection procedures was described, followed by data analysis procedures.

#### **Research Design**

This descriptive survey study was designed by using quantitative methods to disclose students' perceptions about the relationship between teacher-student interaction and students' motivation in the EFL classroom. The main source of data collection for this study were two types of questionnaires (QTI and MSLQ). The Teacher-Student Interaction (QTI) was used for both teachers and students and it elicited the perceptions and beliefs of teachers and students about interaction. The Motivated Strategies for Learning Questionnaires (MSLQ) was used for the students and it drew out students' perceptions about motivation. The sample groups chosen for this study were EFL teachers and students in the University of Sulaimani in Northern Iraq.

#### **Participants**

Two groups of participants took part in this study. The first group comprised 20 teachers from the University of Sulaimani, English department during the academic year of 2014-2015 in Sulaimani City in Iraqi Kurdistan region. The second group of participants consisted of 200 second and third grade English department students (130 males and 70 females) from the University of Sulaimani (see Table 1).

**Table 1***Respondents' demographic profile*

	<u>Teacher</u>		<u>Student</u>	
	f	%	f	%
Male	12	60%	130	65%
Female	8	40%	70	35%
Total	20		200	

**Instruments**

The instruments for collecting data consisted of two questionnaires: the first one was Motivated Strategies for Learning Questionnaire (MSLQ); the original version of the MSLQ includes 62 items grouped into two sections: the Learning Strategies Section and Motivation Section. The modified 12-question MSLQ (see Appendix E) was used to assess students' perceptions of their motivational attitudes. Because this study focuses on motivation only, learning strategies of the MSLQ are not involved. The motivation part of the questionnaire contains items related to students' motivational perceptions. Permission to use this instrument was requested and granted (Appendices A and B).

The second one was the questionnaire on Teacher-Student Interaction (QTI). This questionnaire has two versions: Teacher's and student's. In student's version "This teacher" is used to refer to the teacher and in teacher's version "I" or "MY" was used. Both were considered identical for analytical purposes. It was designed to evaluate teachers' behaviour in the classroom and assess their interactions with the students and to show the different perceptions or responses to these interactions. The

original version of the QTI was in Dutch and it included 77 questions. An American version of the QTI was developed which included 64 questions. The Australian version of the QTI includes 48 items that used a five-point response scale (Wubbels, 1993). For this study the Australian version of QTI consisting of 48 items was used. The QTI focuses on eight dimensions of teacher behaviour: leadership, helpful/friendliness, understanding, giving students freedom and responsibility, uncertainty, dissatisfaction, admonishing and strictness (Wubbels and Levy, 1993).

Both questionnaires were completed by the English teachers who taught and students who studied in the University of Sulaimani in Northern Iraq, Kurdistan Region. Table 2 lists the dimensions of teacher behaviour and the related items.

**Table 2**

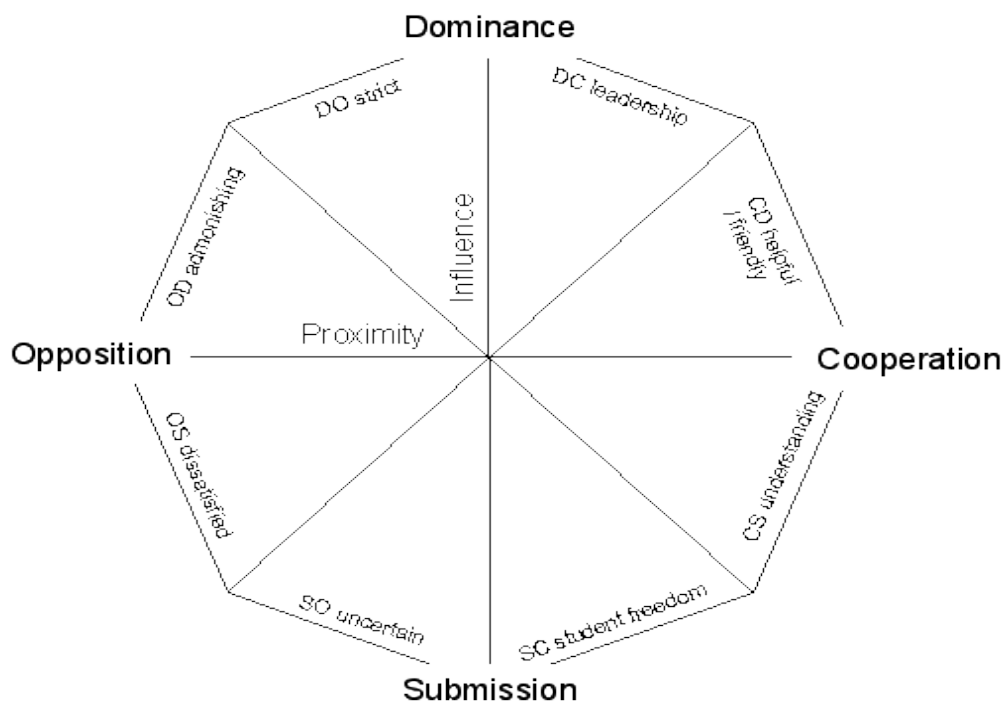
*Dimensions of teacher behaviour and related QTI items*

<b>Domain</b>	<b>Dimensions</b>	<b>Question Numbers</b>
Dominance	Leadership	1, 5, 9, 13, 17, 21
	Strict	28, 32, 36, 40, 44, 48
Submission	Uncertain	3, 7, 11, 15, 19, 23
	Student Responsibility/Freedom	26, 30, 34, 38, 42, 46
Cooperation	Helping/Friendly	25, 29, 33, 37, 41, 45
	Understanding	2, 6, 10, 14, 18, 22
Opposition	Dissatisfied	27, 31, 35, 39, 43, 47
	Admonishing	4, 8, 12, 16, 20, 24

The teacher's questionnaire QTI was grouped in two dimensions: the first one was the Proximity dimension, which assesses collaboration versus opposition and the second, the influence dimension, which measures submission versus predominance. The four areas addressed by the QTI are Predominance, Submission, Opposition, and Collaboration. These are further divided into eight scales: Leadership, Helping/Friendly, Understanding, Student Responsibility or Freedom, Uncertain, Dissatisfied, Admonishing and Strict (See Figure 1). Permission to use this instrument was requested and granted (Appendices A and B). (Lourdusamy and Swi Khine 2001, as cited in Nugents, 2009).

Figure 1

Model for Interpersonal Teacher behavior, Wubbels and Brekelmans (2005, p.31)



As shown in figure 1 according to the position of the scales, they were labelled as DC, CD, and so on. For example, the two scales CD and DC are both characterized by dominance and cooperation. The DC represent a higher degree of dominance than cooperation. Similarly, the CD represent actions that are more cooperative and less dominant (Telli et al. 2007).

Each questionnaire consisted of two parts. Part one dealt with background information about participants. The second part of the questionnaires concentrated on participants' perspectives about interaction in English language classrooms.

For the QTI questionnaire a 5-point Likert scale was used to show agreement ranging from responses "strongly disagree"(1), "disagree" (2), "neither agree nor disagree" (3), "agree" (4), and "strongly agree" (5). An assessment of items depended on the meaning of the item because some of them have a positive meaning such as "This teacher explains things clearly" and some others have a negative meaning such as "This teacher is hesitant when he/she teaches". So every negative worded response was reverse-coded to make all items equally weighted for the total score in the same direction. For the MSLQ questionnaire the responses were on a 7-point Likert scale and ranged from "strongly disagree"(1), "disagree"(2), "disagree somewhat"(3), "undecided" (4), "agree somewhat"(5), "agree" (6), "strongly agree"(7). Like in the case of the QTI questionnaire, all negative responses were reverse-coded so that an answer of "strongly disagree", the most positive answer in this case, was represented with a 7 and "strongly agree" was represented with a 1. Tables 3 and 4 indicate the items which were recoded.

**Table 3***Recoded of negative items of QTI*

<b>Dimensions</b>	<b>Item numbers</b>	<b>Recoded</b>
Strict	28, 32, 36, 40, 44, 48	1=strongly agree 2=agree 3=not agree or disagree 4=disagree 5=strongly disagree
Uncertain	3, 7, 11, 15, 19, 23	
Dissatisfied	27, 31, 35, 39, 43, 47	
Admonishing	4, 8, 12, 16, 20, 24	

**Table 4***Recoded of negative items of MSLQ*

<b>Items</b>	<b>Item number</b>	<b>Recoded</b>
I often find that I have been reading for a class but don't know what it was all about.	1	1=strongly agree 2=agree 3=agree somewhat 4=Undecided 5= disagree somewhat 6=disagree 7= strongly disagree
During class time, I often miss important points because I am thinking of other things.	8	

The use of a questionnaire suited the purpose of the study because through the questionnaire, the researcher could contact a large number of people quickly, easily and efficiently and a questionnaire was easy to analyse. Every respondent was asked the same questions in the same way, which made this a very reliable method of

research. After collecting all the data, it was then entered into the Statistical Package for Social Science (SPSS) Program for analysis and interpretation.

### **Scoring**

All QTI items were scored 1 for "strongly disagree" and 5 for "strongly agree". The scores for each item within the same dimension were added to obtain a scale score. For example, the sum of scores for items 2, 6, 10, 14, 18 and 22 represents the scale score of 'understanding' behaviour. The higher the scale score, the more a teacher would exhibit understanding behaviour relating to that scale. The maximum score was 30 and the minimum score was 6 (Lourdusamy & Swe Khine , 2001).

To know students' perceptions towards motivation in the classroom, the MSLQ data was computed by summing all the items and taking the average. A minimum score of the questionnaire was low, if respondents' answer was between 12 and 31.5. It means that their motivations were more negative. A maximum score of the MSLQ was high if respondents' answer was between 52.5 and 84. It means that their motivation was positive and their learning strategies for learning more used and when the score obtained was between these two ranges 31.5 and 52.5, the motivation was average. In general, the evaluation responses were based on the following range: Low Motivation was between 1 and 2.625 (or a score of 12 to 31.5); Average Motivation was between 2.625 and 4.375 (or a score of 31.5 to 52.5); High Motivation was between 4.375 and 7 (or a score of 52.5 to 84). ( Nugents, 2009).

## **Reliability and Validity**

In the area of teacher-student interactions, there is a number of research that used the QTI. This instrument has been used in the United States, Australia, the Netherlands and some Asian countries and the measurement instrument has been cross validated in different contexts and cultures. All of them support the view that the data taken from the questionnaire provided reliable, valid and useful information for the instructors about their learning environment in general and teacher-student interaction in particular. (Fisher, & Khine, 2003, Fisher, Rickards, Goh, & Wong, 1997; Kim, Fisher, & Fraser, 2000; Nugent, T, 2009, Wubbels & Levy, 1993).

In order to measure the reliability and validity of the questionnaire in the Kurdish culture and environment some steps were taken. First, as to the validity, in order to find out and estimate the suitability of the questionnaires, they were given to two experts (Dr. Mohammed Karimi and Mr. Yunis Salih) who both are English language teachers. They stated that the items were useful and appropriate for the purpose of the study. As a second step in order to improve reliability and validity of the questionnaires the researcher opted for the piloting of it. The participants for this pilot study consisted of two groups; they were different from the research participants. The first group included 10 teachers and the second group 20 students from the University of Sulaimani in Sulaimani city in Iraqi Kurdistan. The respondents did not face any problem or ambiguity to understand the items during the completion of the questionnaire in the pilot study. So it can be said that the items were valid.

In order to evaluate the reliability of the questionnaires, the scale reliability (Cronbach Alpha) was used to measure the reliability of both student and teacher questionnaires. For the questionnaire on Teacher-Student Interaction (QTI), the Cronbach Alpha score was calculated and the result was .89. and for the other



questionnaire (MSLQ), the Cronbach Alpha was .85 (see table 5). Cohen, Manion, and Morrison (2007) stated “The Cronbach alpha provides a coefficient of inter-item correlations, that is, the correlation of each item with the sum of all the other relevant items, and is useful for multi-item scales” (p. 148).

**Table 5**

*Reliability of the questionnaires*

	Cronbach's Alpha	Number of Items
QTI	.89	48
MSLQ	.85	12

### **Procedures**

In order to collect data for the current study, first the researcher took permission from the Directorate of College of Language. Next, the questionnaires were distributed among English teachers and students in the English Department after receiving permission from the headmaster. This university was selected because it has about 400 students in English language in every stages and the teachers who taught the English lessons were about 30.

The student survey questionnaires were completed in the absence of their classroom teachers. At the same time, English class teachers completed their surveys outside of the classroom and returned them directly to the researcher. All teacher surveys were coded to correspond to their participating English class. After the questionnaires were filled out by the participants, the data were collected by the researcher. And finally, the questionnaires underwent statistical analysis.

## Data Analysis

After the collection of the questionnaires, the data were analysed by using the Statistical Package for Social Sciences (SPSS), version 20.0 according to the research questions stated in chapter one. The responses of participants in each group were computed to find out the means, standard deviations, means differences, percentages, and frequencies of the variables. Independent Sample T-test was used for comparing two variables like gender, and two groups of participants (teachers and students). To find an answer for the Research question 1 a t-test was conducted to find out whether the difference was statistically significance or not. To find out students' perceptions of motivation Research question 2 descriptive statistics was used. To find out whether there was a relation between interaction and motivation or not Research question 3 a Pearson product moment  $r$  correlation was conducted on the variables measuring teacher-student interaction and motivation. And finally, to find out whether there was any significant difference between students' different genders perceptions toward teacher-student interaction Research question 4, Independent sample t-test was used.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### **Introduction**

The purpose behind this quantitative study was to examine the relation between students' and teachers' perceptions about teacher-student interactions and students' perceptions about motivation. This chapter discusses the results demonstrated in different tables. The presented findings were analysed in detail by the researcher. All the variables were coded according to their group (teachers and students) and gender (male and female) and then the data were entered into SPSS according to these codes.

#### **Teachers' and Students' Perception of Teacher-Student Interaction**

**Students' perception of teacher-student interaction.** To find out the answer for the first research question and identify teachers' and students' perceptions towards teacher-student interaction, the researcher carried out the descriptive statistics concerning QTI from 200 students to show mean score and Standard deviation. And Independent sample t-test was used to compare the mean scores of two different groups (teachers and students) to determine if a statistically significant difference was present in their perceptions. The results are shown in Table 6 and 7.

*Mean and standard deviations for the QTI*

	Student		Teacher	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Leadership	23.40	2.77	25.25	2.37
Strict	23.40	4.38	22.25	1.90
Uncertain	21.00	2.40	19.42	1.55
Student freed. /Respon.	20.74	4.09	22.45	1.93
Helping/friendly	23.21	5.10	24.35	2.47
Understanding	21.55	4.15	22.60	2.01
Dissatisfied	23.35	4.12	22.27	1.27
Admonishing	19.66	3.71	21.75	2.02

As indicated in Table 6, the highest mean value is 23.40 for the leadership dimension and the lowest value is 19.66 for the admonishing dimension. The result showed that the students see their teachers as good leaders and less admonishing. In positive dimensions such as helping and friendly ( $M=23.21$ ), understanding ( $M=21.55$ ) and giving students freedom and responsibility ( $M=20.74$ ) they rated their teachers' exhibition in the classroom. In the dimension of admonishing ( $M=19.66$ ) students thought that their teachers seldom exhibit this in the classroom. One interesting thing of the finding was that students' perceive their teachers to be strict in the classroom which is something possible in Iraqi Kurdistan region because teachers are in charge of a classroom and they should give directions to the students in various academic matters. In general the students seemed to think that their teachers had more positive behaviours than negative ones. This may be because the Kurdish teachers have positive relations with their students, are more open with them and give them

freedom to express their needs and their opinions without creating any anxiety in the classroom. The findings of the present study are in line with Fisher and Gupta's (2011) study which reported the findings on assessing the students' perceptions of their teachers behaviour in the classroom environment in an Indian school. According to their results, students perceived their teachers to exhibit leadership and understanding. They were helpful and friendly and gave their students' the freedom to express themselves in the classroom. They suggested that positive associations existed between students' perceptions of their teacher-student interaction and academic achievement in learning environment. The result of the other past studies with the QTI usually indicated the importance of students' perceptions of their teachers' behaviour for both cognitive and affective students' outcomes. Den Brok et al. (as cited in Den Brok et al, 2008, p.31) stated that higher students' perceptions on the influence dimension were associated with higher student outcome.

**Teachers' perceptions of teacher-student interaction.** The study also found teachers' perceptions of teacher-student interaction. As indicated in Table 6 the highest mean score is 25.25 for the leadership domain and the lowest mean score is 19.42 for the uncertain domain. As can be seen, results of the study indicated that teachers consider themselves to exhibit more leadership behavior, are more friendly, helpful, and understanding to their students and providing more freedom and responsibility and less admonishment, dissatisfaction, uncertainty and strictness in the classroom. In general teachers show that they exhibited more cooperative and less apposite behaviours in the classroom. According to Fisher, Waldrip and Den brok (2005), those teachers who notice what is happening in the classroom, have exact norms and set rules, behave in a friendly or considerate manner, show confidence and

understanding. This finding is in line with the study by Wubbels and Brekelman's (2005) who found that teachers perceived themselves as more helpful, leading, understanding and less dissatisfied and admonishing in the classroom.

**Table 7**

*Teachers' and students' perceptions of teacher-student interaction*

	Student		Teacher			
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>T</i>	<i>P</i>
Total QTI	176.51	23.86	182.50	6.19		
Leadership	23.40	2.77	25.25	2.37	2.89	.004
Strict	23.40	4.38	22.64	1.90	0.76	.444
Uncertain	21.00	2.40	19.42	1.55	2.88	.004
Student freed. /Respon.	20.74	4.09	22.45	1.93	-1.84	.066
Helping/friendl y	23.21	5.10	24.35	2.47	0.99	.323
Understanding	21.55	4.15	22.60	2.01	1.11	.266
Dissatisfied	23.55	4.12	22.27	1.27	1.37	.170
Admonishing	19.66	3.71	21.75	2.02	-2.48	.014

### **Comparison of teachers' and students' perception on teacher-student interaction**

As indicated in Table 7, the total teacher mean was 182.50 and the total student mean was 176.51. This result shows that teachers as a group rated themselves as demonstrating more positive interactions than as perceived by their students. As can be seen in the Table 7 there are some significant differences in how the teachers see themselves and the way students view them. This is evident in the dimensions of leadership, uncertain and admonishing behaviour. This result shows that teachers

considered themselves more favourable in leadership and admonishing dimension of their behaviour and less favourable in the uncertainty dimension than their students.

On average, in cooperative behaviour (leadership) teachers reported higher ratings than their students did. In opposition behaviour (uncertainty) the teachers reported lower ratings than their students reported. However, in the admonishing dimension (which is an opposition behaviour) teachers indicated that they displayed more admonishing behaviour than their students. In general, in most cases there was no great statistical significance in the perceptions of teachers and students toward interaction. This means that the way teachers think they act has little differences with the way it is perceived by the students. This may be because there is a positive relationship between Kurdish teachers and students. In addition teachers may attempt to create and maintain a favourable classroom climate. This attempt can lead students to have such perceptions toward interaction. According to Gradiner and Kosmitzki (as cited in Smart, 2014, p.3) if the teacher-student interaction is stable, respectful and consistent, it facilitates students' view of their teacher as a secure base. The findings of the present study are in line with Khine and Lourdasamy's (2001) in which teachers reported higher ratings in the dimensions of leadership and admonishing behaviour than what they did, whereas their ratings on their uncertainty were lower than their students'.

### **Students' perceptions of motivation**

In order to find the answer for the second research question, the researcher used MSLQ questionnaire which included 12 items. The MSLQ had 200 respondents, with a mean of 37.68 and a standard deviation of 3.19. The MSLQ questionnaire was very useful in helping the researcher to discover and understand to what extent

students were motivated. Pintrich et al. (1991) said that all parts of the MSLQ can be used separately or together according to the researchers needs. Thus, in this study only the section of motivation was used to assess students' motivation.

To find out students' perceptions towards motivation in classroom, the MSLQ data were computed by summing all the items and taking the average. A minimum score of the questionnaire is considered low, if respondents' answer is between 12 and 31.5. It means that their motivation is more negative. A maximum score of the MSLQ is considered high if respondents' answer is between 52.5 and 84. It means that their motivation is positive and when the score obtained is between these two ranges 31.5 and 52.5, the motivation is average. In general, the evaluation of responses was based on the following range: Low Motivation was between 1 and 2.625 (or a score of 12 to 31.5); Average Motivation was between 2.625 and 4.375 (or a score of 31.5 to 52.5); High Motivation was between 4.375 and 7 (or a score of 52.5 to 84).

**Table 8**

*The frequency and percentages of participants' motivation level.*

	F	%
Low motivation	8	3.7
Average motivation	131	59.7
High motivation	61	27.9

As indicated in the result in Table 8 eight respondents (3.7 %) rated themselves at low motivation level and 59.7% perceived themselves as having an average motivation level and 27.9% of them with the frequency of 61 out of 200 rated themselves at high level of motivation.

As can be seen in the findings most of the students rated themselves at either average (f=131) with the percentage of %59.7 or high (f=61, %27.9) levels of



motivation. Students with higher level of motivation may be caused by a positive relation with their teachers and their perceptions toward teacher-student interaction being positive. Students who have positive interactions with their teachers can affect their motivation in the classroom (Smart, J, 2014). According to Winne (1996) high level of motivation exists as a result of students' positive perceptions toward teacher-student interaction in the classroom. The teachers' interaction with students has been positively related to student learning and motivation (Baker, 2010).

The finding of the study revealed that a small number ( $f=8$ , %3.7) of the students indicated low level of motivation. Only eight students out of two hundred indicated low level of motivation and this is something possible among 200 students. This may be related to those students who have a negative perception toward teacher-student interaction and their relation with the teacher is not good. The findings are in line with Smart's (2014) who revealed that students who have low perceptions about motivation, are those who have negative perceptions on teacher-student interaction and students with high level of motivation have positive interaction with their teachers. Erb (1996) found out that students' lack of motivation in the classroom were caused by lack of positive interaction with their teachers. In the area of motivation there are studies which have been conducted by researchers to understand how students' motivation can be positively affected by internal and external factors. Cheng and Dornyei, (2007) and Çelik, (2004), highlighted that the quality of teachers' behaviour in the classroom and their relation with students were the most important factors that played a great significant role on students' motivation.

### Teacher-student interaction and motivation

For the analysis of the third research question about the correlation between teacher-student interaction and motivation, the researcher employed *Pearson product moment r correlation* to find out if there was any relationship between students' perceptions towards teacher-student interaction and motivation. Before using Pearson correlation the researcher summed all the students' QTI and MSLQ to get the total score of teacher-student interaction and students' motivation.

**Table 9**

*Total Student QTI & MSLQ and the correlation*

Variable	<i>N</i>	<i>M</i>	<i>SD</i>	<i>R</i>
QTI(students answer)	200	174.72	23.86	.33**
MSLQ	200	45.58	7.197	

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 9 shows the result from the Pearson correlation which was used to measure the relationship between students' perceptions about teacher-student interaction and student motivation. The correlation ( $r = .33$ ,  $p < .01$ ) shows a weak but positive correlation. It indicates that while QTI scores increase representing what students perceive as positive interaction with their teachers, MSLQ scores also increase in a positive way. It means that if the students' perception toward interaction is positive, their motivation also moves in a positive way. Based on the result in Table 9, it is clear that teacher-student interaction influences students' level of motivation. The findings of the present study are in line with Nugent's (2009), whose results showed that teacher-student relationships are important to student success and found

that there was a positive correlation between teacher-student interaction and students' motivation.

### Gender and Teacher-student Interaction

To find out and examine whether there was any significant difference between genders' perceptions regarding teacher-student interaction (research question number four), the independent sample t-test analysis was used.

**Students' gender and teacher-student interaction.** As indicated in Table 10 some significant gender differences were found in students' perception of their teachers' behaviour.

**Table 10**

*Gender differences in students' perceptions of teacher-student interaction*

<b>Scales</b>	<b>Student gender</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b>P</b>
<b>Leadership</b>	Male	130	24.60	2.57	<b>.015</b>
	Female	70	25.60	2.82	
<b>Strict</b>	Male	130	24.62	4.44	.914
	Female	70	24.69	4.29	
<b>Uncertain</b>	Male	130	22.52	2.46	.388
	Female	70	22.21	2.29	
<b>Student Freedom/responsibility</b>	Male	130	13.01	3.64	.065
	Female	70	14.13	4.27	
<b>helping/Friendly</b>	Male	130	23.35	5.18	.595
	Female	70	22.94	4.97	
<b>Understanding</b>	Male	130	20.87	3.77	.090
	Female	70	21.92	4.32	
<b>Dissatisfied</b>	Male	130	24.45	4.15	.412
	Female	70	23.94	4.07	
<b>Admonishing</b>	Male	130	20.05	3.84	<b>.042</b>
	Female	70	18.93	3.36	

According to Veroff, (1983) different genders affected students' perception toward the teacher-student relationship. Krieg (2002) supported Veroff's idea and said that female students might have more interaction with male teachers and male students interact more with female teachers. On the same subject, there were some other previous studies that investigated and examined to what extent teacher-student interpersonal behaviour in the classroom differs with student gender. All of them indicated that students had different opinions according to their different genders (den Brok et al., 2002; Duffy J et al, 2001 and Wubbels & Levy, 1993).

According to the results of the current study, only two dimensions, leadership and admonishing, out of eight were significantly different. In the dimension of admonishing behaviour, male students stated that their teachers displayed more admonishing (male:  $M=20.05$   $SD=3.84$ , female:  $M=18.93$   $SD=3.36$ ). Male students thought that their teachers in classrooms showed anger, temper and they were impatient in the classroom. Students' different perceptions could have several causes, first, it may be because of the differences in treatment by the teacher depending on their students and their own gender. Second, it may be due to teachers' tendency not to give their male students too much freedom and responsibility and thus putting negative pressure on them in the classroom.

In the Table 10, another significant difference can be seen. In the dimension of leadership behaviour female students stated that their teachers showed more leadership behaviours (male:  $M=24.60$   $SD=2.57$ , female:  $M=25.60$   $SD=2.82$ ). One possible reason may be attributed to the teachers who tended to give more attention to female students than males and female students show less disrespectful and have docile behaviour in the classroom. So they saw their teachers as leaders of the class. Warrington and Younger (1996) stated that it is common for female students to be

more submissive than male students, they show respectful behavior more than male students who challenge teachers authority. This finding is in line with the result of Negovan et al.'s (2010).

In the dimensions of strictness, freedom and responsibility, uncertainty, helping/friendliness and dissatisfying behaviours males and females have similar opinions and there were no significant differences between them. The findings of this study are in line with the results of Fisher and Rickard's (1998) and Khine and Fisher's (2003). Their results revealed that female students perceived greater leadership behaviours in their teachers and male students perceived their teachers to display more admonishing behaviour. In general, the result of the current study showed that female students perceived their teachers in more positive ways than the male students.

**Teachers' gender and teacher-student interaction.** For this study 20 teachers' responses were analysed to show their perceptions on the eight dimensions of teacher behaviour and relationship to gender. As indicated in Table 11 and according to the result there was no significant difference in male and female teachers' perception toward teacher-student interaction except the dimension of students' freedom/responsibility behaviour. In the dimension of freedom/responsibility, male teachers ( $M= 24.00$ ,  $SD=1.206$ ) perceived that they were willing to provide too much freedom and responsibility to their students than female teachers ( $M=22.88$ ,  $SD=1.126$ ).

**Table 11***Gender differences in teachers' perceptions of their behaviours*

<b>Scales</b>	<b>teacher gender</b>	<b>N</b>	<b>M</b>	<b>SD</b>	<b>P</b>
<b>Leadership</b>	Male	12	23.08	2.429	.479
	Female	8	23.88	2.357	
<b>Strict</b>	Male	12	23.75	1.815	.327
	Female	8	22.88	2.031	
<b>Uncertain</b>	Male	12	19.92	1.505	.778
	Female	8	20.13	1.727	
<b>Student Freedom/responsibility</b>	<b>Male</b>	<b>12</b>	<b>24.00</b>	<b>1.206</b>	<b><u>.050</u></b>
	<b>Female</b>	<b>8</b>	<b>22.88</b>	<b>1.126</b>	
<b>helping/Friendly</b>	Male	12	23.00	2.387	.068
	Female	8	25.46	2.517	
<b>Understanding</b>	Male	12	22.42	1.782	.630
	Female	8	22.88	2.416	
<b>Dissatisfied</b>	Male	12	23.33	1.723	.751
	Female	8	23.63	2.326	
<b>Admonishing</b>	Male	12	21.58	2.234	.664
	Female	8	22.00	1.773	

This may be due to the fact that different teachers have different own style to control the classroom, some of them think that giving too much freedom to their students prevents them from teaching and students from learning and others think that giving students too much freedom helps them to be motivated in the classroom. According to Khine et al (2001) "different teachers have different levels of control over their students. While some teachers think that they have to be strict and exhibit more admonishing behaviour in the class, others think that a greater amount of freedom should be given to develop students' responsibility toward their learning"(p.1).

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### Introduction

The main purpose of this study was to investigate the relationship between students' and teachers' perceptions about teacher-student interaction and students' perceptions about motivation in the English language classroom. Furthermore, the study attempted to find out whether there was a statistically significant relationship between teacher-student interaction and gender. The study posed the following research questions:

1. What are teachers' and students' perceptions of teacher-student interaction and how do these perceptions vary?
2. What are students' perceptions of motivation?
3. Is there a relation between students' perceptions of motivation and teacher-student interaction?
4. Do students' perceptions of teacher-student interaction vary according to gender?

#### Conclusions

According to the results of the study the following conclusions were drawn.

**Teachers' and students' perceptions of teacher-student interaction.** As illustrated in chapter IV, the results revealed that the students' highest mean score was 23.40 for the leadership dimension and the lowest was 19.66 for admonishing dimension. And the teachers' highest mean score was 25.25 for the leadership dimension and their lowest mean score was 19.42 for the uncertainty dimension. This result indicated that both EFL Kurdish teachers and students who participated in this study had more positive attitudes than negative towards teacher-student interaction.

This result is in line with the result of Crews's (2007) study which found that teachers' highest mean score was for the leadership dimension and lowest mean score was for the uncertainty dimension. This indicated that their positive perceptions toward interaction may be related to the teachers who may have a strong knowledge of the instructional tools, understand students' needs, and can create an enriching community in the classroom. According to Choudhury (2005) teachers' positive behaviour in the classroom plays a greater role in students' perspective toward teacher-student interaction in a positive way. Sher (2009) said that teachers and the way they interact with students play an influential role on classroom interaction. If their interactions are positive then the classroom interactions go in a positive way and vice versa.

**Comparison of teachers' and students' perception on teacher-student interaction.** As indicated in Table 7, the total teacher mean was 182.50 and the total student mean was 176.51. The finding of the study showed that the overall QTI did not show any statistically significant difference between teachers' and students' perceptions. However, in the dimensions of leadership, uncertainty and admonishing behavior, there were significant differences in how the teachers saw themselves and the way students viewed them. Teachers' higher rating on leadership dimension indicated that teachers accepted themselves as good leaders who can control and organize the class. According to Fisher and Khine (2003) these teachers' behaviour shows that teachers are in control, patient, and give structure to the classroom situation and their classrooms are pleasant, their rules and procedures are clear.



With the dimensions of uncertain and admonishing behaviour there were significant difference between teachers' and students' perceptions. In the dimension of uncertainty, the teachers reported lower ratings than their students and with the admonishing dimension teachers believed that they displayed more admonishing behaviour than their students perceived. The difference between teachers' and students' perceptions on these dimensions may be understandable as students and teachers may have defined these concepts differently and their knowledge on these concepts may be different as well.

**Students' perceptions of motivation.** Based on the data a summative score which was calculated for student motivation showed most of the students' perceptions toward motivation was either average ( $f=131$ ) with the percentage of %59.7 or high (%27.9,  $f=61$ ). Only 3.7% of them have low level of motivation. Students' high motivation may be related to students' positive perception about teacher-student interaction. Perhaps these students cooperate with their teachers. Conversely, students who reported low motivation may have done so because they were not confident in their abilities to learn or complete difficult tasks. In addition, the students with low motivation and low ratings may have negative feelings towards teachers who are angry when they are asked questions and who give a lot of homework. This finding is in line with Dislen (2013) who revealed that the reason behind lack of motivation in students is low self-confidence and high anxiety that destroy their level of motivation and doing too many exercises and overloading the students affect their motivation negatively. Wentzel (2010) and Opdenakker and Maulana (2010) stated that classroom environment and teachers' characteristics play a significant role in students' motivation and more engagement in the classroom lesson. Factors of

classroom environment such as teachers' behaviour change student's motivation (Corpus et al. 2009).

**Teacher-student interaction and motivation.** The study investigated whether or not a statistically significant relationship existed between teacher-student interaction and motivation. According to the result, the correlation ( $r=.33$ ,  $p <.01$ ) was considered significant. The finding of the study revealed that there was a weak relationship between teacher-student interaction and motivation. The low correlation between teacher-student interaction and motivation could be because students' perceptions toward motivation may be instinctive. In addition, it could be related to possessing more of intrinsic motivations than extrinsic; they have more internal desires to perform a certain task and particular activities. The finding of the current research is in line with some earlier studies which proved the significant influence of teacher-student interaction on student motivation (Doyran, 2000; Wubbels & Brekelmans, 2005).

**Gender and teacher-student interaction.** To find out and examine whether there was any significant difference between genders' perceptions regarding teacher-student interaction (research question number four), the independent sample t-test analysis was used.

**Students' gender and teacher-student interaction.** The findings of the study showed that out of the eight dimensions only admonishing and leadership behaviours were significantly different. Female students had more positive attitudes toward their teachers in terms of leadership. Conversely, male students had more negative

perceptions toward the teachers' admonishing behaviour. This finding corresponds with previous research in the Netherlands (den Brok, 2001; den Brok, et al., 2004). Female students perceived teachers as having cooperative behaviours rather than opposite behaviours. They showed that their teachers displayed more leadership and male students perceived their teachers displayed more admonishing.

**Teachers' gender and teacher-student interaction.** As illustrated in chapter four both male and female teachers had similar perceptions toward teacher-student interaction. However, in the dimension of students' freedom and responsibility, there was a significant difference in their perceptions. Male teachers stated that they gave more freedom and responsibility to their students than the female teachers. Den Brok et al. (as cited in Brekelmans et al. 2005, p.26) revealed that some of the differences in perceptions, may be related to teachers' different treatment, however, this may be attributed to cultural and individual standard related to teaching and learning. This different perception may be related to teachers' different strategies to create an active classroom environment. Giving students too much freedom and responsibility by male teachers could be because male teachers think that a great amount of freedom and responsibility should be given to develop students' motivation and reduce their anxiety. Opdenakkar and Van Damme (2007) found that teacher gender is an important predictor of classroom management. They revealed that male teachers can control classroom better than female teachers, male teachers do not fear any misbehaviour by students if they give them freedom in classroom.

## **Recommendations**

Based on the conclusions of the study, the following recommendations can be made.

1. Based on the results of the study teachers should have good leadership and be able to behave more friendly. They shouldn't be admonishing and strict with the students who have ridiculous attitudes during the teaching and learning process. According to Hamre and Pianta (2006) teachers who display positive and healthy behaviour towards their students can provide them with the feeling of security, reduce their anxiety to better express themselves and become autonomous learners. But if they ignore students' needs, it may increase their anxiety and produce a large amount of stress.
2. Despite the fact that the correlation between teacher-student interaction and student's motivation was low, there was a relationship between them. So, teachers should have a positive interaction with their students in the classroom in order to increase students' motivation. They should talk enthusiastically about the subject, explain things clearly, holding students' attention and knowing everything that goes on in the classroom. Dornyei and Csizer (1998) shed light on some strategies to motivate students. They said that teachers should work on promoting learners' self-confidence, explain things clearly, make the class atmosphere to be relaxed and pleasant, present tasks properly to the learners, have a positive relation with their students, use language classes that are interesting to the students, increase as much as possible learners' autonomy, increase learners' goals and holding students' attention.
3. According to the findings of the study, male and female students have different perceptions of teachers' behaviour. Some teachers' behaviours may lead students to have negative perceptions of teacher-student interaction, so

teachers should pay attention to students' gender and they should try to treat students according to their gender. According to Casteel and Simson (as cited in Levy et al, 2003. p.6) some teachers do treat students differently depending on their gender, they tend to give more attention to female students than male students especially in terms of educational assistance.

4. The Ministry of Higher Education and Scientific Research should hold conferences, seminars and workshops for EFL teachers about teacher-student interaction in relation with motivation. Teachers should be given advice about how to improve their interaction with the students in the classroom.

### **Suggestions for further research**

In the light of the findings and limitations of the study, some recommendations can be given for further research. This study was conducted in Sulaimani Province in Iraqi Kurdistan region with a small number of participants (200 students and 20 teachers) so further research can be done in other cities with a larger number of participants in order to strengthen the findings and improve the validity.

As the present study was limited to the teachers and students in a university, further research can be replicated in more universities with more studies in order to generalize the research findings to a larger population. In the further research, grade levels of students may need to be considered. In the present study, only grades 2 and 3 had been investigated which may be considered too homogeneous and its reliability only moderate. In addition, this study is quantitative. Further studies can use qualitative methods. According to Tewksbury (2009) qualitative methods provide a depth of understanding of issues that is not possible through the use of quantitative and provide valuable insights and advances to knowledge.

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**APPENDIX A:****WRITTEN PERMISSION FOR USING QTI QUESTIONNAIRE**

To: t.wubbels@uu.nl

Nov 25 at 10:22 PM

My name is Hiwa Arif and I am MA student in Near East University. I am writing for permission to use The Questionnaire on Teacher Interaction, which according to my research was adapted from the Leary Model by yourself (Wubbels), Creton, Levy, and Hooymayers and published in 1993.

I am currently researching the correlation between teacher-student interactions and student motivation, with the goal of increasing the student's scholastic experience.

I would like to use your instrument because it concisely assesses the interpersonal behavior of the teachers and their interaction with the students in their classroom.

Thank you for considering my request. I appreciate your facilitation of the development of research in this area.

Yours Sincerely,

Hiwa Arif

**Wubbels, T. (Theo)**

To: me

Nov 25 at 11:11 PM

Dear Hiwa Arif,

I'm happy to grant you permission to use the QTI. I would be happy if you could inform me of the results of your study.

Best Regards

Theo

Theo Wubbels | **Professor of Education, Acting Chair Department of Education, Faculty of Social and Behavioural Sciences** | Utrecht University | PO Box 80.140, 3508 TC Utrecht, The Netherlands | phone +31 30 2533910 | President European Educational Research Association | [t.wubbels@uu.nl](mailto:t.wubbels@uu.nl) | [www.uu.nl/staff/twubbels](http://www.uu.nl/staff/twubbels)



**APPENDIX B:****WRITTEN PERMISSION FOR USING MSLQ QUESTIONNAIRE**

**Sharon Clark**

To: me

cpep@umich.edu

Today at 3:50 PM

Dear Hiwa,

The MSLQ now exists in the public domain. You have permission to use the MSLQ in your work, we only ask that it be cited properly.

Best,

Sharon Clark

Administrative Assistant

Combined Program in Education and Psychology

University of Michigan

734 647-0626 Phone

734 615-2164 Fax

----- Forwarded message -----

From: **Marie-Anne Bien** <[mabien@umich.edu](mailto:mabien@umich.edu)>

Date: Tue, Nov 25, 2014 at 7:32 PM

Subject: Fwd: Permission to use Motivated Strategies for Learning Questionnaire (MSLQ) instrument

To: CPEP <[CPEP@umich.edu](mailto:CPEP@umich.edu)>

----- Forwarded message -----

From: **HiwaFirst Name Muhammed** <[hiwaenglish84@yahoo.com](mailto:hiwaenglish84@yahoo.com)>

Date: Tue, Nov 25, 2014 at 2:40 PM

Subject: Permission to use Motivated Strategies for Learning Questionnaire (MSLQ) instrument

To: "[mabien@umich.edu](mailto:mabien@umich.edu)" <[mabien@umich.edu](mailto:mabien@umich.edu)>

My name is Hiwa Arif and I am MA student in Near East University in Cyprus, English department. I am writing for permission to use The Motivated Strategies for Learning Questionnaire.

I am currently researching the correlation between teacher-student interactions and student motivation, with the goal of increasing the student's scholastic experience.

Thank you for considering my request. I appreciate your facilitation of the development of research in this area.

Yours Sincerely,

Hiwa Arif

## APPENDIX C

### **Teachers' perceptions about teacher-student interaction and motivation in EFL classroom**

#### **Dear teacher**

This questionnaire has 48 sentences about your behaviour in the classroom. The aim of this questionnaire is to collect data about your opinion concerning the relationship between teacher-student interaction and students' motivation in your classroom. Your contribution is important for this research and will help improve the process of teaching and learning of EFL in Kurdistan, Iraq. There is no right or wrong answer. Your opinion is what is wanted.

Thank you for your kind cooperation.

Hiwa M. Arif

MA student, Department of English language teaching

Near East university, Nicosia

Email Address: [hiwaenglish84@yahoo.com](mailto:hiwaenglish84@yahoo.com)

Telephone number: 009647701572741

#### **Part I: Background Information**

Gender:        male (    )            female (    )

#### **Part II: General Statements**

**Instructions:** In this part, we would like you to tell us how much you agree or disagree with the following statements by simply marking the appropriate boxes. Please do not leave out any of the items.

Frequency ranks: (1=strongly disagree), (2=disagree), (3= neither agree nor disagree), (4=agree), (5=strongly agree)

Items	1	2	3	4	5
1. I talk enthusiastically about my subject.					
2. I trust the students.					
3. I seem uncertain					
4. I get angry Unexpectedly					
5. I explain things clearly.					
6. If students don't agree with me, they could talk about it.					
7. I am hesitant.					
8. I get angry quickly.					
9. I hold the students' attention.					
10. I am willing to explain things again.					
11. I act as if I don't know what to do.					
12. I am too quick to correct students when they break a rule.					
13. I know everything that goes on in the classroom.					
14. If students have something to say, I will listen.					
15. I let students boss me around.					
16. I am impatient.					
17. I am a good leader.					
18. I realize when students don't understand.					
19. I am not sure what to do when students fooled around.					
20. It is easy for students to pick a fight with the teacher.					
21. I act confidently.					
22. I am patient.					
23. It's easy to make a fool out of me.					

24. I am sarcastic.					
25. I help students with their work.					
26. Students can decide some things in my class.					
27. I think that students cheat.					
28. I am strict.					
29. I am friendly.					
30. Students can influence me.					
31. I think that students don't know anything.					
32. Students have to be silent in my class.					
33. I am someone students can depend on.					
34. I let students fool around in class.					
35. I put students down					
36. My tests are hard.					
37. I have a sense on humor					
38. I let students get away with a lot in class.					
39. I think that students can't do things well					
40. My standards are very high.					
41. I can take a joke.					
42. I give students a lot of free time in class.					
43. I seem dissatisfied.					
44. I am severe when marking papers.					
45. My class is pleasant.					
46. I am lenient.					
47. I am suspicious					
48. Students are afraid of me.					

## APPENDIX D

### **Students' perceptions about teacher-student interaction in EFL classroom.**

Dear student

This questionnaire asks you to describe your teacher's behaviour (**The teacher whose class you are currently in**). Please note that this is not a test and your responses will not affect your grades in any course. There is no right or wrong answer. Your opinion is what is wanted. The aim of this questionnaire is just to collect data about your opinion concerning teacher-student interaction in your classroom.

Thank you for your kind cooperation.

Hiwa M. Arif

MA student, Department of English language teaching

Near East university, Nicosia

Email Address: [hiwaenglish84@yahoo.com](mailto:hiwaenglish84@yahoo.com)

Telephone number: 009647701572741

#### **Part I :Background Information**

Gender:            male [    ]            female [    ]

## Part II: General Statements

**Instructions:** In this part, we would like you to tell us how much you agree or disagree with the following statements by simply marking the appropriate boxes. Please do not leave out any of the items.

Frequency ranks: (1=strongly disagree), (2=disagree), (3= neither agree nor disagree), (4=agree), (5=strongly agree)

Items	1	2	3	4	5
1. This teacher talks enthusiastically about her/his subject.					
2. This teacher trusts us.					
3. This teacher seems uncertain.					
4. This teacher gets angry unexpectedly.					
5. This teacher explains things clearly					
6. If we don't agree with this teacher, we can talk about it frankly .					
7. This teacher is hesitant when he/she teaches.					
8. This teacher gets angry quickly.					
9. This teacher holds our attention.					
10. This teacher is willing to explain things again					
11. This teacher acts as if she/he doesn't know what to do.					
12. This teacher is too quick to correct us when we break a rule					
13. This teacher knows everything that goes on in the classroom					
14. If we have something to say, this teacher will listen.					
15. This teacher lets us boss her/him around.					
16. This teacher is impatient.					
17. This teacher is a good leader.					
18. This teacher realizes when we don't understand.					
19. This teacher is not sure what to do when we fool					

around.					
20. It is easy to pick a fight with this teacher.					
21. This teacher acts confidently.					
22. This teacher is patient.					
23. It is easy to make a fool out of this teacher.					
24. This teacher is sarcastic.					
25. This teacher helps us with our work.					
26. We can decide some things in this teacher's class.					
27. This teacher thinks that we cheat.					
28. This teacher is strict.					
29. This teacher is friendly.					
30. We can influence this teacher.					
31. This teacher thinks that we don't know anything.					
32. We have to be silent in this teacher's class.					
33. This teacher is someone we can depend on.					
34. This teacher lets us fool around in class.					
35. This teacher puts us down					
36. This teacher's tests are hard.					
37. This teacher has a sense of humor.					
38. This teacher lets us get away with a lot in class					
39. This teacher thinks that we can't do things well.					
40. This teacher's standards are very high.					
41. This teacher can take a joke.					
42. This teacher gives us a lot of free time in class.					
43. This teacher seems dissatisfied.					
44. This teacher is severe when marking papers.					
45. This teacher's class is pleasant					
46. This teacher is lenient.					
47. This teacher is suspicious					
48. We are afraid of this teacher.					



## APPENDIX E

### Students' questionnaires

#### Motivated Strategies for Learning Questionnaire

##### Instructions:

Dear student, in this part, we would like you to tell us how much you agree or disagree with the following statements by simply marking the appropriate boxes. Please do not leave out any of the items.

Thank you for your kind cooperation.

Hiwa M. Arif

MA student, Department of English language teaching

Near East university, Nicosia

Email Address: [hiwaenglish84@yahoo.com](mailto:hiwaenglish84@yahoo.com)

Telephone number: 009647701572741

##### **Part I :Background Information**

Gender:            male [    ]            female [    ]

## Part II: General Statements


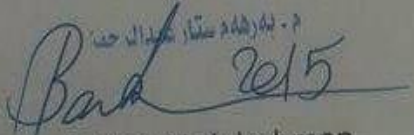
**Instructions:** In this part, we would like you to tell us how much you agree or disagree with the following statements by simply marking the appropriate boxes. Please do not leave out any of the items.

Frequency ranks: (1=strongly disagree), (2=disagree), (3=disagree somewhat), (4=neither agree nor disagree), (5=agree somewhat) (6=agree), (7=strongly agree)

Items	1	2	3	4	5	6	7
1. During class time, I often miss important points because I am thinking of other things.							
2. When reading for a course, I make up questions to help focus my reading.							
3. When I become confused about something I'm reading, I go back and try to figure it out.							
4. If class materials are difficult to understand, I change the way I read the material.							
5. Before I study new material thoroughly, I often skim it to see how it is organized.							
6. I ask myself questions to make sure I understand the material I have been studying.							
7. I try to change the way I study in order to fit the course requirements and the instructor's teaching style.							
8. I often find that I have been reading for a class but don't know what it was all about.							
9. I try to think through a topic and decide what I am supposed to learn from it rather than just reading it over when studying.							
10. When studying, I try to determine which concepts I do not understand well.							
11. When I study, I set goals for myself in order to direct my activities in each study period.							
12. If I get confused taking notes, I make sure I sort it out afterwards.							

## APPENDIX F

Approval Letter by Directorate of Faculty of Physical and Basic Education

<p><b>KURDISTAN REGIONAL GOVERNMENT</b>  <b>Council Of Ministers</b>  <b>Ministry of Higher Education &amp; Scientific Research</b>  <b>University of Sulaimani</b>  <b>Faculty of Physical and Basic Education</b></p>		<p>حکومتی هه‌ڕێمی کوردستان - هێراق          سه‌رۆکایه‌تی ئه‌نجوومه‌نی وه‌زیران          وه‌زاره‌تی خوێندنی باڵا و توێژینه‌وه‌ی زانستی          زانکۆی سلێمانی          فاکه‌لتییه‌ی په‌روه‌رده‌ی وه‌زراش و بنه‌ره‌تی</p>
<p><b>English Department</b>          به‌شی ئینگلیزی</p>		<p>ژماره : _____          رێکۆت : ٢١٥ / ٣ / ١          کوردی : ٢٧٤ / /</p>
<p>No:          Date: ٥١ / ٥٣ / ٢٥١٥</p>		
<p>To whom this may concern</p>	<div style="border: 1px solid black; padding: 5px;"> <p>University of Sulaimani              Faculty of Physical and Basic Education              School of Basic Education              Department of English              No. _____              Date: / / 2015</p> </div>	
<p>Dear Sir/ Madam,</p>		
<p>I would like to inform you that Mr. Hiwa Mohammed Arif, one of your MA students at your institute, is allowed to collect in University of Sulaimani, School of Basic Education, Department of English. Mr. Arif has used "questionnaire" to collect his research data.</p>		
<p>Should you need any further information, kindly feel free to contact me.</p>		
<p>          Barham Sattar Abdulrahman          Head of English Department</p>		
<p>email: barham.abdulrahman@univsul.edu.iq          barham_star@yahoo.com</p>		
<p>cell# 00964(0) 770 150 51 92          00964(0) 750 178 56 48</p>		