



Hacettepe University Graduate School of Social Sciences

Department of Foreign Language Teaching

English Language Teaching

**EFL LEARNERS' PERCEPTIONS AND INTERPRETATIONS OF
TEACHER INTERPERSONAL BEHAVIOUR AT HIGH SCHOOLS**

Ramazan GÜÇLÜ

Master's Thesis

Ankara, 2012

EFL LEARNERS' PERCEPTIONS AND INTERPRETATIONS OF TEACHER
INTERPERSONAL BEHAVIOUR AT HIGH SCHOOLS

Ramazan GÜÇLÜ

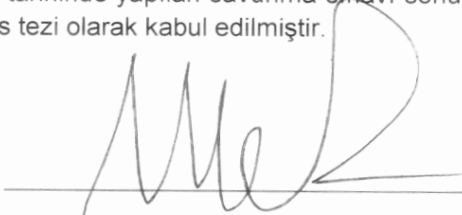
Hacettepe University Graduate School of Social Sciences
Department of Foreign Language Teaching
English Language Teaching

Master's Thesis

Ankara, 2012

KABUL VE ONAY

Ramazan GÜÇLÜ tarafından hazırlanan "EFL LEARNERS' PERCEPTIONS AND INTERPRETATIONS OF TEACHER INTERPERSONAL BEHAVIOUR AT HIGH SCHOOLS" başlıklı bu çalışma, 21.06.2012 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından Yüksek Lisans tezi olarak kabul edilmiştir.



Prof. Dr. Mehmet DEMİREZEN (Başkan) (Danışman)



Doç. Dr. Paşa Tefrik CEPHE



Doç. Dr. Arif SARIÇOBAN



Yrd. Doç. Dr. Sibel ARIOĞUL



Yrd. Doç. Dr. Abdullah ERTAŞ

Yukarıdaki imzaların adı geçen öğretim üyelerine ait olduğunu onaylım.

Prof. Dr. Ş. Armağan TARIM

Enstitü Müdürü

BİLDİRİM

Hazırladığım tezin/raporun tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin/raporumun kağıt ve elektronik kopyalarının Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

- Tezimin/Raporumun tamamı her yerden erişime açılabilir.
- Tezim/Raporum sadece Hacettepe Üniversitesi yerleşkelerinden erişime açılabilir.
- Tezimin/Raporumun yıl süreyle erişime açılmasını istemiyorum. Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin/raporumun tamamı her yerden erişime açılabilir.

21.6.2012



Ramazan GÜÇLÜ

ACKNOWLEDGEMENTS

I would like to acknowledge and extend my heartfelt gratitude to the people, who have made the completion of this thesis possible. First and foremost, I would like to offer my sincerest gratitude to my thesis advisor Prof. Mehmet Demirezen for his continuous support, encouragement, patience, and feedback.

I am also grateful to Assoc. Prof. Arif Sariçoban for his occasional feedback and guidance whenever I appealed to his knowledge. My special thanks also go to Assist. Prof. Mahmut Kılıç at Bozok University for his invaluable help about the statistical procedures of this research.

I would like to acknowledge with gratitude the invaluable feedback and suggestions Prof. Robert C. Gardner provided me through emails from Ontario, Canada. I would also like to express my deep thanks to Dr. Sibel Telli who inspired and guided me at the beginning of my thesis. I would also like to thank to Assoc. Prof. Gökce Kurt for her invaluable assistance.

I am also indebted to my brother Salih for his occasional help. My deepest thanks go to my wife Zeynep and my children İmran Berra and Mahmut Akın for their patience and encouragement during the days and nights while I was busy writing this research.

ÖZET

GÜÇLÜ, Ramazan. *Liselerde İngilizce Sınıflarında Öğrencilerin Öğretmen Kişilerarası Davranış Algıları ve Yorumları*, Yüksek Lisans Tezi, Ankara, 2012.

Bu araştırma, öğretmen cinsiyeti, mezuniyet alanı ve öğrencinin sınıf düzeyine göre öğrencilerin İngilizce öğretmenlerinin kişilerarası davranış algıları arasındaki farklılıkları ve öğretmen kişilerarası davranışlarının öğretmenin tecrübe yılı ve öğrencinin derse karşı tutumu ile ilişkisini incelemektedir. Çalışma, Yozgat il merkezinde 1 Anadolu Öğretmen Lisesi ve 2 Anadolu Lisesi'nde 16 İngilizce öğretmenin 32 sınıfında 509 öğrencinin katılımıyla gerçekleştirilmiştir. Öğretmen kişilerarası davranışı, 62 madde ve 8 alt boyuttan oluşan (liderlik, yardımsever/arkadaş canlısı, anlayışlı, öğrenci serbestliği, kararsız, hoşnutsuz, azarlamacı, katı) Öğretmen Etkileşim Ölçeği (Telli, 2006) Türkçe versiyonu kullanılarak ölçülmüştür. Bu çalışmayla birlikte Öğretmen Etkileşim Ölçeği, Türkiye'de yabancı dil olarak İngilizce sınıflarında ilk defa uygulanmıştır. Öğrenci Tutumları Gardner'ın (1985) Tutum/Motivasyon Test Dizisi içinde yer alan İngilizce Öğrenmeye Karşı Tutumlar kısmı kullanılarak tespit edilmiştir. Yapılan korelasyon analizleri sonucunda, öğretmen kişilerarası davranış boyutları ile öğretmen tecrübe yılı ve öğrenci tutumları arasında anlamlı bir ilişki olduğu; T-test ve ANOVA analizleri sonucunda öğretmen kişilerarası davranışın öğretmenin cinsiyeti, mezuniyet alanı ve öğrencinin sınıf düzeyine göre farklılık gösterdiği anlaşılmıştır. Niteliksel soru ile öğrencilerin öğretmen kişilerarası davranışları arasında en çok sevdikleri ve sevmedikleri davranış biçimlerini ortaya çıkarılmıştır. Çalışmadan elde edilen sonuçlar araştırmacılar ve öğretmenler için önemli ipuçları içermektedir.

Anahtar Sözcükler

Yabancı dil olarak İngilizce öğretimi, öğrenci algıları, öğretmen kişilerarası davranışları, Öğretmen Etkileşim Ölçeği, öğrenci tutumları

ABSTRACT

GÜÇLÜ, Ramazan. *EFL Learners' Perceptions and Interpretations of Teacher Interpersonal Behaviour at High Schools*, Master's Thesis, Ankara, 2012.

This survey research investigates differences in students' perceptions of English teacher interpersonal behaviour (TIB) according to teacher gender, teacher major, and student grade level. It also examines the relationships between (a) teacher interpersonal behaviour and teacher professional experience and (b) teacher interpersonal behaviour and student attitudes toward learning English. A total number of 509 high school students in 32 classrooms taught by 16 EFL teachers involved in the study. The research was conducted in 1 Anatolia Teacher Training High School and 2 Anatolia High Schools in the city centre of Yozgat. To gather data on students' perceptions of interpersonal teacher behavior, of Questionnaire on Teacher Interaction (QTI) - Turkish version (Telli, 2006) and one qualitative question were administered. QTI is a self-report instrument consisting of 62 items on a five-point scale representing 8 different dimensions of teacher interpersonal behaviour (leadership, helpful friendly, understanding, student freedom, uncertain, dissatisfied, admonishing, strict). This was the first time QTI was used in EFL classrooms in Turkey. Attitudes toward Learning English scale within Gardner's Attitude/Motivation Test Battery (AMTB) (1985) was used to assess student attitudes. Results of the correlation analyses indicated that students' perceptions of their English teachers' interpersonal behaviour had significant relationships with teacher experience and student attitudes. T-test and one-way ANOVA revealed significant differences in students' perceptions of teacher interpersonal behaviour according to teacher gender, teacher major, and student grade level. Student responses to a qualitative question served to identify the most liked and disliked teacher interpersonal behaviours, and how students interpreted them. The results of the study hold important implications for English classrooms, teachers, and researchers.

Key Words

Teaching and Learning English as a Foreign Language, student perceptions, teacher interpersonal behaviour, Questionnaire on Teacher Interaction, student attitudes

TABLE OF CONTENTS

KABUL VE ONAY	i
BİLDİRİM	ii
ACKNOWLEDGEMENTS	iii
ÖZET	iv
ABSTRACT	v
TABLE OF CONTENTS	vi
LIST OF ABBREVIATIONS	ix
LIST OF TABLES	x
LIST OF FIGURES	xi

CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION	1
1.2. BACKGROUND TO THE STUDY	1
1.2.1. The Rationale Behind Student Perceptions As A Means Of Assessing Teacher Interpersonal Behaviour	3
1.3. PURPOSE AND SCOPE OF THE STUDY	4
1.4. SIGNIFICANCE OF THE STUDY	5
1.5. STATEMENT OF THE PROBLEM	6
1.6. RESEARCH QUESTIONS	8
1.7. OVERVIEW OF METHODOLOGY	9
1.7.1. The Setting and the Participants	9
1.7.2. Instruments of the Study	9
1.7.3. Data Analysis	11
1.8. LIMITATIONS OF THE STUDY	12
1.9. DEFINITIONS OF SIGNIFICANT TERMS	13

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION	15
2.2 LEARNING ENVIRONMENT RESEARCH (LER)	15
2.2.1. A Brief Overview of Some Commonly Used Instruments for Classroom Context in the Learning Environment Research	17
2.2.2. Background To Research on Interpersonal Teacher Behaviour	20
2.2.2.1. The Systems Approach of Communication	20
2.2.2.2. Leary's Circumplex Model for Interpersonal Behaviour	21
2.2.2.3 The Model for Interpersonal Teacher Behaviour (MITB)	23
2.2.3. The Questionnaire on Teacher Interaction	25
2.2.4. Review Of Research with QTI on Interpersonal Behaviour and Student Outcomes	27
2.3. The Place of Student Attitudes in Second Language Acquisition and EFL	30
2.3.1. Gardner and Attitude/Motivation Test Battery	32
2.4. Relationships Between Teacher Interpersonal Behaviour and Student Attitudes ...	35

CHAPTER 3

METHODOLOGY

3.1. DESIGN OF THE STUDY	37
3.2. THE SETTING AND THE PARTICIPANTS	37
3.3. INSTRUMENTS OF THE STUDY	38
3.4. SAMPLING PROCESS	42
3.5. GENERAL PROCEDURE FOR DATA COLLECTION	43
3.6. DATA ANALYSIS	44

CHAPTER 4

DATA ANALYSIS AND RESULTS

4.1. INTRODUCTION	47
4.2. RELIABILITY OF THE INSTRUMENTS	47
4.3. DESCRIPTIVE STATISTICS FOR THE PARTICIPANTS	48
4.4. DESCRIPTIVE STATISTICS FOR THE QTI	49
4.5. DESCRIPTIVE STATISTICS FOR ALE	51
4.6. ANALYSIS OF THE FIRST RESEARCH QUESTION	51
4.7. ANALYSIS OF THE SECOND RESEARCH QUESTION	52
4.8. ANALYSIS OF THE THIRD RESEARCH QUESTION	55
4.9. ANALYSIS OF THE FOURTH RESEARCH QUESTION	59
4.10. ANALYSIS OF THE FIFTH RESEARCH QUESTION	60
4.11. RESULTS OF THE QUALITATIVE QUESTION.....	65

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1. INTRODUCTION	82
5.2. OVERVIEW OF THE STUDY	82
5.3. GENERAL DISCUSSION	83
5.4. PEDAGOGICAL IMPLICATIONS OF THE STUDY	86
5.5. LIMITATIONS OF THE STUDY AND SUGGESTIONS FOR FURTHER RESEARCH	92
REFERENCES	93

APPENDICES

APPENDIX A: Questionnaire On Teacher Interaction - Turkish version	109
APPENDIX B : Item Distribution for Questionnaire on Teacher Interaction	112
APPENDIX C: PART B / Attitudes toward Learning English (Bilingual)	113
APPENDIX D: PART C / QUALITATIVE QUESTION.	114
APPENDIX E: Questionnaire on Teacher Interaction – Bilingual Form	115
APPENDIX F: ENGLISH TEACHER INFORMATION FORM	120

LIST OF ABBREVIATIONS

EFL: English as a Foreign Language.

LER: Learning Environment Research

TIB: Teacher Interpersonal Behaviour

QTI: Questionnaire on Teacher Interaction. For the purpose of this study a specifically designed 62-item Turkish version of QTI (Telli, 2006).

ALE: Attitudes toward Learning English. A scale (sub-test) in Gardner's Attitude/Motivation Test Battery (1985).

AMTB: Attitude/Motivation Test Battery

N: Number

M: Mean

SD: Standard Deviation

Min. : Minimum

Max.: Maximum

LIST OF TABLES

Table 2.1 Overview of some learning environment instruments and their scales	19
Table 2.2 Typical behaviours for the sectors of the MITB	24
Table 2.3 The scales of QTI Turkish version and typical items for them	27
Table 3.1 Sample characteristics	38
Table 3.2 Descriptive information and sample items for each of the QTI scales	39
Table 4.1 Internal consistency (Cronbach alpha coefficient) reliability for the scales of the QTI and Attitudes toward learning English (ALE)	48
Table 4.2 Distribution of class, and student variables	49
Table 4.3 The values for the interpretation of the scale means	50
Table 4.4 Descriptive statistics for each of the scales of QTI	50
Table 4.5 Minimum, maximum, and mean scores and Standard deviations for ALE...	51
Table 4.6 Results of correlational analyses between QTI scales and ALE	52
Table 4.7. Gender distribution of the teachers	53
Table 4.8 T-Test for leadership according to teacher gender	54
Table 4.9 T-Test for helpful/friendly according to teacher gender	54
Table 4.10 T-Test for student freedom according to teacher gender	55
Table 4.11 T-Test for admonishing according to teacher gender	55
Table 4.12 Distribution of teachers in terms of major	56
Table 4.13 T-test for leadership according to teacher major	56
Table 4.14 T-test for helpful/friendly according to teacher major	57
Table 4.15 T-test for understanding according to teacher major	57
Table 4.16 T-test for uncertain according to teacher major	58
Table 4.17 T-test for dissatisfied according to teacher major	58
Table 4.18 T-test for admonishing according to teacher major	58
Table 4.19 Distribution of English teachers according to teaching experience	59
Table 4.20 Correlation coefficients for QTI scales and teacher experience	60
Table 4.21 ANOVA for students' perceptions of leadership according to the grade level	61
Table 4.22 ANOVA for students' perceptions of helpful/friendly according to the grade level	61

Table 4.23 ANOVA for students’ perceptions of understanding according to the grade level62

Table 4.24 ANOVA for students’ perceptions of student freedom according to the grade level 62

Table 4.25 ANOVA for students’ perceptions of uncertain according to the grade level 63

Table 4.26 ANOVA for students’ perceptions of dissatisfied according to the grade level64

Table 4.27 ANOVA for students’ perceptions of admonishing according to the grade level64

LIST OF FIGURES

Figure 2.1. The Model for Teacher Interpersonal Behaviour 23

CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

This chapter starts with explaining the background to this survey research by presenting a brief overview about the learning environment research domain which provides the theoretical framework of the study. The reasons for undertaking the study as well as its significance are explained, followed by the statement of the problem and the specific research questions addressed in the research. The chapter goes on to provide an overview of methodology adopted in the study, and finally the limitations of the study, and definitions of significant terms are provided.

1.2. BACKGROUND TO THE STUDY

Teaching and learning a foreign language is in itself a communication and social activity. In a foreign language classroom, the social and interpersonal aspects of teacher behaviour become more obvious than any other school subject, as learning a foreign language entails intensive oral and written communication. The type of teacher-student relationship in a foreign language classroom is, in this sense, one of the most crucial factors of the educational setting. Without a positive teacher-student interaction, it is impossible to teach a foreign language to students.

There are many emotional, cultural, interpersonal, and environmental factors involved in classroom teaching that influence the teacher, the students, and what takes place in the class (Shuell, 1996). In order to resolve this complexity, there have been a number of attempts in educational research that draw on the idea that teaching can be studied in terms of different aspects. Pielstick (1988) refers to four domains of learning environments – *physical, social, instructional, and psychological*. Dunn et al's (1989)

Learning Style Inventory (LSI) defines learning styles in terms of four pervasive learning conditions, which are *environmental* (noise, lighting, etc.), *emotional* (motivation, persistence, etc), *sociological* (preference for learning alone and with others) , and *psysiological* (time of day preference for learning, need for food intake, etc.). Likewise, Moos' Classroom Environment Scale (1974) refers to three different domains of any learning context: *relationships*, which include feelings of involvement, affiliation and teacher support, *goal orientation*, which include task orientation and competitiveness, and *aspects of system maintenance and change*, such as order and organization, rule clarity, teacher control and innovation.

Of particular relevance to the current research, Wubbels, Creton, and Hooymayers, a group of researchers in the Netherlands, have made a helpful distinction between the *instructional-methodological aspect of teacher behaviour*, such as the selection of content and materials, methods of teaching, and the forms of assessment, and the *interpersonal aspect of teacher behaviour*, which is social and emotional, and which concerns the creation and maintenance of a positive and warm classroom atmosphere appropriate for learning to take place (Williams and Burden, 2000). Within this interpersonal perspective, the examination of the teacher role enables one to understand teacher interpersonal behaviour and to establish associations with student outcomes.

Over the last twenty years, scholars in the domain of **Learning Environment Research (LER)** have been attempting to conceptualize students' and teachers' perceptions of the teacher-student relationship in the classroom (e.g. Wubbels & Brekelmans, 1998). Research on Learning Environments has indicated that students' perceptions of teacher-student relationship bear strong relations to their educational outcomes, such as subject-related attitudes and cognitive achievement. They also demonstrated that teachers with more helpful, friendly, and understanding approach establish a safe and warm climate in their classrooms in which learners feel welcomed. (Brekelmans, Wubbels & den Brok, 2002; den Brok, 2001; den Brok, Brekelmans & Wubbels, 2004; Wubbels & Levy, 1993; Henderson, Fisher & Fraser, 2000).

Williams and Burden (2000) emphasized the facilitative role of a positive classroom climate conducive to learning. Mortiboys (2005) argued that students' involvement, motivation, risk taking, and positive attitudes, as well as their collaboration and creativity in the school subjects will be facilitated when the teacher cares about the emotional dimension of the classroom experience, including teacher-student interaction.

1.2.1. The Rationale behind Student Perceptions as a Means of Assessing Teacher Interpersonal Behaviour

There is a lot of research evidence to support the idea that students' perceptions of the learning environment can be useful in educational research and teacher improvement (e.g. Fraser, 1986; Wubbels and Levy, 1993). Researchers have identified several reasons for measuring aspects of teacher interpersonal behaviour (TIB) through students' perceptions. Walberg (1979) argued that many teacher behaviors only become meaningful when they are perceived as cues by the students. Students' perceptions can thus be considered an important mediator between instructional characteristics and academic achievement. Borich and Klinzing (1984) maintained that students' perceptions generally provide insight into 'usual' teacher behavior as compared to snapshot data gathered through observations. Also, students' perceptions enable us to measure more idiosyncratic features of teacher behavior, because some signals that are familiar to students may not be measured by observational instruments (Helmke, Schneider and Weinert, 1986).

Student perceptions are also reliable and objective sources of data related to classroom environment in the sense that they are often based on a large number of lessons, and that they are created by students who naturally take into account many different situations, teachers and contexts (den Brok 2001; Fraser 1998). When a good amount of data is gathered from samples, as in this research which involved 509 students in 32 classes taught by 16 English teachers, researchers may reach at trustable results about teacher interpersonal behaviour. Fraser and Walberg (1981) identified the methodological advantages of using students' perceptions over teacher perceptions and observations to measure classroom environments as follows:

1. Paper and pencil perceptual measures are cheaper than classroom observational techniques which entail the expense of trained outside observers.
2. Student perceptions are based on students' experiences over a large number of lessons whereas observational data are created in a limited number of class hours.
3. Student perceptions are the pooled judgements of all students in a class, whereas observational techniques typically rely on the perspective of a single person.
4. Students' perceptions of classroom environments have been found to have a greater effect on the variance in student outcomes than directly observed variables.

To sum up, students are a good vantage point to investigate classroom environments, for they gather experience around various learning environments and have abundant time in class to form a precise impression of the classroom environment. The rationale behind the methodology adopted in this study is a result of these assumptions, and this research explores teacher interpersonal behaviour and its role on student outcomes by drawing on student perceptions.

1.3. PURPOSE AND SCOPE OF THE STUDY

Teacher interpersonal behaviour (also TIB, hereafter) has been a popular research topic in most Western countries, and recently some important classroom environment research was carried out in non-Western countries, as well (Wubbels and Brekelmans, 2005). However, very little research within this domain has been done in Turkey, especially within the context of teaching and learning English as a foreign language. Informed by this situation, this research attempts to raise awareness about the issue of teacher-student interpersonal relationship in English as a foreign language (EFL) classrooms, which has not attracted enough attention in the Turkish context compared to the abundance of research dedicated to instructional aspects of teacher behaviour.

In this survey research, the psychosocial context of the classroom environment was investigated from the perspective of students. More specifically, this research explores teacher interpersonal behaviour in relation to teacher variables (gender, major,

professional experience) as well as students' grade level and subject-related attitudes in EFL classrooms. Data was collected on students' perceptions of their English teachers' interpersonal behaviour, and their attitudes toward learning English by means of two quantitative questionnaires and a qualitative question. The qualitative question aims at identifying the most liked or disliked aspects of English teachers' interpersonal behaviours and the student reasons behind them, thus providing a deeper insight into students' perceptions of teacher interpersonal behaviour and its effect. This type of student feedback may not be otherwise accessible, through observations or interviews, because writing gives students much more freedom and space to convey their opinions about teachers than other forms of measurements.

In a way, this study is a bridge between the students and the teachers. It is hoped that the results of the study will raise awareness on the role teacher interpersonal behaviour in EFL classrooms, and will provide pedagogical implications for English teacher classroom behaviour.

1.4. SIGNIFICANCE OF THE STUDY

With this research, Questionnaire on Teacher Interaction (Wubbels et al, 1985; Telli, 2006), a worldwide acknowledged instrument to measure TIB, has been used for the first time in English as a foreign language classrooms in the Turkish context. This research hopes to activate an interest in students' perceptions of teacher interpersonal behaviour in English classrooms by highlighting their effect on students' attitudinal outcomes as well as how they may vary according to teacher and student characteristics such as teacher gender, professional experience and student grade level.

The domain of Learning Environments Research, and specifically research into teacher interpersonal behaviour (e.g. Wubbels, & Brekelmans, 1998) has been flourishing fast (Fraser, 1994; 1998b; Fraser, & Walberg, 1991; McRobbie, Fisher, & Wong, 1998), but there are still many limitations and issues that are open for further research. According to Fraser (1998b) these issues (or limitations) within the domain of Learning

Environments Research (LER), by which the research design of this Master's Thesis is informed are the following:

1. The main focus of research into teacher interpersonal behaviour is on secondary school science and mathematics classes within the domain of LER.
2. There is either a lack of cross-cultural research (e.g. Fraser, 1998a) or the existing research in the cultural settings is very limited in terms of methodology and design (e.g. den Brok, & Levy, 2005).
3. There is often a lack of integration of both qualitative and quantitative data, i.e. mixed method.
4. There is a limited incorporation of research results into teacher teacher improvement programmes or strategies.

The contribution of this study to the LER is its focus on English as a foreign language classrooms (limitation #1 above) to investigate teacher interpersonal behaviour, using Turkish version Questionnaire on Teacher Interaction (Telli, 2006) in the EFL classrooms for the first time in Turkey. It also attempts to fill the gap of research into teacher interpersonal behaviour in the Turkish cultural context (limitation #2). In addition, it makes use of both quantitative and qualitative data (limitation #3) to investigate English teachers' interpersonal behaviour. It is also hoped that the findings of this study, particularly the responses to open-ended question, could serve as a good source of feedback to English teachers to reflect on and improve their relationships with students in their classrooms, thus offering an indirect contribution to teacher improvement (limitation#4). Data gathered from student perceptions of teacher interpersonal behaviour may hold some pedagogical implications for the teachers' self-awareness of their teacher-student relationships in their classrooms.

I.5. STATEMENT OF THE PROBLEM

It is very likely that some of us have heard a student learning English say that he does not like English because he does not like his English teacher. When asked the reasons behind such an attitude, he usually refers to the ways his English teacher interacts with

him more than the instructional aspect of his teacher. The reason may be that his teacher reprimands or humiliates him in front of classmates, which he conceives as detrimental to his self-esteem and sense of belonging in the classroom. Another reason may be that the teacher treats him unjustly, or discriminates against him, or takes no notice of him in class, which in turn makes him disincline from the teacher and the lesson. Students with such stereotypical experiences inevitably develop negative attitudes toward English by drawing on the negative psychosocial influence that their teachers' interpersonal behaviour have on them. The exact opposite of this situation may also be true. We know of some students who develop an interest in English because of the highly positive interpersonal behaviour they perceive of their teachers. In either case, the importance of healthy teacher-student relationship is obvious for the English student. Thus it is necessary to investigate teacher interpersonal behaviour from the students' perspectives.

Within Learning Environment Research domain, there is abundant research that deals with aspects of teacher instructional behaviour, but teacher interpersonal behaviour has attracted very limited attention. Moreover, a great majority of research into teacher interpersonal behaviour worldwide have focused on science or maths education in high schools. Studies that deal with teacher interpersonal behaviour in EFL context are scarce. So there is a need to explore EFL classroom environment, as well. Students' perceptions of teacher interpersonal behaviour in EFL classrooms can function as a good means of feedback and pedagogical implications for both teachers and others interested in EFL teaching and learning.

In Turkish educational system, particularly in the state schools, students do not have a chance to evaluate their teachers in terms of how they teach and behave in class. The kinds of relationships teachers establish with their students, and how their classroom interaction are perceived and interpreted by them are not accessible. Students' perceptions of their teachers' interpersonal behaviour can provide teachers with ideas to improve their relationships with their students by focusing on displaying more facilitative interpersonal behaviours like leadership, understanding, and humoristic and by minimizing negative interpersonal behaviours such as dissatisfied and strict. Given

these assumptions, it is essential to investigate student perceptions of teacher interpersonal behaviour to understand its influence on students, and to obtain pedagogical clues for establishing better relationships with students.

1.6. RESEARCH QUESTIONS

The main target of this research is to find out students' perceptions of TIB according to teacher gender, teacher major, student grade level (class) and the relationships TIB has with (a) teacher experience and (b) students' EFL-related attitudes. Through an additional qualitative question, this research also aims at identifying the types of teacher interpersonal behaviour students like and dislike most and revealing how students relate these behaviours to their attitudes and feelings related to learning English. More specifically, the following research questions were addressed in this survey research:

1. Is there a significant relationship between EFL students' perceptions of teacher interpersonal behaviour and their attitudes toward learning English?
2. Are students' perceptions of their English teachers' interpersonal behaviour different in terms of teacher gender?
3. Are students' perceptions of their English teachers' interpersonal behaviour different according to teacher major?
4. Is there a significant relationship between EFL students' perceptions of teacher interpersonal behaviour and teacher professional experience?
5. Are students' perceptions of teacher interpersonal behaviour different across student grade levels?
6. What types of teacher interpersonal behaviour do the students like most?
7. What types of teacher interpersonal behaviour do the students dislike most?

1.7. OVERVIEW OF METHODOLOGY

1.7.1. The Setting and the Participants

The study involved 509 students in 32 different EFL classes taught by 16 English teachers. Nine of the teachers were male and seven of them were female. The teachers' teaching experience in English ranged from 5 to 24 years and the mean for teacher experience was 11.24 years. 230 male and 279 female students in grades 9, 10, and 11 in two Anatolia High Schools and one Anatolia Teacher Training High School participated in the study. 13 English teachers had majors in ELT while 3 of them were from English Language and Literature background.

1.7.2. Instruments of the Study

Instruments of the study were administered as a single set on three successive pages stapled together. Part A was the QTI to measure students' perceptions of their English teachers interpersonal behaviour, part B involved attitude scale (ALE) to assess students' subject-specific (EFL) attitudes, and Part C was qualitative question to further investigate students' perception of TIB. Descriptions of the three parts on the instrument will be provided below.

Part A: The Questionnaire on Teacher Interaction (QTI)

To measure EFL students' perceptions of their teachers' interpersonal behaviour, 62-item Turkish version of **Questionnaire on Teacher Interaction** (Telli, 2006) was used. The 62 sentences in The Questionnaire on Teacher QTI enable students to rate teacher interpersonal behaviour corresponding to eight scales: **Leadership, Helpful/Friendly, Understanding, Student Responsibility/Freedom, Uncertain, Dissatisfied, Admonishing, and Strict**. The items are answered on a five point scale, from 1 (never) to 5 (always) depending on how frequent students perceive a specific teacher interpersonal act in the classroom. When the QTI is administered to the students, the information obtained by means of it includes perceptions of the behaviour of the

teacher towards the students as a class, and reflects relatively stable patterns of behaviour over a considerable period. For a valid measurement of teacher interpersonal behaviour, QTI should be administered to at least two different classes taught by the same teacher with a minimum number of ten students when at least 6 weeks pass after the start of the school semester.

Part B: Attitudes toward Learning English (ALE)

To gauge data on learner attitudes towards EFL, a 10-item Turkish version **Attitudes Toward Learning English** scale, a sub-test taken from Gardner's (1985) *Attitude/Motivation Test Battery* (AMTB) was used. This scale has been adapted and validated into Turkish context by Atay and Kurt (2010), and their version is used in this research. In its original form, this scale is composed of 5 positively-worded and 5 negatively-worded items to be rated in a 6-point Likert scale from strongly disagree to strongly agree. For the purpose of this study this scale is used on a 5-point Likert scale. The face validity of the scale was ensured by getting feedback from the Faculty members of the department of English language teaching at Hacettepe University, and two educational experts. In responding to the items in ALE, students indicate the extent they (dis)agree with the statements about learning English on alternate responses of "strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1)".

Before the main study, a pilot study was conducted in two classrooms of an English teacher at an Anatolia High School. The reliability of both instruments were found to be sufficient. Cronbach alpha reliability coefficients for QTI scales ranged from .71 (student freedom) to .87 (understanding), and attitude (ALE) scale yielded a .92 reliability coefficient. The pilot study served to modify the qualitative question as it posed difficulty in understanding. No modifications were made for the quantitative instruments QTI and ALE.

Part C: Qualitative Question

For a more comprehensive examination of student perceptions of teacher interpersonal behaviour, an open-ended question was addressed. This qualitative question was “What are the types of interpersonal behavior you like and dislike most about your English teacher? Explain giving reasons.” This question was intended to complement QTI by identifying types of behaviour (if any) which are not incorporated within it, as well as to reinforce the quantitative data. All the three instruments were completed within a class hour (approximately 40 minutes). The researcher himself administered the instruments in all classes in the absence of English teachers and students were ensured that data collected from them would be kept confidential, and would not affect their grades. Demographic data about teachers were gathered by a ‘teacher information form’ filled by the teachers and returned to the researcher.

1.7.3. Data Analysis

The demographic information about teachers and students, along with the responses to the items in the questionnaires were transferred into SPSS 15.0 for Windows to perform statistical analyses. Quantitative data were analyzed by means of both descriptive and inferential statistics according to the specific research questions. Frequencies, percentages, mean scores, and standard deviations of the scales of all variables were computed. Cronbach Alpha reliability coefficients were obtained for each QTI scale and ALE as a measure of internal consistency. In order to investigate the relationships between students’ perceptions of teacher interpersonal behaviour and (a) teacher experience and (b) student attitudes, **Pearson Product Moment Correlation** coefficients were computed with QTI scales, ALE, and teacher experience years. **Independent Samples T-Tests** were conducted to explore the differences in students’ perceptions of teacher interpersonal behaviour according to teacher gender and teacher major. **One-way ANOVA with Post Hoc Multiple comparisons** were employed to investigate perceptual differences between the 9th, 10th, and 11th grade students.

To specify power and effect size for the present research, **significance** (p value) was set to .05, which is the most commonly used value in educational statistics.

Regarding the open-ended question, both deductive and inductive content analyses of the student responses were performed to identify the types of teacher interpersonal behaviour students like and dislike most. To reinforce the data we gathered with QTI, we labeled (i.e. coded) aspects of teacher interpersonal using the eight categories of the Questionnaire on Teacher Interaction as a coding matrix (inductive analysis). We also created a few new categories for the description of teacher interpersonal behaviour that are not, to the best interpretation of the researcher, represented by means of the QTI scales (deductive analysis). In separate categories, sample student responses for liked and disliked teacher behaviours were given.

1.8. LIMITATIONS OF THE STUDY

The findings of the study should be treated cautiously due to the limitations cited below.

1. The study was conducted in two Anatolia High School and one Anatolia Teacher Training High School in the city centre of Yozgat, so the results obtained from this research may not be generalized to other types of schools, (primary schools, universities, regular high schools) or other parts of Turkey.
2. Student perceptions and attitudes gauged in this research apply to the English as a Foreign Language classrooms, and may not be representative of other school subjects.
3. Some student variables such as prior attitudes, interests, previous school graduated as well as teacher (e.g. marital status, workload, whether they have some certificates) and class variables (class size, percentage of girls and boys) were not included as they do not serve the purposes of the research.
4. The data gathered in this study are limited with the sample provided within the possibilities of the participating schools. Diversity and even distribution of the levels of some variables (e.g. teacher year of experience, teacher major) were restricted due to the limitations posed by the sample characteristics.

5. Perceptual and attitudinal data were measured within the limits of the questionnaires used for the research. Some other measurement instruments may yield more comprehensive data or may provide different perspectives.

1.9. DEFINITIONS OF SIGNIFICANT TERMS

The following terms are frequently used throughout the study:

English as a foreign language (EFL): English as a foreign language (EFL) refers to the use or study of English by speakers with different native languages.

Learning Environment Research: The educational research concerned with the social, psychological and pedagogical context in which learning takes place and which affects students' achievement and attitudes (Fraser, 1998).

Teacher Interpersonal Behaviour (TIB): Behaviour of a teacher directed to students in the classroom as a form of communication. In the scope of this study, teacher interpersonal behaviour defines English teachers' interpersonal behaviour.

Independent Samples (groups) T-test: It is used to test the differences between the means of two independent groups. It is particularly useful when the research question requires the comparison of variables (measured at least at the ordinal level) obtained from two independent samples. This test requires one independent (grouping) variable (e.g., the subjects's gender), only two levels for that independent variable (e.g. male and female) and only one dependent variable. For example: Do males and females (independent groups/variables) differ in performance on a standardized achievement test (dependent variable)? (Ho, 2006)

One-Way Analysis of Variance, with Post Hoc Comparisons: The one way analysis of variance (ANOVA) is an extension of the independent t-test. It is used when the researcher is interested in whether the means from several (more than two) independent

groups differ, for example whether four ethnic groups differ in their IQ scores. (Ho, 2006)

Correlation: Correlation is primarily concerned with finding out whether a relationship exists and with determining its magnitude and direction. When two variables vary together, such as attendance at classes in school and course grades, they are said to be correlated. Pearson product moment correlation coefficient (r) is employed with interval (1-2-3 etc) variables. The values of the correlation coefficients vary between +1.00 and -1.00. Both of these extremes represent perfect relationships between the variables, and 0.00 represents the absence of a relationship. A positive relationship means that individual obtaining high scores on one variable tend to obtain high scores on a second variable. A negative relationship means that individuals scoring low on one variable tend to score high on a second variable or vice versa. (Ho, 2006)

Descriptive statistics: Descriptive statistics include measures of averages, mean, percentages and measures of variability about the average (range and standard deviation). These give the reader a 'picture' of the data collected and used in the research project.

Inferential statistics: Inferential statistics are the outcomes of statistical tests, helping deductions to be made from the data collected, to analyze the differences and relationships between variables and relating findings to the sample or population.

Mixed method: As a method, it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone (Creswell, 2003).

CHAPTER 2

LITERATURE REVIEW

2.1. INTRODUCTION

This chapter provides a literature survey which serves as the background to the study. In order to obtain an extensive overview, relevant databases on the internet, such as the Social Sciences Citation Index (SSCI), Educational Resources Information Centre (ERIC), Science Direct, TUBITAK EKUAL (Electronic Resources National Academic License), Turkish Academic Network and Information Centre (ULAKBIM), ELSEVIER, JStor, Sage, and Google Scholar, were reviewed. In the searches, the key words used were as follows: Learning Environment Research, interpersonal behaviour, Questionnaire on Teacher Interaction, interpersonal teacher behaviour, Teacher-student Relationship, attitudes, Attitudes toward learning EFL, attitudes toward English, Attitude Motivation Test Battery, Attitude Questionnaires/ Scales.

Related articles, theses and dissertations from Turkey and abroad were obtained from the related databases and downloaded online. Search into various other online databases were also conducted including but not limited to Hacettepe Egitim Dergisi (Hacettepe Journal of Education), MEB Dergisi (Journal of the Ministry of Education) and Oxford ELT Journal, TESOL Quarterly, Learning Environment Research Journal, Asian ELT Journal, and The Journal of Language and Linguistic Studies (jlls).

2.2. LEARNING ENVIRONMENT RESEARCH (LER)

Learning Environment Research (LER) deals with the “social, psychological and pedagogical context in which learning occurs and which affects students’ achievement and attitudes” (Fraser, 1998:3). Learning Environment Research is currently a developing research domain in education and to investigate the nature of the psychosocial environment in classroom settings from students’ and teachers’ perspectives, a variety of instruments have been devised for educators and curriculum developers.

In 1960s and 1970s, Herbert Walberg and Rudolf Moos began to pioneer an interest in psychosocial environment and its influences on students' outcomes. Their work can be regarded as the origins of contemporary Learning Environment Research, which was initiated in 1970s. According to Moos (1976), the way people socialize and adapt to their environments is equally important to the physical environment they are exposed to. He suggested that humans seek environments that can provide them maximum human functioning and competence. Moos (1974) identified three dimensions for classifying human social environments as a) *relationships*, b) *personal development*, and c) *system maintenance/change*. Learning environment instruments drew on these dimensions to classify individual scales within themselves. Studies on social environments such as family, work, school, and health communities have confirmed the quality of these dimensions.

Moos has also been credited for his devising the Classroom Environment Scale (CES), a pioneering instrument in the field of Learning Environments Research, (e.g. Moos, & Trickett, 1974; Trickett & Moos, 1973). Moos (1979) maintained that the communication between a teacher and his/her students is an important aspect of the classroom learning environment. Succeeding works (e.g. Doyle 1979; 1986) confirmed Moos' viewpoint and directed attention to psychosocial characteristics of the classroom, including interrelations and communications between teacher and students.

In the 1980s, Walberg identified some factors that influence cognitive and affective outcomes of the students in his Multifunctional Psychological Model of Educational Productivity. These factors are *student ability, age and motivation, the quality and quantity of instruction, the psychosocial climate of the home environment, the classroom social group, peer groups outside the classroom and mass media (especially television)*. According to Walberg's model, learning occurs as a function of all these nine elements and in principle in the lack of functioning of any of these elements, there will be no learning. Walberg claimed that due to the dynamic structure of these factors, improving one factor that hinders learning is better than improving a factor that is already high and that all nine factors rather than only a dominant one simultaneously affect students'

achievement and attitudes. Empirical researches confirmed the validity of the model and its dynamic structure (Walberg, 1986; Walberg, Fraser, & Welch, 1986; Fraser, Walberg, Welch, & Hattie, 1987). That classroom and school environments play significant roles in improving student cognitive and affective outcomes has been supported by such studies.

Due to the developing knowledge base in Learning Environment, the domain has become increasingly popular particularly after the foundation of the Learning Environments Special Interest Group (SIG) within the American Educational Research Association in 1984 (e.g. Waxman, & Ellet, 1990). The growing popularity of the field has been reflected by the emergence of reviews issued in the field (e.g. Fraser, 1994; 1998b; Fraser, & Wubbels, 1995) and a journal launched by Kluwer Academic Publishers called "Learning Environment Research: an International Journal" (Fraser, 1998a) in 1998. Since its launch, numerous articles, reviews, and book series dealing with learning environment research worldwide have been published in the journal.

2.2.1. A Brief Overview of Some Commonly Used Instruments for Classroom Context in the Learning Environment Research

Early instruments used in the educational Learning Environment domain were the Learning Environment Inventory (LEI) and the My Class Inventory (MCI). The LEI was composed of 15 scales and 105 statements and was administered to students as well as teachers (Anderson, & Walberg, 1974). The Learning Environment Inventory (LEI) measures student perceptions of the social climate of high school classrooms to assess the perceptions of an individual student, or to gauge the learning environment of the class as a group (Fraser et al, 1982). It is answered on a four-point scale with response alternatives of Strongly Disagree, Disagree, Agree, and Strongly Agree according to the respondent's agreement with the items. An adapted and simplified version of the LEI for use among children at the elementary level (Fraser et al 1982) was devised which was called My Class Inventory (MCI).

Instruments for higher education level have been devised as well, such as the College and University Classroom Environment Inventory (CUCEI) (Fraser, Treagust, & Dennis,

1986) and the Science Laboratory Environment Inventory (SLEI) (Fraser, Giddings, & McRobbie, 1992). Other instruments devised include the Constructivist Learning Environment Survey (CLES) (Taylor, Fraser, & Fisher, 1997) and the Classroom Environment Scale (CES), which assesses teacher-student interaction, teacher behaviour and student-student interaction (Moos, 1979). Incorporating the scales most closely linked to student outcomes from previous research, Fraser, Fisher, and McRobbie (1996) developed a learning environment questionnaire called What Is Happening in This Class? (WIHIC). This instrument has been used and validated by many researchers to gather data about the classroom environment in Australia (Aldridge, Fraser, & Huang, 1999), Singapore (Fraser, & Chionh, 2000), Korea (Kim, Fisher, & Fraser, 2000), Indonesia (Margianti, Fraser, & Aldridge, 2002) and cross-nationally (Dorman, 2003).

The Questionnaire on Teacher Interaction (QTI) (Wubbels, Créton, & Hooymayers, 1985; 1987) is one of the key instruments in the Learning Environment Research domain that focuses on the interpersonal relationships between students and their teacher and is the major instrument used in this research. It includes items incorporating eight different aspects of teacher interpersonal behaviour, which are 1) leadership, 2) helpful/friendly, 3) understanding, 4) student responsibility/freedom, 5) uncertain, 6) dissatisfied, 7) admonishing, and 8) strict. Students rate the prevalence of their teachers' behaviours stated in the items from never to always on a five point Likert scale.

As can be understood from the examples given above, there is a great variety of measurement options in the learning environment domain Table 2.1 presents a summary of all the above mentioned instruments used in the Learning Environment research.

Table 2.1. Overview of some learning environment instruments and their scales (adapted from Fraser, 1998c) Note: Dimensions are the scales classified by Moos (1974).

Instrument	Year & Authors	Relationship dimensions	Personal development dimensions	System maintenance and change dimensions
Learning Environment Inventory (LEI)	1968 Walberg & Anderson	Cohesiveness Friction Favoritism Cliqueness Satisfaction Apathy	Speed Difficulty Competitiveness	Diversity Formality Material Environment Goal Direction Disorganization Democracy
Classroom Environment Scale (CES)	1974 Moos	Involvement Affiliation Teacher Support	Task Orientation Competition	Order and organization Rule Clarity Teacher Control Innovation
Individualized Classroom Environment Questionnaire (ICEQ)	1979 Rentoul & Fraser	Personalization Participation	Independence Investigation	Differentiation
My Class Inventory	1981 Fisher & Fraser	Cohesiveness Friction Satisfaction	Difficulty Competitiveness	
College and University Classroom Environment Inventory(CUCEI)	1986 Fraser & Treagust	Personalization Involvement Student Cohesiveness Satisfaction	Task orientation	Innovation Individualization
Questionnaire on Teacher Interaction (QTI)	1985 Wubbels, Créton & Hooymayers	Helpful/Friendly Understanding Dissatisfied Admonishing Leadership Student Responsibility Uncertain Strict		

2.2.2. Background to Research on Interpersonal Teacher Behaviour

Although Learning Environment Research has become popular over the past 30 years or so, the theoretical underpinnings of this domain are deeply-rooted in the past psychological and/or social explanations of human communication and personality. The traditional Systems Approach of Communication, the subsequent Leary Model for Interpersonal Behaviour and the most recent Model for Interpersonal Teacher Behaviour have been the primary theoretical sources for studies on Teacher Interpersonal Behaviour, and specifically those conducted with Questionnaire on Teacher Interaction (QTI).

2.2.2.1. The Systems Approach to Communication

Some concepts of the Systems Approach to Communication had a great effect on the conceptualisations of the interpersonal perspective on teaching. In line with the Systems Approach to Communication, den Brok et al (2004) conceive classroom groups as ongoing systems. For ongoing systems a certain stability is important for their continued existence. When students meet a teacher in a new class, they will be relatively open to any impression the teacher can make. Also, the context of the classroom will raise certain (stereotypical) expectations for the role of the teacher. After the first lesson, the students will have tentative ideas about the pattern of relationship with this particular teacher, based on experiences during the first lesson. The second lesson the teacher may behave differently and students may consequently adjust their ideas about the teacher. After a few lessons in a new class, tentative ideas about the teacher will have stabilised and students can tell what kind of teacher someone “is”.

This stability of perceptions equally applies to the teacher’s ideas about the students. Once the tone is set, it is difficult to modify. Both students and teachers resist against changes (see also Blumenfeld & Meece, 1985; Doyle, 1986). To describe these kinds of processes, the systems approach to communication distinguishes among different levels of communication. The lowest level consists of messages, e.g. a question, assignment, response, gesture, et cetera. The intermediate level is that of interactions, i.e. chains of several messages. When the interactions show recurrent patterns and some form of regularity, pattern level emerges. It is this pattern level that is important in describing the rather stable interpersonal relationships that determine the working atmosphere of

classrooms. The focus is on this last aspect in this study. In the systems approach to communication, the focus is on the effect of communication on the persons involved. This pragmatic orientation is characterised in the conceptualisation of the interpersonal perspective by means of focus on the students' perception of their teacher's behaviour.

2.2.2.2. Leary's Circumplex Model for Interpersonal Behaviour

Leary's Circumplex Model has been a source of great inspiration for the Learning Environment Research in general and teacher interpersonal behaviour in particular. Once their interest in **the interpersonal aspect of teacher behavior** was established, Wubbels and Levy (1993), the two pioneering scholars in the domain of teacher interpersonal behaviour studies, needed a model to frame their analyses. To this end, they identified a number of criteria for a framework to conceptualize teacher interpersonal behaviour. These criteria were as follows (Wubbels & Levy, 1993):

1. Enable educators to observe and analyze interpersonal teacher behavior.
2. Provide a basis for instrument development to gather data on interpersonal behavior.
3. Provide a 'language' to describe the relationship between students and teachers.
4. Help educators become aware of the systems communication perspective in the classroom, described in the previous chapter. This would enable us to understand the effects which teachers and students have on each other's behavior.
5. Facilitate teacher development based on both teaching competencies and personality.
6. Explain the relationship between short-term teacher interpersonal behavior and long-term communication style.

Their initial search in literature on education was unsuccessful, however, since most instruments on teacher behavior focused on instructional-methodological aspects (Simon and Boyer, 1974), which describe teaching behaviors such as planning, class management, evaluation, and the like. Others, such as the Tuckman Teacher Feedback Form (Tuckman and Yates, 1980) are not firmly rooted in a theory on interpersonal behavior. Nevertheless, Clinical Psychology offered several possible avenues. Therefore, Wubbels and Levy (1993) eventually adopted a model developed by Leary (1957) which describes and measures specific interpersonal behaviors.

The Leary model places personality at the centre of interpersonal behavior. Leary believes that the way humans communicate is indicative of their personality. Along with other psychologists, he feels that the most important forces driving human behavior are the reduction of fear and corresponding maintenance of self-esteem. When people communicate they consciously or unconsciously choose behaviors which avoid anxiety and allow them to feel good about themselves. These, of course, differ for each person and depend upon the personality of the communication partner. One individual might choose an authoritarian style, whereas another prefers dependency to achieve the same end. Or, one might act friendly while the other seems unhappy. If successful in avoiding anxiety, people will perform similar behaviors to prolong the effect, thus developing certain patterns of communication. These patterns depend on the personalities of everyone who is interacting. Leary believed that people with the smallest behavioral repertoire—often those who were hospitalized for mental reasons—have the greatest control of the communication. Thus, a man who continually looks angry will cultivate anger in most people he talks with.

Leary constructed a model that made it possible to measure both normal and abnormal behavior on the same scale, and he was therefore able to apply it both inside and outside the clinic. As a result, his instrument has been used not only as a diagnostic tool in psychotherapy but also in the analysis of management behavior and other settings. Leary and his co-workers analyzed hundreds of patient-therapist dialogues and group discussions in clinical and other situations. They then divided the discourse into short statements representing different kinds of interpersonal behavior. These were then coded and arranged into sixteen categories which, over time, were reduced to eight.

These eight components of interpersonal behaviour can be presented in a two-dimensional plane, Proximity (Cooperation-Opposition) and Influence (Dominance-Submission). Leary originally called this continuum the 'Affection-Hostility' axis. The Proximity dimension designates the degree of cooperation or closeness between those who are communicating. The Influence dimension indicates who is directing or controlling the communication, and how often. These concepts have generally been accepted as universal descriptors of human interaction. The two dimensions (proximity &

influence) have also been easily transferred into education. Slater (1962) used them to effectively describe pedagogical relationships, and Dunkin and Biddle (1974) demonstrated their importance in teachers' efforts to influence classroom events.

2.2.2.3. The Model for Interpersonal Teacher Behaviour (MITB)

To be able to describe the perceptions students have of the behaviour of their teacher, Wubbels, Creton, and Hooymayers (1985; see Wubbels & Levy, 1993) developed a model applying the general model (for interpersonal relationships) designed by Leary (1957) to the context of education. Wubbels et al. (1985) used the two dimensions, which they called Influence (Dominance-Submission) and Proximity (Opposition-Cooperation) to structure the perception of eight behaviour segments: **1. leadership**, **2. helpful/friendly behaviour**, **3. understanding behaviour**, **4. Student freedom/responsibility**, **5. uncertain**, **6. dissatisfied**, **7. admonishing**, and **8. strict behaviour**.

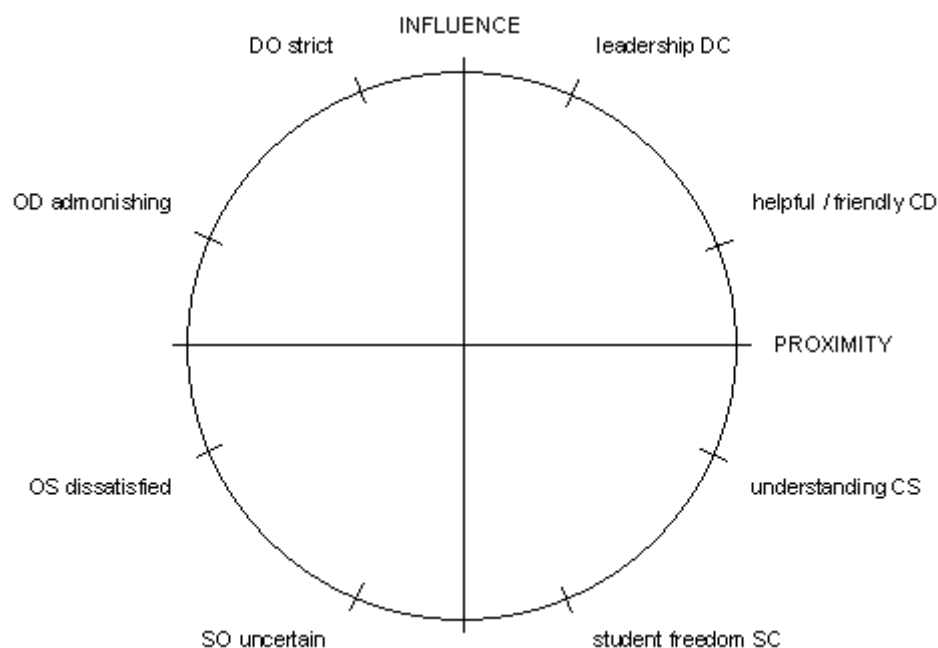


Figure 2.1. The Model for Teacher Interpersonal Behaviour (Wubbels et al, 1985).

Figure 2.1 is a graphical representation of the model of Wubbels et al. (1985), the Model for Interpersonal Teacher Behaviour (MITB), and Table 2.2 demonstrates the typical

behaviour pertaining to each behavioural dimension. The Model for Interpersonal Teacher Behaviour, as well as the Leary Model, are special models because of their statistical properties, and are theoretically linked to a particular branch of models called circumplex models (e.g., Blackburn & Renwick, 1996; Fabrigar, Visser, & Browne, 1997; Gaines et al., 1997; Gurtman & Pincus, 2000).

Circumplex models assume that the eight interpersonal sectors can be represented by two, independent dimensions (Influence and Proximity) ordered with equal distances to each other on a circular structure, and maintain equal distances to the middle of the circle. The sections are labelled DC, CD, et cetera, according to their position in the co-ordinate system. For example, the two sectors leadership and helpful/ friendly are both characterised by Dominance and Cooperation. In the DC sector, the Dominance aspect prevails over the Cooperation aspect. A teacher displaying DC behaviour might be seen by students as enthusiastic, a good leader, and the like. The adjacent CD sector includes behaviours of a more cooperative and less dominant type; the teacher might be seen as helpful, friendly, and considerate.

Table 2.2 Typical behaviours for the sectors of the MITB (based on descriptions provided by Wubbels, et al., 1985b)

Sector (scale)	Sample Behaviours
Leadership	Organizes, gives directions, sets tasks, determines procedures, is aware of what's happening, structures classroom situation, explains, makes intentions clear, holds class attention.
Helpful/Friendly	Assists, shows interest, shows concern, is able to take a joke, inspires confidence and trust.
Understanding	Listens with interest, emphasizes, shows trust, is accepting, looks for ways to settle differences, is patient, is open.
Student Freedom	Gives opportunity for independent work, is lenient, allows students to go at their own pace, waits for the class to settle down, approves of student activity.

Table 2.2. continued

Uncertain	Acts hesitant, apologizes, has 'wait and see' attitude and is timid.
Dissatisfied	Is disapproving, questions seriously, looks unhappy or glum and criticizes.
Strict	Keeps a tight rein, checks, judges, demands silence, sets rules, gives hard tests.
Admonishing	Gets angry, be sarcastic, expresses irritation, forbids, admonishes, punishes

2.2.3. The Questionnaire on Teacher Interaction

The Questionnaire on Teacher Interaction (QTI) is a unique instrument that can be used to determine both students' and teachers' perceptions of interpersonal teacher behaviour and it provide different perspectives to researchers. The instrument contains eight scales with the same names as the sectors of the Model for Teacher Interpersonal Behaviour (MITB) and items within the scales are answered on a 5-point Likert-type scale, ranging from "Never/Not at all" to "Always/Very" (den Brok, 2001; den Brok, et al., 2003a; Wubbels, et al., 1993c).

The Model for Interpersonal Teacher Behaviour (MITB) formed the theoretical starting point of the Questionnaire on Teacher Interaction (QTI). Its practical starting point was the 128-item Interpersonal Adjective Checklist (ICL) that Leary used to collect his data and that was piloted in education by Wubbels and his colleagues (1985). Wubbels and his colleagues concluded that it was awkward to use this checklist in an educational context, since many of the items were irrelevant to teachers and the field of education. This, in turn, led to the development of the Questionnaire on Teacher Behaviour (Wubbels, et al., 1985b) and subsequently to the Questionnaire on Teacher Interaction (QTI) in 1982 (Wubbels, et al., 1985b; 1987).

The QTI was first constructed in the Netherlands between 1978 and 1984. It was designed according to the two-dimensional Model for Interpersonal Teacher Behaviour

(see Figure 2.3) and its eight sectors. Its development involved four rounds of testing using different sets of items. Interviews with teachers, students, teacher educators and researchers were conducted to judge the face validity of items. Each statement was correlated with all the scales of the questionnaire. Items were chosen or reworded to correlate highest with their own scale and lowest (highest negative) with the opposite scale in the model (Wubbels and Levy 1993).

The American version was created between 1985 and 1987 by translating the set of 77 items from the Dutch version, adding several items (since several items could be translated in more than one way), and adjusting this set of items based on three rounds of testing (Wubbels & Levy, 1991). Ultimately, the American version contained 64 items. This American version was initially also used in Australia (Wubbels & Levy, 1993), but eventually a more economical 48-item selection was developed. The Australian version, in turn, was initially used without translation or adaptation in Singapore (Fisher et al., 1997). The Australian version has been used in Singapore and Hong Kong without translation or adaptation (e.g. den Brok, Fisher, Brekelmans, Wubbels, & Rickards, 2006b; Fisher, Goh, Wong, & Rickards, 1996; Goh, & Fraser, 1996). Over a very short period of time, international interest in the Questionnaire on Teacher Interaction (QTI) developed and soon it was translated into more than 15 languages (e.g. English, German, Hebrew, Russian, and Finnish). Several cross-cultural studies have firmly established its validity and reliability in many different settings (Wubbels, Brekelmans, van Tartwijk, & Admiraal, 1997; Wubbels and Levy, 1991; Telli, 2006).

Some QTI versions from across the world followed the American (64 items) version, whereas others followed the Australian (48 items) version. One of the versions that followed the Australian version was the Brunei version, in which the 48 items version had been translated into Malay (Scott, & Fisher, 2000). Other versions based on the Australian version were those in Canada (Lapointe, Pilote, & Legault, 1999), Hong Kong (Yuen, 1999), Korea (Kim, Fisher, & Fraser, 2000), Fiji (Coll, Taylor, Fisher, & Ali, 2000) and Indonesia (Soerjaningsih, Fraser, & Alldridge, 2002). Studies based on the American version were conducted by researchers from the United Kingdom (Harkin, Davis, & Turner, 1999), Slovakia (Gavora, Marek, & den Brok, 2005), Israel (Kremer

Hayon & Wubbels, 1992), the Philippines (Oberholster, 2001) and Greece (Kyriakides, 2005).

The present study has been conducted with 62-item Turkish version of the Questionnaire on Teacher Interaction based on the American 64 items version and its reliability and validity have been tested according to proposed research methods (Telli, 2006; Telli et al, 2007; den Brok, 2001). Table 2.3 shows the eight dimensions of Turkish version Questionnaire on Teacher Interaction and a typical item corresponding each of the dimensions.

Table 2.3. The scales of QTI Turkish version and typical items for them

Scale	Typical Item
Leadership	He/She is a good leader.
Helpful/Friendly	S/he is someone we can depend on
Understanding	If we have something to say s/he will listen.
Student Freedom	This teacher lets us make jokes in class
Uncertain	S/he seems uncertain.
Dissatisfied	S/he is suspicious.
Admonishing	S/he gets angry.
Strict	We are afraid of him.

2.2.4. Review of Research with QTI on Interpersonal Behaviour and Student Outcomes

Differences in students' perceptions have been associated with variables such as student and teacher gender, student and teacher ethnic background, grade level, teacher experience, subject and report card grade (den Brok et al., 2002; den Brok 2004, Levy et

al., 1992; Wubbels & Brekelmans, 1998; Wubbels & Levy, 1993). Some studies found positive correlations or regression coefficients for leadership, helpful/friendly and understanding, and to a lower degree student responsibility/freedom scale and cognitive student outcomes (Henderson, 1995). The more teachers were perceived as co-operative (represented by the four positive scales above) the higher students' scores on cognitive tests. However, relationships between positive scales (cooperation) and cognitive outcomes are not always straightforward. While uncertainty, dissatisfaction, and admonishing behaviour (negative scales representing opposition) may be found to lead to lower performance, it may not be the case that leadership, friendliness, and understanding behaviour lead to higher performance (Rawnsley, 1997). If report card grades have been used as outcome measures, there is no relationship between student perceptions of teacher interpersonal behaviour and their report card grades (Levy, Wubbels, & Brekelmans, 1992; Van Amelsvoort, 1999).

Some studies have found similar amounts of variance explained by interpersonal teacher behaviour as compared to other teacher behaviours with respect to examination scores (Henderson, 1995). One study, investigating outcomes on a practical test, found a larger amount of variance explained by interpersonal teacher behaviour (Henderson, 1995), whereas another study found higher amounts of variance explained by other teaching variables (Rawnsley, 1997). The amounts of variance shared by interpersonal teacher behaviour and other teacher behaviours were rather low (less than 5%) in all of the studies associating teacher interpersonal behaviour with their academic/cognitive outcomes. This means that interpersonal teacher behaviour is not a significant factor for cognitive student outcomes.

Studies that investigated relationships between the teacher-student relationship and affective outcomes, display a much more consistent pattern than studies investigating associations with cognitive outcomes. Studies have revealed strongly positive links between leadership, helpful/friendly, and understanding scales and affective outcomes as well as negative relationships with admonishing, dissatisfied, and, in most cases, strictness scales (Evans, 1998; Henderson, 1995; Rawnsley, 1997; Van Amelsvoort, 1999).

Studies with the Questionnaire on Teacher Interaction (QTI) also addressed changes in teacher behaviour over the professional career (see Table 2.12). Teacher professional experience is one of the factors that affect the way in which students' perceive interpersonal behaviour in the classroom. The more experience a teacher has, the higher the perception of Leadership and Strictness (Levy, et al., 1992), while no experience effects have been found for Helpful/Friendly or Understanding behaviours –. In other words, the cooperative behaviour of teachers does not develop simultaneously with increasing years of experience. (Brekelmans, Holvast, & van Tartwijk, 1992; Brekelmans, et al., 2002; Somers, Brekelmans, & Wubbels, 1997; Wubbels, & Levy, 1993a).

Interpersonal behaviour has also attracted attention in Turkey and some studies have been conducted to map teachers' behaviours in the classroom context with a variety of instruments other than QTI. Some of these studies deal with a variety of teacher behaviours, and teacher interpersonal behaviour is only a part of them, while some other studies specifically focus on teacher–student relationships (e.g. Çakar, 1994). In one of these studies, Taskafa (1989) asked middle school students to write down teacher's desirable and undesirable characteristics through interviews with them. Giving positive reinforcement, interacting friendly with students, and understanding students' feelings were found to have been the most frequently mentioned desirable characteristics by the students.

Ekinci (1999) investigated the students' perceptions, expectations, and expectation-perception differences related to classroom climate in history, literature and maths courses and how their perceptual outcomes relate to their academic achievement in one high school in Kayseri, a Central Anatolian city. Significant relationships were identified between the students' perceptions, expectations of the classroom climate and their academic achievement, taking the grade and course into account.

A general argument that can be made based on the studies on teacher interpersonal behaviour is that data on students' perceptions of TIB have a value of its own and are significant for research and for professional development. It might be useful to say that

students' perceptions usually have a high quality in secondary education (e.g. d'Apollonia & Abrami, 1996) as they bear stronger resemblance to observer data than teachers' self-perceptions do (Marsh, 1982). Nevertheless it must be emphasized that for feedback or evaluation purposes the QTI needs to be used in a respectful way and embedded in appropriate, open and fair procedures and taking the differences in teachers' careers and differences across classes into account. The students' perceptions are only one of the possible inputs and certainly not the last or only word.

In recent studies researchers have found that most of the differences in students' perceptions are determined by factors connected with individual students (within a class), while the remainder is connected to class, teacher and school factors, teacher-related factors being the most considerable (Levy, den Brok, Wubbels, & Brekelmans, 2003). Recent work has also emphasized the importance of a number of variables that may affect differences in student ratings of teacher communication style, such as student and **teacher gender**, gender makeup of the class, student and teacher ethnic background, **grade level**, **teacher experience**, subject taught, and class size (Wubbels, et al., 2006). Some of these variables which are relevant and worth to investigate within the circumstances of the setting, and the context of this study were investigated within the scope of the present study.

2.3. The Place of Student Attitudes in Second Language Acquisition and EFL

There is a close relationship between learning a language and attitudes towards it. (Starks & Paltridge 1996). Triandis (1971) defines attitude as a manner of consistency toward an object. Gardner (1985a) claims that attitude is an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent. Brown (2001) suggests that attitude is characterized by a large proportion of emotional involvement such as feelings, self, and relationships in community. According to him, attitudes are "like all aspects of the development of cognition and affect in human beings, develop early in childhood and are the result of parents' and peers' attitudes, contact with people who are different in any number of ways, and interacting affective

factors in the human experience” (1994: 168). It is clear that there are several factors that influence positive or negative attitude of an individual.

According to online Blackwell Encyclopedic Dictionary of Applied Linguistics attitudes may be thought of as opinions, beliefs, ways of responding, with respect to some set of problems. They may not be verbally conveyed until someone asks; they may not even be immediately available to conscious attention. They may be formed from haphazard experience, or they may be the result of deliberate thought, they may conform to cultural or peer-group norms or not. As such, they are vague, loose and difficult to capture. They may exert considerable control over a learner's behaviour in numerous ways, and therefore may be related directly or indirectly to levels of achievement.

Chamber (1999) claims that a learner with a positive attitude towards the language will learn more easily. Gardner and Lambert (1972) proved that positive attitudes toward a language enhance proficiency in that language in their large scale studies. Language attitude studies are primarily concerned with the ways people react to language interactions and evaluate others based on the language behavior they perceive of others.

In the scope of language learning, attitudes have been explored in relation to many perspectives. These perspectives range from anxiety about the language and the learning situation to attitudes to speakers of the L2, to the country in which it is spoken, the classroom, the teacher, other learners, the nature of language learning, particular elements in the learning activities, tests and beliefs about learning in general.

Attitude has recently attracted remarkable attention from Second Language Acquisition (SLA) researchers. Most of the previous research on the topic have demonstrated that student attitude toward a target language is an integral part of learning and thus should become an essential component of second language learning applications. Research on students' attitudes toward language learning is of great significance for several reasons. First, decisions of the students as well as language teaching practitioners such as selecting and reading books, speaking in the foreign language, and effort to learn a target language are all believed to be influenced by student attitudes. Attitude has also an indirect effect on learning as it affects one's behaviors, and inner mood. In short, it is without doubt that attitudes have a strong impact on the success of language learning.

Stern (1983) claims that attitudes, as an affective factor, contribute to language learning as much as the cognitive skills. This is supported by recent researches, all of which infer that affective variables have significant influences on language success, (Eveyik, 1999; Skehan, 1989; Gardner, 1985a; Spolsky, 1989). Discovering students' attitude about language will help both teacher and student in the teaching learning process.

Language attitudes have been investigated from various perspectives making relations to a variety of student cognitive and affective variables. These include but are not limited to the relationships between attitudes and motivation (Donitsa-Schmidt et al. 2004; Bernaus et al. 2004; Williams et al. 2002), the relationship between attitudes and learning strategies (Gan 2004), the relationship between attitudes and achievement (Graham 2004), beliefs and attitudes about target language use and anxiety (Levine 2003), attitudes to language and language learning at secondary and tertiary levels (Yang and Lau 2003), attitudes towards English-language usage among peers (White 2002).

Methods of research employed in exploration of attitudes have been largely based on questionnaires, but a variety of techniques, including interviews, open-ended questions, projective techniques, closed item questionnaires, discourse analysis, and diaries have also been used to evaluate students' attitudes towards a specific subject. In the present study, the researcher investigated student attitudes with a questionnaire by means of Attitudes toward Learning English scale (i.e. subtest as Gardner refers) within Gardner's (1985) Attitude/Motivation Test Battery whose details are given in the following section.

2.3.1. Gardner and Attitude/Motivation Test Battery

Gardner (1985a) regards attitudes as components of motivation in language learning. In Gardner's socio-educational model of SLA, motivation is conceptualized as a complex of variables (Atay & Kurt, 2010). Within this model Gardner refers to motivation as "the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language" (1985a:10). He believes the motivation to learn a foreign language is determined by basic predispositions and personality characteristics such as the learner's attitudes towards foreign people in

general, and the target group and language in particular, motives for learning, and generalized attitudes (Gardner, 1985a).

Gardner (1985b) argues that any second language programme has partly linguistic and partly nonlinguistic goals to achieve. The linguistic goals focus on making the learner competent in all of the four skills in the target language, and there are many tests available to assess these skills. Non-linguistic goals, on the other hand, focus on aspects “such as improved understanding of the other community, desire to continue studying the language, an interest in learning other languages, etc” (p.1). There are very few tests available to assess these non-linguistic aspects. Gardner states (1985b) that the Attitude/Motivation Test Battery (AMTB) has been developed meet this need.

Gardner’s Attitude/Motivation Test Battery (English version) is a self-report instrument with 12 scales, which demonstrated high levels of validity and reliability (Gardner 1985b; Gardner, Tremblay & Masogret, 1997) and is one of the key and highly esteemed instruments in the field of attitudes in SLA context. In the form of a questionnaire, The Attitude/Motivation Test Battery (AMTB, hereafter) (Gardner 1985b) assesses the major affective components shown to be involved in second language learning. Below the scales of AMTB are given.

The Scales of AMTB (English Version)

- Interest in Foreign Languages
- Parental Encouragement
- Motivational Intensity
- English Class Anxiety
- English Teacher Evaluation
- Attitude towards English-Speaking People
- Integrative Orientation
- Desire to Learn English
- English Class Evaluation
- English Use Anxiety

- Attitudes toward Learning English*
- Evaluation of the English Course

* This scale is used in this research.

102-item AMTB English version was constructed by Gardner after a series of studies conducted in countries (e.g. Romania, Hungary) where English is taught as a Foreign Language. Gardner states that AMTB for English language is specifically designed for EFL contexts (1985b). The results of Gardner's studies with samples of students at two different age levels indicated that the internal consistency reliability coefficients, factor structures and correlation of the major constructs with achievement scores in English were very similar to the results obtained in the Canadian context from speakers of French as a second language. A major purpose of Gardner's investigation was to determine the structure of relationships among various measures of attitudes, motivation, self-confidence, anxiety, aptitude, and learning strategies that have been found to correlate with measures of achievement in a L2. Gardner (1985b) defines AMTB and its applications as follows:

The Attitude/Motivation Test Battery is a research instrument which has been developed to assess the major affective components shown to be involved in second language learning. To date, its major applications have involved investigations of (a) the correlations of sub-tests and composite test scores with indices of language achievement and behavioural intentions to continue language study, (b) the effects of specific programs, excursions, etc., on attitudinal/motivational characteristics, and (c) the relation of attitudes and motivation to classroom behaviour. It provides a reliable and valid index, however, of the various attitudinal/motivational characteristics which researchers may wish to investigate in many different contexts. (p.4)

In this research, Turkish translated version of Attitudes toward Learning English scale was used as it was the most relevant and appropriate scale to serve the related research question of this study. This scale has shown very high levels of reliability (Gardner, 2010; Atay and Kurt, 2010). Gardner found a reliability alpha of .90 with original English version of the scale, and Atay and Kurt .91 with the Turkish version, translated and validated by Atay and Kurt (2010). Through feedback by emails to the writer of this study, Gardner and Kurt assured that this scale can be used separately to measure

attitudes toward learning English. Below items for Attitudes toward Learning English are provided.

Chamber (1999) proposes that a vast majority of attitude studies have been in the area of university students' attitudes toward foreign language study. There is relatively less research conducted in primary and secondary schools. In addition, in order to define the relationships between attitude and other affective characteristics such as anxiety, motivation, interest, and students' perceptions should also be investigated. In keeping with Chamber's observation, this study makes an attempt to link attitudes toward learning EFL to learner perceptions of teacher interpersonal behaviour.

2.4. Relationships between Teacher Interpersonal Behaviour and Student Attitudes

There have been a number of studies that attempted to associate aspects of teacher interpersonal behaviour as measured by QTI with student subject-related attitudes (e.g. Fisher et al 1995; den Brok et al 2004; Henderson & Fisher, 2008). All these researches have found significant relationships between teacher interpersonal behaviour and student attitudinal outcomes. Henderson and Fisher (2008) determined a pivotal role TIB play in students' attitudes toward vocational classes.

In a study investigating the relationship between interpersonal teacher behavior and student outcomes in Physics subject, den Brok et al (2004) found that Leadership, Helpful/Friendly, Understanding and Student Responsibility/Freedom are positively related to student attitudes. The more teachers were perceived to behave in these ways the more their students viewed the physics lessons positively. On the other hand, Strict, Admonishing, Dissatisfied and Uncertain were all found to be negatively related to student attitudes.

Den Brok (2001) also found a strong connection between affective student outcomes and interpersonal behaviour, while other elements of teacher behaviour (e.g. teaching from a learning activities perspective) in his study were more relevant to cognitive outcomes. A positive and strong effect was found between teacher Proximity (CO) and affective student outcome variables – pleasure, relevance, confidence and effort - in his study with English Foreign Language (EFL) teachers. This strong, direct and positive relationship between affective student outcomes and perceptions of Proximity (CO) corresponds to

studies investigating teacher immediacy, a proximity-related concept (Gorham, & Zakahi, 1990; Sanders, & Wiseman, 1990; Powell, & Harville, 1990; Comstock, Rowell, & Bowers, 1995; Neuliep, 1995; McCroskey, Richmond, Sallinen, Fayer, & Barraclough, 1995). In terms of scales, positive relationships were found for Helpful/Friendly and Understanding behaviour with pleasure, confidence, effort and relevance of students (e.g. van Amelsvoort, 1999).

This chapter showed teacher interpersonal behaviour within Learning Environment Research has deep roots in the past psychological theories of communication and human relationships pioneered by Leary and Moos who both pointed to the dynamic and interrelated nature of human social environment, and more specifically learning environments. Teacher interpersonal behaviour has been shown in numerous studies as a crucial factor in this framework affecting learners' cognitive and affective outcomes. The concept of attitudes toward learning a foreign language is also a highly significant issue studied in literature as an important factor with strong relationships with many other cognitive and affective variables. This research aimed at investigating the relationship between aspects of teacher interpersonal behaviour and students' attitudes toward EFL, a question which has not attracted any attention so far in Turkey. The next chapter will explain the methodology of investigating this relationship as well as other research aims involved in this research.

CHAPTER 3

METHODOLOGY

3.1. DESIGN OF THE STUDY

The overall design of this research is a **survey**. Brown and Rodgers (2002) define surveys as “any procedure to gather and describe the characteristics, attitudes, views, opinions, and so forth of students, teachers, administrators or any other people who are important to a study. Surveys typically take the form of interviews or questionnaires or both” (p.142). Since data from a large group of people about a particular topic are investigated within this research and the aim is to describe characteristics of a population, survey research design was adopted in the study.

The type of method for data collection and analyses within this research is **mixed**. Mixed method involves collecting, analyzing, and combining both quantitative and qualitative data in a single study. The basic premise of the mixed method is that the use of a combination of both quantitative and qualitative data provides a better understanding of the research problems than either approach alone (Creswell, 2003). This research follows this basic premise with a qualitative question addressed to better understand students` perceptions of teacher interpersonal behaviour and to reinforce the data gathered with QTI.

3.2. THE SETTING AND THE PARTICIPANTS

The study involved 509 students in 32 different classes taught by 16 EFL teachers (9 male & 7 female teachers) in 2 Anatolia High Schools and 1 Anatolia Teacher Training High School. Student grade level ranged from 9th to 11th grade. Gender distribution of the students was even to a large degree (% 45 boys and %55 girls). 230 male and 279 female students were involved in the research. The sampled teachers` professional experience ranged from 5 to 24 years and the mean for teacher experience was 11. 24

years. 13 of the English teachers had majors in English Language Teaching while 3 of them had majors in English Language and Literature. Detailed information about the sample characteristics can be seen in Table 3.1.

Table 3.1 Sample characteristics

Level	Variable	N	Percentage/Mean
Teacher	Teacher Gender		
	Male	9	56,25%
	Female	7	43,75%
	Major		
	ELT	13	81,25%
	English Language and Literature	3	18,75%
	Teaching Experience		
	mean teaching experience		11,34 years
Class	Grade level		
	9	13	40,63%
	10	13	40,63%
	11	6	18,75%
Student	Student gender		
	Male	230	45,19%
	Female	279	54,81%
School	Type of School		
	Anatolia High School	2	66,66%
	Anatolia Teacher High School	1	33,33%

3.3. INSTRUMENTS OF THE STUDY

PART A: Turkish version Questionnaire on Teacher Interaction (Measurement of Students' perceptions of Teacher Interpersonal Behaviour)

Questionnaires enable to reach large populations, to find out the objects' judgments and opinion, to investigate their experiences on a specific topic and to identify a problem related to the subjects and their priorities in relation to a specific topic (Ekmekçi, 1999:18). In order to measure EFL students' perceptions of their English teachers' interpersonal behaviour, 62-item Turkish version Questionnaire on Teacher Interaction,

developed and validated by Telli (2006) was employed. Table 3.2 shows the eight scales of Turkish version Questionnaire on Teacher Interaction and a typical item corresponding to each of the scales. The Turkish adaptation of QTI was based on 64-item American version and the development of the instrument involved several steps: translation and back translation by teacher educators; piloting of different versions while refining the items; interviews with students and teachers to establish the importance of teacher interpersonal behaviour in the Turkish context; and a final administration of the questionnaire to the sample described. Interview data and statistical analyses supported the reliability and validity of the instrument (Telli, 2006).

Table 3.2 Descriptive information and sample items for each of the QTI scales

Scale name	Description	Sample Item
	The degree to which:	
Leadership	...the teacher provides leadership to the class and holds student attention	This teacher guides us.
Helpful/Friendly	...the teacher is friendly and helpful towards students	This teacher is someone we can depend on.
Understanding	...the teacher shows understanding/concern/care for students	This teacher trusts us.
Student Freedom	...students are given opportunities to assume responsibility for their own activities.	This teacher is flexible
Uncertain	...the teacher exhibits his/her uncertainty	This teacher's behaviour is inconsistent.
Dissatisfied	...the teacher shows unhappiness/dissatisfaction with students.	This teacher thinks we do not know anything.
Admonishing	...the teacher shows anger/impatience in class	This teacher looks down on us.
Strict	...the teacher is strict with and demanding of students	We are afraid to disturb the lesson of this teacher

As a result of these studies, some of the items in the American version remained unchanged while most of them were revised or replaced with new items in accordance with Turkish educational context. The validity and reliability of the instrument was tested and verified according to the proposed research methods (Telli, 2006; den Brok et al., 2006).

Brekelmans (1989), one of the pioneers of the QTI-related studies, carried out a study to determine the optimal conditions for the administration of the instrument. She stated that the QTI should be administered to at least two classes of a single teacher and to at least ten students in a class for the data to be reliable. It is not necessary to administer the QTI more than once per year, since interpersonal teacher behaviour remains relatively stable apart from the first few weeks in class. QTI is superior to other classroom measurement instruments thanks to its ability to provide reliable generalized data. In the statistical analyses to investigate specific research questions of this study, the items in QTI were aggregated to obtain separate scores for each of the eight scales. All the statistical analyses were computed using these scale scores.

PART B: The ALE (Measurement of Student Attitudes Toward Learning English)

Since main interest of this research is to measure subject-related attitudes, Turkish version Attitudes Toward Learning English scale (Atay and Kurt, 2010) in Gardner's Attitude Motivation Test Battery (1985) was administered to the participants. Gardner and Kurt ensured the researcher that single scale use of ALE did not pose any methodical problem as AMTB is a very broad-based instrument measuring a variety of constructs at a time (motivation, anxiety, and attitudes) and allows for researcher's use of any of the scales depending on their research aims, with separate reliability scores for each of the 12 scales.

The face validity of the scale was established through contacts with the faculty members in ELT Department at Hacettepe University and an expert in educational sciences. No modifications were made in the wording of the items. But, unlike the original English version AMTB and Atay and Kurt's Turkish adaptation, a five-point Likert scale was used for practical reasons and because of the ambiguity of the six-point scale response alternatives in the Turkish version. There are separate reliability scores for each of the

12 scales in AMTB. With regard to reliability of the ALE scale, this study found very sufficient amount of internal consistency reliability (.91), which displays very similar results with the previous studies (Atay & Kurt, 2010; Gardner 2005). As in the eight interpersonal scales of QTI, the items of ALE were aggregated to obtain a scale score, and the analyses were based on the scale means for the ALE.

10-item Attitudes toward Learning English in AMTB

- Learning English is really great.
- I really enjoy learning English.
- English is a very important part of the school programme.
- I plan to learn as much English as possible.
- I love learning English.
- I hate English.
- I would rather spend my time on subjects other than English.
- Learning English is a waste of time.
- I think that learning English is dull.
- When I leave school, I will give up the study of English because I am not interested in it.

PART C: Qualitative question to identify the most liked and disliked interpersonal behaviours

An open-ended question was addressed to students to gain a deeper insight into students' perceptions of teacher interpersonal behaviour, which was quantitatively measured with QTI. The question was **“What are the types of interpersonal behavior you like and dislike most about your English teacher? Explain giving reasons.”** Student feedback collected with this open-ended question was used to provide evidence and support for QTI items and scales as well as for the relationships established between students' perceptions of teacher interpersonal behaviour and their attitudes toward learning English through correlational analysis with QTI and ALE.

All of the above mentioned parts of the instruments were administered to students in a sequence on successive pieces of papers stapled together with an initial page dedicated to explanation about the confidentiality of the survey and demographic information inventory students.

Teacher Information Form: Demographic information about the teachers was provided with a teacher information form filled and returned to the researcher by each English teacher (see Appendices at the end of this thesis for all the instruments).

3.4. SAMPLING PROCESS

Convenient sampling was used for the purposes of the study. The most convenient way to collect data on students' perceptions of their learning environment is multistage sampling, in which first schools, next teachers, then classes, and finally the students are selected. This procedure is observed within the methodology of this research study. Because respondents in similar classes or with similar teachers share experiences in the course of a history, multistage sampled data usually contains more shared elements by nature than randomly sampled data.

Regarding the selection of schools, the upcoming procedure was followed. The school types were identified for the aims of the study. The nature of the study required that schools where English is taught as an important part of the school program, and where students learn English for professional aims should be included. It was also necessary that the profiles of the students should be high as the questionnaires in the study calls for a certain level of cognitive and social capacity on the part of students. As this thesis makes an attempt to contribute to ELT teaching, schools whose graduates get into ELT or English Language related majors were selected. In Turkey, most of the foreign language undergraduate students come from Anatolia Teacher Training or Anatolia High Schools. In keeping with these reasons, this research samples one Anatolia Teacher High School and two Anatolia High Schools.

Teachers' and students' participation in the study was voluntary, but it turned out that all the teachers and students were very willing to be involved in the study in the

participating schools so all EFL teachers in the selected schools were included in the study. The number of participating teachers ranged from four (Erdoğan Akdağ Anatolia Teacher High school) to six (Yozgat High School). All schools had both male and female teachers, and during the semester the study was conducted (2010-2011 Fall) all teachers were teaching at least two different classes among the 9th, 10th, and the 11th grades.

3.5. GENERAL PROCEDURE FOR DATA COLLECTION

After decisions on key terms were made, a detailed literature survey was undertaken (see Chapter 2). Relevant research was done on every available source of information ranging from paper-based materials to online databases or journals. Most documents related to the QTI were provided electronically by Prof. Perry den Brok, a pioneer in QTI-related research, and Dr. Sibel Telli, who adapted QTI into Turkish. The English version Attitude/Motivation Test Battery and the related documents, such as the technical report on AMTB, and studies with AMTB were provided by Prof. Robert C. Gardner by emails. Gardner also gave supervision about the use of the scale Attitudes toward Learning English (ALE) and reliability scores of the scale from previous researches. Since Turkish version of ALE is used in the study, Derin Atay and Gokce Kurt, who adapted AMTB into Turkish and validated the Socio-educational Model within the Turkish context sent the researcher all the necessary documents as well as their suggestions about the administration of ALE. Permission to use both QTI and ALE instruments were also obtained via emails from the above mentioned scholars.

In order for QTI to be valid it needs to be administered to at least two different classes of the same teacher, and this requirement was met in this study. These two classes were selected among different grades when a teacher was found to teach all of the three grades. When a teacher taught only two of the target grades, those two available classes were included. Qualitative data was gauged from all participating students.

Upon being granted an official permission to conduct the study from Yozgat Branch of National Education, the researcher visited all the schools personally, informed the school administration and EFL teachers about the study and ensured that they

recognized the importance of the study. The school administrations were very willing to provide any needed information to the researcher, including the lists of classrooms, the students' lists, and teachers' weekly schedules.

Prior to the main study, a pilot study was conducted in two classrooms of an English teacher in another Anatolia High School in order to identify potential difficulties in the wording of the items, to check the time needed to administer the questionnaire, and to make sure students understood the statements in the questionnaires. Necessary changes were made for the wording of the qualitative question, and notes were taken for QTI items in order to be used for clarifications during the main study.

The researcher's school visits were arranged with school management's approval. The first meeting with teachers usually started by explaining the study (in oral and written form) and the instrument(s). When teachers accepted to participate, an appointment was arranged for the administration of the questionnaires, preferably within two weeks. The researcher conducted the instruments personally in each of the classrooms in the absence of the teachers. Each teacher spared a whole class hour to the researcher for the administration of the instruments. The researcher briefly explained the study to each class and explained how each section in the questionnaires should be completed. The students were ensured that their responses would be kept strictly confidential through both written and verbal explanations prior to the administration of the study.

During administration, directions were given clearly and necessary explanations were provided by the researcher to the students. Students were asked to complete all instruments without leaving any items empty as well. The administration of the questionnaires lasted about 35 minutes.

3.6. DATA ANALYSIS

Data gathered on all teacher and student variables as well as the items of the questionnaires were entered into Excel for Windows initially and then transferred into SPSS 15.0 for statistical analyses. Variables were defined in accordance with the

research purposes and the related analyses. The data which is returned incomplete by the participating students were not included in the analyses.

Tables of frequencies, percentages, means, standard deviations for the quantitative questionnaires as well as teacher and student variables (e.g. teacher gender, and student grade level) were computed for descriptive information and statistical analyses. The five-point Likert scale item scores of Questionnaire on Teacher Interaction and Attitudes toward Learning English were aggregated to obtain scale mean scores. All the statistical analyses for the two quantitative instruments were conducted with the scale mean scores.

Cronbach Alpha reliabilities for QTI and ALE were established for a measure of internal consistency. The first and the fourth research questions addressed in this study were aimed to investigate whether there is a significant relationship (a) between student perceptions of teacher interpersonal behaviour and their attitudes toward learning English, and (b) between students' perceptions of TIB and teacher professional experience. To test these relationships, Pearson Moment Correlation analysis was employed between the scale scores of QTI, Attitudes toward learning English, and teachers' year of teaching experience.

Differences in student perceptions of TIB according to (a) teacher gender, and (b) teacher major were analysed by means of Independent Samples T-Test. Differences in student perceptions of TIB according to student grade level were computed by means of One-way ANOVA with Post Hoc multiple comparisons. To specify power and effect size for analyses in this research, significance (p value) was set to .05, which is the most commonly used value in educational statistics.

For the analysis of the open-ended question, deductive and inductive content analysis through coding of the students' responses was done. The eight scales (leadership, helpful/friendly, understanding, student freedom, uncertain, dissatisfied, admonishing, and strict) of the Questionnaire on Teacher Interaction were used as the coding matrix for deductive analysis. In accordance with this coding scheme, students' references to

the most liked and disliked teacher interpersonal behaviours were labeled. Items of QTI and students' qualitative comments were matched under the categories (i.e. the eight scales of QTI). Authentic quotations from student responses to the open-ended question were used as much as possible to increase the trustworthiness of the research.

Inductively, we analyzed student responses to identify teacher interpersonal behaviour patterns (if any) which were not incorporated within QTI. In addition, we attempted to relate liked and disliked teacher interpersonal behaviour and students' reasons for them with the relationships we established quantitatively through correlational analysis between the eight interpersonal aspects of teacher interpersonal behaviour and student attitudes. The next chapter will provide the results from both quantitative and qualitative section.

CHAPTER 4

DATA ANALYSES AND RESULTS

4.1. INTRODUCTION

The findings obtained from this research are presented in this chapter in the following manner. First the reliabilities of the instruments are reported followed by tables for descriptive statistics for the sample and the scales of the quantitative instruments. Then, the results of the analyses to answer specific research questions were given separately.

4.2. RELIABILITY OF THE INSTRUMENTS

An important consideration in questionnaire-based measurements of teacher interpersonal behaviour is that each item in a scale measures the same aspect of behavior for any teacher. For example, do the items on the Leadership scale refer to a common concept? If so, they can be described as ‘homogeneous’ or having internal consistency. Cronbach alpha coefficient was computed for each QTI scale as a measure of internal consistency (see Table 4.1). The reliability coefficients for the QTI scales ranged from .70 (student freedom) to .87 (helpful/friendly), which are similar to the findings of previous studies (e.g. Telli, 2006; Telli et al, 2007, den Brok 2004). The results indicated that the instrument was reliable, since all reliability coefficients were above the .60 level suggested by Nunnally (Nunnally, 1967; 1978) and the .65 level suggested acceptable for QTI-related research purposes by Wubbels, et al., (1993c).

The degrees of reliability of the instruments in this study are similar to the ones reported by Wubbels (1993b), and Wubbels and Levy (1991) for secondary students in the Netherlands, the USA and Australia. Like the current study, the highest reliability was found for Helpful/Friendly and the lowest for Student Freedom (see den Brok, et al., 2006b) in all these countries. Table 4.1 presents an overview of reliability coefficients for each of the eight scales of QTI and ALE.

Table 4.1. Internal consistency (Cronbach alpha coefficient) reliability for the scales of the QTI and Attitudes toward learning English (ALE)

Label	Scale	Reliability
DC	Leadership	.82
CD	Helpful/Friendly	.87
CS	Understanding	.85
SC	Student Freedom	.70
SO	Uncertain	.78
OS	Dissatisfied	.82
OD	Admonishing	.71
DO	Strict	.70
ALE	Attitudes toward Learning English	.93

Satisfactory internal consistency reliability was also found for the Attitudes toward Learning English scale in this study, with the Cronbach alpha coefficient being .93. The negatively-keyed items of the ALE were recoded in order to obtain accurate results. That is to say, if a student responded to “I love English” with strongly agree (5) and to “I hate English” with strongly disagree (1), then 1 is recoded into 5 because both refer to high levels of positive attitudes.

4.3. DESCRIPTIVE STATISTICS FOR THE PARTICIPANTS

The distribution and percentages of teacher and student variables were computed by means of statistical analyses. Gender distribution for both teachers and students were

even. A total of 9 male and 7 female teachers' classroom interpersonal behaviours were investigated in this research. A great majority of the teachers had a major in English Language Teaching (%81.25). In terms of grade level the number of grade 11 classes (n=6) was relatively smaller than grade 9 (n=13) and grade 10 (n=13). The number of students involved in the study was 231 in the 9th grade, 195 in the 10th grade, and 83 in the 11th grade. Table 4.2 presents an overview of the characteristics of the participants.

Table 4.2. Distribution of teacher, class, and student variables.

Level	Variable	N	Percent/Mean
Teacher	Teacher Gender		
	Male	9	56,25%
	Female	7	43,75%
	Major		
	ELT	13	81,25%
	English Language and Literature	3	18,75%
	Teaching Experience		
	mean teaching experience		11,34 years
Class	Grade level		
	9	13	40,63%
	10	13	40,63%
	11	6	18,75%
Student	Student gender		
	Male	230	45,19%
	Female	279	54,81%
School	Type of School		
	Anatolia High School	2	66,66%
	Anatolia Teacher High School	1	33,33%

4.4. DESCRIPTIVE STATISTICS FOR THE QTI

Each QTI scale, and ALE yield a scale mean score ranging from 1 (minimum possible mean) to five (maximum possible mean), aggregated from the 5-point likert scale values for each of the items. The researcher asked the opinions of the faculty of ELT department at Hacettepe, two educational experts, and a statistician, and following

feedback received from them, the scale means for both QTI and ALE were interpreted as follows:

Table 4.3. The values for the interpretation of the scale means

Range for means	Degree / level
1.00 – 1.80	very low
1.80 – 2.60	low
2.60 – 3.40	moderate
3.40 – 4.20	high
4.20 – 5.00	very high

Overall, , students perceived high levels of positive teacher interpersonal behaviour (the first four scales of QTI incorporate positive aspects of teacher interpersonal behaviour) in their English teachers' classrooms, and low levels of negative teacher interpersonal behaviour (the last four scales of QTI incorporate negative aspects of teacher interpersonal behaviour). As can be seen in Table 4.4, leadership was the most commonly observed behaviour in EFL classrooms by the students (mean=4,0724) while uncertain (mean=1,6478) was the least perceived aspect of teacher behaviour.

Table 4.4. Descriptive statistics for each of the scales of QTI

Scale	Min.	Max.	Mean	SD
Leadership	1,75	5,00	4,0724	,72068
Helpful /Friendly	1,13	5,00	3,8576	,83586
Understanding	1,13	5,00	3,9283	,77854
Student Freedom	1,00	4,50	3,0619	,57966
Uncertain	1,00	4,57	1,6478	,63112
Dissatisfied	1,00	4,89	2,0327	,72126
Admonishing	1,00	4,50	2,2726	,65989
Strict	1,25	5,00	2,9327	,65463

N=509

4.5. DESCRIPTIVE STATISTICS FOR ALE

The results of descriptive analyses for Attitudes toward Learning English scale elicited a scale mean of 3,9081. This means the sampled EFL students in this research hold positive attitudes toward learning English in general.

Table 4.5. Descriptives for ALE scale

	N	Min.	Max.	Mean	SD
Attitudes toward Learning English	509	1,00	5,00	3,9081	,92133

4.6. ANALYSIS OF THE FIRST RESEARCH QUESTION

The first research question addressed in the study was “**Is there a significant relationship between students’ perceptions of EFL teacher interpersonal behaviour and their attitudes toward learning English**” In order to answer this question, **simple correlation analysis** was performed with the eight scales of QTI and Attitude scale (ALE).

Correlation analysis elicited significant positive relationships between students’ perceptions of leadership, helpful/friendly, understanding, and student freedom with their attitudes toward learning English. This means that the higher the students’ perceptions of English teachers’ leadership, student freedom, helpful/friendly, and understanding behaviour, the more positive their attitudes are toward learning English as a foreign language. Apart from these, strong negative correlations were found between students’ perceptions of uncertain, dissatisfied, admonishing interpersonal behaviour and ALE. The results confirmed the facilitative role of positive teacher-student interaction on students’ attitudinal outcomes (den Brok et al, 2006). The results are shown in Table 4.6.

Table 4.6. Results of correlational analyses between QTI scales and ALE

Scales of QTI	Correlation with ALE
Leadership	0,41*
Helpful/Friendly	0,50*
Understanding	0,45*
Student Freedom	0,11*
Uncertain	-0,28*
Dissatisfied	-0,42*
Admonishing	-0,29*
Strict	-0,05

*Significant at .05 level. $p < .05$ (two-tailed) N=509

The relationships found between student perceptions of TIB and their EFL-related attitudes in this research are in keeping with the previous research (e.g. Fisher et al., 1997; den Brok et al, 2004; Telli, 2006) and are stronger than the previous studies. For example, Quek et al (2007) found significant correlations for only two scales of QTI - leadership and uncertain- and their attitudes to toward Project Work in a study conducted in Singapore, whereas in this study seven scales were found to be in significant correlation with student attitudes.

4.7. ANALYSIS OF THE SECOND RESEARCH QUESTION

The second research question addressed in the study was “**Are students’ perceptions of their English teachers’ interpersonal behaviour different in terms of teacher gender?**” Previous research with QTI almost always used student gender for comparison of gender related differences in students’ perceptions of teacher interpersonal behaviour. These studies revealed very similar results, with female students always viewing their teachers as displaying higher degrees of strictness and leadership, and more helpful/friendly and understanding than male students (e.g. Goh & Fraser, 1995; Levy et al., 1992; Wubbels & Levy, 1993). This study takes a different perspective and treats male and female teachers as independent groups for T-test and

gender-related differences were drawn using teacher gender as unit of analyses, rather than the student gender

Table 4.7. Gender distribution of the English teachers

Teacher gender	Number	Percentage
Male	9	56,25%
Female	7	43,75%

Independent samples T-test was conducted in order to investigate differences between students' perceptions of male and female teachers' interpersonal behaviour by comparing scale mean scores of students in male teachers' classrooms with those of students in female teachers' classrooms. At this point, it is useful to remind that the possible minimum value for all QTI scales and ALE scale in this research is 1 (corresponding to never/strongly disagree in the five-point Likert scale in the questionnaires) and maximum possible mean is 5 (corresponding to always/strongly agree).

Regarding the presentation of the T-test outcomes, the following procedure was adopted in this study: In all T-test models Levene Test for Equality of variances were conducted. When the p value, i.e. significance was found to be higher than $p = .05$ in the Levene Test, T-test results were given according to equal variances assumed, and when it is lower than $p = .05$, the T-test results were given according to equal variances not assumed.

In the T-test tables in the next few pages, t signifies both the magnitude and the direction of the mean difference between the two samples. If the t value is negative it means there is a mean difference to the favour of the second group, and if t is positive, it means there is a mean difference to the favor of the first (control) group. The t value is written in the same line with the level of the variable to whose side there is a higher mean score. Whether the difference is significant or not can be understood by the p value in T-test tables. A p value lower than .05 refers to a meaningful difference between the two groups.

In terms of teacher gender, students' perceptions of leadership, helpful friendly, student freedom, and admonishing are statistically higher for male teachers than females. Students rated higher levels of understanding, uncertain, and strict for male teachers although these differences were relatively smaller. Outcomes for Independent T-Tests for comparison of student perceptions of the aspects of teacher interpersonal behaviour for which significant differences were obtained are listed below.

Leadership

Students' perceptions of male teachers' leadership is significantly higher than their perceptions of leadership of female teachers. This result calls for a need for female English teachers to display more leadership in their classrooms in order to gain favourable images in the eyes of their students.

Table 4.8. T-Test for leadership according to teacher gender

	Group	N	Mean	SD	t	p
Leadership	Male	293	4,128	,694	2,008	.04
	Female	216	3,997	,750		

Significance (p) is 2-tailed. N=Number of students in teacher gender group

Helpful/Friendly

Like leadership, male teachers were found to be more helpful friendly in their English classrooms than females. This result bears resemblance with Levy et al (2003), who found that both male and female students thought that their male teachers were more helpful / friendly than their female counterparts.

Table 4.9. T-Test for helpful/friendly according to teacher gender

	Group	N	Mean	SD	t	p
Helpful/Friendly	Male	293	3,961	,793	3,289	.01
	Female	216	3,717	,873		

Significance (p) is 2-tailed. N=Number of students in teacher gender group

Student Freedom

T-test indicated significant differences between male and female teachers in terms of students' perceptions of student freedom. Male teachers were reported to allow significantly more student freedom in their classes than their female counterparts. The results are shown in Table 4.10.

Table 4.10. T-Test for student freedom according to teacher gender

	Group	N	Mean	SD	t	p
Student Freedom	Male	293	3,1058	,592	1,997	.04
	Female	216	3,0023	,599		

Significance (p) is 2 tailed. N=Number of students in teacher gender group

Admonishing

According to T-test outcomes shown in Table 4.11, it is observed that students' perceptions of admonishing behaviour of male English teachers were significantly higher than female teachers.

Table 4.11. T-Test for admonishing according to teacher gender

	Group	N	Mean	SD	t	p
Admonishing	Male	293	2,3289	,619	2,205	.02
	Female	216	2,1962	,709		

Significance (p) is 2-tailed. N=Number of students in teacher gender group

4.8. ANALYSIS OF THE THIRD RESEARCH QUESTION

Our third research question was “**Are students' perceptions of their English teachers' interpersonal behaviour different according to teacher major?**” In order to investigate differences in student perceptions of interpersonal behaviour between teachers from ELT backgrounds and teachers from Literature backgrounds, T-tests for independent samples were performed for each of the eight QTI scales.

Student perceptual data demonstrated significant differences between the two samples. English teachers from Literature background were perceived as having more leadership, helpful/friendly and understanding behaviour, and less uncertain, dissatisfied, admonishing, and strict behaviour than teachers with ELT major. Results also showed that ELT graduates allowed for more student freedom in their classes. Variances were all significant at .05 level (two-tailed) except strict and student freedom. The relatively small sample in the classes of Literature graduate English teachers requires careful interpretations of the differences (see Table 4.11 and Table 4.12).

Table 4.12. Distribution of teachers in terms of major

Major	Number of teachers	percentage
ELT	13	81,25%
English Language and Literature	3	18,75%

Leadership

The t value in Table 4.13 signifies a magnitude of difference to the favor of the second group (teachers from literature backgrounds) as t is -2,023. Students perceived high levels of leadership in both ELT graduate and Literature graduate English teachers' classes. However, students in the classes of teachers from Literature background reported significantly higher levels of leadership when compared to ELT graduates.

Table 4.13. T-test for leadership according to teacher major

	Group	N	Mean	SD	t	p
Leadership	ELT	404	4,040	,744	-2,023	.04
	Eng.Lit	105	4,199	,605		

Sig. (p) is two-tailed. N=Number of students in classes of the teacher group

Helpful/Friendly

Overall, students' perceptions of helpful/friendly behaviour were high for both groups (with means over 3.40 level). As seen in Table 4.14, T- Test indicated that means for students perceptions were significantly higher for teachers from Literature background than teachers from ELT background.

Table 4.14. T-test for helpful/friendly according to teacher major

	Group	N	Mean	SD	t	p
Helpful/Friendly	ELT	404	3,798	,863		
	Eng.Lit	105	4,085	,676	-3,650	.00

Sig. (p) is two-tailed. N=Number of students in classes of the teacher group

Understanding

Students felt that their English teachers with Literature majors were more understanding than teacher with ELT majors. These results are very similar to those obtained for leadership and helpful/friendly.

Table 4.15. T-test for understanding according to teacher major

	Group	N	Mean	SD	t	p
Understanding	ELT	404	3,884	,822		
	Eng.Lit	105	4,098	,554	-3,168	.02

Sig. (p) is two-tailed. N=Number of students in classes of the teacher group

Uncertain

Students perceived very little amount of uncertainty in their teachers' classroom behaviour. The means for both ELT and Literature graduate teachers are below 1.80, which refers to the very low degrees of perceptions of uncertainty. However, the mean difference between the two is significantly high, with more uncertain behaviour for teachers with an ELT major.

Table 4.16. T-test for uncertain according to teacher major

	Group	N	Mean	SD	t	p
Uncertain	ELT	404	1,688	,670	3,763	.00
	Eng.Lit	105	1,491	,415		

Sig. (p) is two-tailed. N=Number of students in classes of the teacher group

Dissatisfied

T-Test results indicated that the means for students' perceptions of dissatisfied teacher interpersonal behaviour were low and that students perceived more dissatisfied behaviour of their ELT graduate English teachers than teachers from Literature backgrounds.

Table 4.17. T-test for dissatisfied according to teacher major

	Group	N	Mean	SD	t	p
Dissatisfied	ELT	404	2,091	,744	4,228	.00
	Eng.Lit	105	1.807	,574		

Sig. (p) is two-tailed. N=Number of students in classes of the teacher group

Admonishing

Students' perceptual data indicated that ELT graduates displayed much more admonishing behaviour in their classrooms, although students' perceptions of admonishing were low for both groups of teachers.

Table 4.18. T-test for admonishing according to teacher major

	Group	N	Mean	SD	t	p
Admonishing	ELT	404	2,349	,660	5,257	.00
	Eng.Lit	105	1.978	,575		

Sig. (p) is two-tailed. N=Number of students in classes of the teacher group

T-tests for each of QTI scale means indicated that English teachers from ELT backgrounds were perceived as displaying significantly more uncertain, dissatisfied, and admonishing behaviour and less leadership, helpful/friendly and understanding behaviour than their counterparts from Literature backgrounds.

4.9. ANALYSIS OF THE FOURTH RESEARCH QUESTION

The fourth research question addressed in this survey was “**Is there a significant relationship between students’ perceptions of teacher interpersonal behaviour and teacher professional experience?**” In order to answer this question, Pearson Product Moment correlation coefficients were computed between each of the eight QTI scales and teachers’ years of professional experience. Distribution of teachers according to years of teaching experience and students in their classrooms is given in Table 4.19.

Table 4.19. Distribution of English teachers according to teaching experience

Experience	N of Ts	% of Ts	N of Ss in T group	% of Ss
5 years	1	6,25	29	5,7
6 years	3	18,75	90	17,7
7 years	1	6,25	36	7,1
10 years	1	6,25	38	7,5
11 years	2	12,50	56	11
12 years	1	6,25	26	5,1
13 years	4	25	128	25,12
14 years	2	12,50	68	13,4
24 years	1	6,25	38	7,5

Notes: N= Number Ts=Teachers Ss=Students T=Teacher

Correlational analysis indicated strong positive relationships between leadership and teacher experience, between helpful/friendly and teacher experience, and between understanding and teacher experience (see table 4.20). These correlations mean that the more teaching experience English teachers have, the higher students’ perceptions of teacher leadership, understanding, and helpful/friendly behaviour are.

Uncertain and dissatisfied were found to negatively correlate with teacher experience at significant levels ($p < .05$). This means students’ perceptions of uncertain and dissatisfied teacher behaviour decrease while teacher experience increases. Teacher experience has a positive role on students’ perceptions of leadership, helpful/friendly, and understanding behaviour as well as uncertain and admonishing.

Table 4.20. Correlation coefficients for QTI scales and teacher experience

Scales of QTI	Correlation with teacher experience
Leadership	.15*
Helpful/Friendly	.11*
Understanding	.13*
Student Freedom	.03
Uncertain	-.10*
Dissatisfied	-.15*
Admonishing	-.05
Strict	.03

* Significant at .05 level (two-tailed), $p < .05$.

4.10. ANALYSIS OF THE FIFTH RESEARCH QUESTION

The fifth research question addressed in this survey was “ **Are students perceptions of their English teachers’ interpersonal behaviour different across student grade levels**”? In order to answer this question, One-Way ANOVA was conducted. The reason why ANOVA was used is that there are three levels (9th, 10th, and 11th grades) for the variable (class) to be tested. When we have found a statistically significant variance between the groups by means of ANOVA tests, i.e. when the F value have been found to be significant at .05 level, we referred to Post Hoc tests for multiple comparisons between the three groups to identify which of the three groups (9th, 10th, and 11th grade students) is significantly different from each other.

Post Hoc multiple comparisons were computed with LSD for equal variances assumed and Tamhane for equal variances not assumed. Tests of Homogeneity of variances were computed for all ANOVA models, and when the variances were found to be homogeneous with $p > .05$, the results were given according to LSD, and when the variances were not found to be homogeneous with a $p < .05$, the results were given according to Tamhane. In the following pages, ANOVA tables drawn for each QTI scales for comparison of students’ perceptions between the three groups of students will be presented.

Leadership

ANOVA test results and subsequent multiple comparisons by means of Post Hoc tests indicated that leadership was different between 9th, 10th, and 11th grades in such a way that as the grade level of student increases, students' perceptions of leadership decrease at statistically significant degrees ($p=.00$ between all groups).

Table 4.21. ANOVA for students' perceptions of leadership according to the grade level

	Grade	N	Mean	SD	F	Sig.
Leadership	9	231	4,272	,608	23,608	.00
	10	195	4,000	,689		
	11	83	3,687	,882		

The results indicated that student grade level is a significant factor in students' perceptions of their English teachers' leadership.

Helpful/Friendly

The means for the three grade levels indicated that students' perceptions of teacher helpful/friendly behaviour decrease with higher grade levels. Multiple comparisons with Post Hoc tests indicated that the mean differences of the students' perceptions of helpful friendly behaviour are statistically different between grade 9 and 10 ($p=.00$), and between grade 9 and 11 ($p=.00$).

Table 4.22. ANOVA for students' perceptions of helpful/friendly according to the grade level

	Grade	N	Mean	SD	F	Sig.
Helpful/Friendly	9	231	4,025	,712	12,567	.00
	10	195	3,804	,755		
	11	83	3,515	1,162		

Students in grade 10 perceived remarkably higher degrees of helpful/friendly behaviour than their 11th grade counterparts although the mean difference was not statistically significant ($p=.11$). Overall, it can be argued that grade level has a very important effect on students' perceptions of helpful/friendly behavior.

Understanding

One-Way ANOVA to investigate students' perceptions of English teacher interpersonal behaviour revealed significant differences ($p=.00$). So it was necessary to conduct Post Hoc multiple comparisons to identify where the variances lie. Post Hoc tests indicated that the mean differences between 9th and 10th grade and between 9th and 11th grade were significant ($p=.00$ for both comparisons).

Table 4.23. ANOVA for students' perceptions of understanding according to the grade level

	Grade	N	Mean	SD	F	Sig.
Understanding	9	231	4,087	,680	13,650	.00
	10	195	3,884	,705		
	11	83	3,588	1,043		

Though not significant, understanding teacher interpersonal behaviour score elicited a big decrease from 10th grade students to the 11th graders ($p=.058$). So, as with leadership, and helpful/friendly behaviour, students' perceptions of understanding teacher interpersonal behaviour tend to decrease among higher graders.

Student Freedom

Although one-way ANOVA test elicited an F value significant with $p=.02$, the Post Hoc multiple comparisons revealed that student freedom is fairly homogeneous between grade 9 and 11. However, there is a significant difference between grade 9 and 10 ($p=.00$) with a higher mean score in the 9th grade than in the 10th. There is also a significant difference between grade 10 and 11 ($p=.04$) with a higher score in the 10th grade.

Table 4.24. ANOVA for students' perceptions of student freedom according to the grade level

	Grade	N	Mean	SD	F	Sig.
Student Freedom	9	231	3,058	,592	4,027	.02
	10	195	3,153	,511		
	11	83	3,020	,666		

As can be observed from Table 4.24, in terms of grade level, students' perceptions of student freedom were found to be fairly inconsistent across grade levels, and unlike other scales there is not a parallel development, either an increase or decrease, across grade levels.

Uncertain

The descriptive means for one-way ANOVA indicated that students in the higher grades felt that their teachers were more uncertain than students in the lower grades (see Table 4.25). Multiple comparisons with Post Hoc indicated that the mean score is significantly higher in the 9th and 10th grades than in the 11th grade, with mean differences significant at $p=.00$, and $.01$, respectively. Although not statistically significant, students in the 10th grade perceived remarkably higher degrees of uncertainty from their English teachers than the 9th graders.

Table 4.25. ANOVA for students' perceptions of uncertain according to the grade level

	Grade	N	Mean	SD	F	Sig.
Uncertain	9	231	1,556	,524	11,400	.00
	10	195	1,635	,608		
	11	83	1,933	,843		

Dissatisfied

Student grade level was found to be a significant factor in students' perceptions of their English teachers' dissatisfied behaviour. Lower graders reported statistically less dissatisfied behaviour than the higher graders. The means for each group can be observed from Table 4.26 below.

Table 4.26. ANOVA for students' perceptions of dissatisfied according to the grade level

	Grade	N	Mean	SD	F	Sig.
Dissatisfied	9	231	1,876	,598	17,334	.00
	10	195	2,062	,679		
	11	83	2,398	,959		

Multiple comparisons by means of Post Hoc tests indicated that the p value for the mean difference for student perceptions of dissatisfied was .00 between 9th and 10th grades, and between 9th and 11th grade. The mean difference between the 10th and 11th grades was significant at $p = .01$. So, grade level was found to have a significant role in the differences of students' perceptions of dissatisfied behaviour between each group.

Admonishing

As with uncertain and dissatisfied, students in higher grades tend to perceive more admonishing interpersonal behaviour of their English teachers. Post Hoc Tests demonstrated that there is a significant variance between 9th and 10th and between 9th and 11th grades ($p = .00$ for both), but not between 9th and 10th grade ($sig = .59$).

Table 4.27. ANOVA for students' perceptions of admonishing according to the grade level

	Grade	N	Mean	SD	F	Sig.
Admonishing	9	231	2,178	,635	20,247	.00
	10	195	2,212	,629		
	11	83	2,678	,654		

Overall, ANOVA tests indicated the significant role of grade level on student perceptions of TIB. Higher grades were significantly associated with lower degrees of perceptions of teacher leadership, helpful/friendly, understanding, and with higher degrees of uncertain, dissatisfied, admonishing and strict behavior. The outcomes are very similar to those found in a previous study conducted by Levy et al (2003). The findings revealed remarkably stronger effect of student grade level unlike the previous studies conducted by Levy et al (1997) and Ferguson and Fraser (1998).

4.11. RESULTS OF THE QUALITATIVE QUESTION

Students responded to a qualitative question inquiring what they liked and disliked most about their EFL teacher interpersonal behaviour. The question was “**What are the types of interpersonal behavior you like and dislike most about your English teacher? Explain giving reasons.**” This question was addressed to gain a deeper insight into students’ perceptions of teacher interpersonal behaviour, which was quantitatively measured with QTI. Student feedback in this open-ended question was used to provide evidence and support for QTI items and scales as well as for the relationships between students’ perceptions of teacher interpersonal behaviour and their attitudes toward learning English.

It turned out that students replied to this question mostly by one or two sentence, sometimes by a few words expressing their ideas, and rarely by a paragraph. Student responses included identical statements with each of the 62 items of the questionnaire. In other words, students’ responses include references to all of the QTI items. Moreover, we were able to label each of the eight scales (behaviour categories of QTI).

The single-question open-ended questionnaire was analyzed in the following manner. For deductive content analysis student responses were coded (i.e. labeled) according to eight behaviour aspects of Questionnaire on Teacher Interaction – leadership, helpful/friendly, understanding, student freedom, uncertain, dissatisfied, admonishing, strict – which were adopted as the initial coding categories. In addition to this, inductive content analysis throughout led us to identify three more categories – humoristic, fair, discriminating, and humiliating. The types of teacher interpersonal behaviour students’ mention in their responses were classified into two broad sections as follows:

A. The Types of Teacher Interpersonal Behaviour Students Like Most

- *Leadership**
- *Humoristic / witty*
- *Understanding**
- *Student freedom**

- *Fair*
- *Helpful / Friendly**

B. The Types of Teacher Interpersonal Behaviour Students Dislike Most

- *Discriminating*
- *Dissatisfied**
- *Admonishing**
- *Humiliating*
- *Uncertain**
- *Strict**

*These are the scales of QTI.

SAMPLE TRANSLATED RESPONSES TO QUALITATIVE QUESTION

In this section, the numbers at the end of student responses indicate the participant code (participant number of the informant). Student responses will be given as a whole, without any modification by the researcher. In their responses students first identified the type of behaviour they like and stated a reason for why he likes or dislikes that specific type of behaviour. Sample responses were given below for each identified aspect of teacher interpersonal behaviour.

A. The Types of Teacher Interpersonal Behaviour Students Like Most

Leadership

Students appreciate teacher authority in class and perceive it as a condition for a healthy classroom environment.

- He has authority in class. This provides a more comfortable class environment. 301
- He completely dominates the class, makes it easier for us to understand the lesson without any problems. He is authoritative, and our attempts to spoil the lesson go for nothing. 486

- He dominates the class. The lessons of the teachers who cannot dominate the class are very noisy. A good leader, he ensures authority in class and this makes me adapt to the lesson. 491
- Authoritative. He does not allow anyone to disrupt the class. This enables us to pay attention in class better. 370
- His being the only authority in class makes it easy for me to understand the lesson 255
- She is very authoritative 323
- He is respected among students because everybody likes him. 172
- He is trying to make us like English. I didn't use to like English before but now I do. 503

Understanding

Teacher tolerance and understanding approach have been reported to contribute greatly to student well-being and interest in the class.

- His behaving understandably towards us. This makes me happy and increases my intimacy with him. His encouraging us at times we do wrong in class. 234
- He is sensitive, he often asks whether we understand the lesson or not. 185
- He makes us laugh when we get bored, he gives a break. He doesn't let us get bored quickly. 389
- He is understanding and he always tolerates our jokes. 390
- He is sympathetic, although I'm not active during class he doesn't yell at me. 392
- I like that he is sympathetic: he doesn't get angry about a small thing; he tries to understand why it is so. He gives us time to speak. 495
- Upon seeing that our attention is distracted, he makes 5-6 minutes of conversation. 366
- He knows about the psychology of the students. He knows where to stop, not letting the students become exhausted. 219
- He doesn't pressurize on us, he minds us and our questions. 125

- He is very patient. Although we behaved toward him disrespectfully a few times, he still liked us and believed that we would not repeat the same misbehavior. 131
- He always teaches the subjects we don't understand again, helps me like English more. 364
- He tolerates our mistakes. This makes me like him more. 165
- He is tolerant towards us. 158
- Tolerant. That he chats with us by giving a break in class stimulates our attention and interest. 173
- He doesn't bore his students, when necessary he gives his students freedom, he doesn't want them to get bored. 484
- He listens to his students patiently. 497

Helpful /Friendly

Students feel happy when they perceive their teachers as friendly and helpful towards them

- He is like a friend with us. 95
- He never gets angry with us. We feel extremely comfortable in class. 80
- His being friendly. 477
- He is very warmhearted and positive. This improves my interest in the lesson. His adding a feeling of love to his lesson makes me happy. 479
- He is a very warm and positive teacher; I am more interested in the class. 401
- He puts his affection into the class, and this makes me hap401
- He helps us when we have a problem about class. 362
- He listens to our problems. 372
- He relates his different memories (makes the class enjoyable). 125
- He chats with students, with occasional talks about other subjects during class. This makes us feel relaxed by taking our thoughts to other things. 485
- He relates his memories and I like it, which both makes the class more enjoyable and gets us closer to him. 487

- His sharing funny things with us indicates that he cares about us and sees us as a friend. 494
- I like when he shares stories about his life with us in English. 360
- He treats us as a friend in class. This makes my participation in class easier. 166
- He is always very understanding. I never hesitate to ask her about something. I feel very comfortable to ask for her help. 173
- She builds self-confidence in us. 327
- His walking around the classroom while lecturing is a good way to get our attention. 140
- His motivating us. When we are on the point of getting bored he intervenes and revives our attention to the lesson. 460

Humoristic

Humoristic teacher behaviour has been reported to have very comforting and motivational effect on students.

- When we get bored, he takes us back to the class by making jokes. 92
- Jocular. I become more interested in the class. 127
- That he makes a joke when the class comes to a stop is ideal for a restart. 393
- By telling the incidents he has lived, he makes us laugh, he is jocular. 130
- Witty and jocular. Time passes quickly in class. 182
- He has a sense of humor. I never get bored in class. Time passes so fast. 184
- He makes the class laugh and prevents the class from getting bored. 185
- Witty, because we get tired by having so many classes. Readily aware of this our teacher doesn't make the class more boring; instead he gives us a feeling of comfort by his witty remarks and by talking to us. 391
- Jocular and he tolerates jokes; I feel comfortable while talking to him. 392
- As he is witty I become more interested in class. 395
- That he tolerates the jokes made amuses me and I like him more. 395
- He makes the class enjoyable by his witty remarks. 361
- His being witty ensures peace in class, classes become enjoyable, having classes like that makes me like English more. 86

- His humor and jokes makes me understand better and not to forget what I learn. 190
- His being humorous motivates me. 200
- His being humorous makes me behave comfortably in class. 185
- He makes us laugh when we are bored, which makes us return to the lesson willingly. 196
- I don't get bored because he is so humorous. 178
- He makes jokes. 173
- His jokes during the class amuse me and improve my interest in learning English. 82
- He is both amusing and strict in class; by this way I have fun in classes and all of us participate, everyone is interested in the class. 492
- He is an enjoyable presence in class, and he makes the lesson enjoyable. Such behaviour enables me to concentrate and listen to the lesson having fun. 124
- His being an enjoyable presence in class. 229
- He tries to have our attention by making jokes. 95
- His jokes make us happy. 94
- He makes jokes and allows us to do so as well. 90
- He has a good sense of humor. He prepares us to the lesson by making jokes. 472
- He corrects my mistakes in a humorous way. In this way I both learn and have fun. I think an English teacher shouldn't make too many jokes because this reduces his authority in class. And shouldn't be too strict, either. Because this makes him and the lesson unbearably boring. So teachers should keep a balanced approach between strictness and humor. 51
- That he has a sense of humor makes us like the class, prevents us from taking a dislike to the class. 454
- He makes us laugh and that happens I'm pleased that I'm learning English. 177

B. Behaviours Students Dislike Most

Admonishing

Students perceive that sarcastic teacher behaviour is detrimental to teacher-student interaction and students' emotional well-being and comfort in class.

- He is very sarcastic and makes a fool of us in class. 467
- He sometimes makes sarcastic remarks about me, which I really do not like. 460
- Because some of his jokes are so sarcastic I develop disinclination to the lesson. 464
- He looks down on us, and is very sarcastic. 129
- He gets me disinclose from him and his lesson by very sarcastic jokes. 404
- Sarcastic. We seem funny in the eyes of others. 407
- He sometimes utters extremely harsh words which we can't respond to. This disincloses us from both the teacher and the lesson. 466
- He is sarcastic, and avoids our negative demeanor in a clever manner. 183
- He becomes extremely angry at times, and this distracts my attention. 125
- He is sometimes too aggressive, and because of this we cannot behave comfortably for fear that he will get angry with us. 116
- She is very aggressive in class. She may easily get angry about the simplest mistakes. 189

Strict

Students do not like teachers' being too demanding of them, and pressurizing on them with too much assignment.

- He punishes all students because of one's mistake. He is an angry teacher and may get angry very quickly and punishes the whole class. 181
- He reacts very harshly to mistakes and hurts our feelings in this way. 145
- He punishes the whole class due to just one student's fault. 190
- He only lectures. It's not a good thing that he never talks about something other than lesson. 490

- He can't understand us. He is too strict about teaching. 87
- He assigns too much homework. When he does so, I can't do it all, and this negatively affects my performance. 496
- Sometimes she may be very angry and strict. She almost never smiles, and I don't want to come to her class. 367
- She is too strict about our clothes and hair 367
- Our teacher is very formal with us, which I really don't like. 463
- He is too strict about assignments. 153
- He never wants us to make jokes and never takes one. He doesn't want us to laugh. 143
- She has an extremely serious face. 353
- He is too much pressurizing on me. I refrain from her. We aren't in good terms with each other. 468
- Everybody is afraid of him. He has too much discipline. 454
- His harsh jokes diminish her respectability among students. 482
- Sometimes his jokes really bore me. 474
- He gives you the possible lowest grade when you do not do homework once regardless of the fact that you always did your homework before that. 166

Uncertain

When teachers display varying reactions to the same type of behaviour or action from different students, students interpret this as unfair and discriminating. So, teachers need to be as confident and consistent as possible to ensure clarity and fairness in the classrooms.

- He may totally ignore something that he previously got angry about a lot. I can't decide how to behave. 80
- His inconsistent actions. He expects us to smile at what he says but we think just the opposite. 78
- He gets angry with no reason, and then he smiles. This makes me doubt about how to behave in class. 94

Discriminating

Students strongly disapprove of their teachers' unjust treatment of the students

- He lets some students who participate in class spoil. He does not care about these students' spoilt behaviour, and they behave as if there were not a teacher in class. 392
- He is frustratingly unjust. 87
- I don't think he is just when he grades our oral performance in class. 92
- She is prejudiced toward some of the students in class. When something bad happens she always assumes that they did it. 269
- He discriminates against; he likes those who do not participate in class. 116
- He intentionally doesn't recognize some of the students during the lesson. 118
- He judges students by discriminating against some. 136
- He doesn't treat students justly. He isn't fair. 79, 114
- He takes no notice of us while he is very interested in another class. He thinks we are bad. 99

Humiliating

It can be argued that students interpret humiliating behaviour of their English teacher as the most detrimental to their psychological well-being in the classroom.

- He offends extremely, and hurts our pride. 118
- I really don't like the fact that he openly criticizes me in front of all the class. 120
- His making harsh jokes discourages me from the lesson. 402
- Her making fun of us when I make a mistake distances me from the lesson. 468
- she is humiliating 356
- She treats us in a way that "we can't do and don't know anything." 328 , 344
- He looks down on us. 325
- She may be heart breaking 346

- His asking me questions all the time and his making me funny in front of others make me feel unsuccessful.94
- He makes fun of everything. I never raise hand in class because I fear that I will say something wrong and he will make fun of me. 185
- When I got a bad grade from the exam he said he was expecting me to do so. This was really demoralizing for me 148
- He always insults us. 143 , 137 , 122
- I don't want to participate as he insults us. 130
- He humiliates. 119
- His jokes are taken seriously most of the time and everybody feels as if he is swearing to him/her. 131
- If you don't do your homework once or twice he humiliates you in front of the whole class. 160
- I feel strained when he stands me up even if I do not raise my hand. He never stops calling me "lazy". I am very uncomfortable about this situation. I begin to hate English just because of this. 459
- I do not like her making offensive jokes. She looks down on us. 463
- That he frequently humiliates students makes me feel unimportant and silly 487

Coding of the students' responses to the open-ended question revealed that students made references to all of the eight interpersonal behaviour dimensions of QTI, usually by stating almost identical items. The results showed that qualitative data gathered through open-ended question reinforced and verified the data quantitatively gathered through QTI. On the next few pages below, to support the theoretical framework of QTI, and more specifically to provide support to the QTI scales and items, student opinions corresponding to an item from QTI were given together.

Scale of QTI	Corresponding item number and item in QTI	Supporting sample response to open-ended question	
Leadership	38. This teacher has authority in the classroom.	He has authority in class. This provides a more comfortable class environment. (informant 301)	
	24. This teacher guides us.	He is trying to make us like English. I didn't use to like English before but now I do. 503	
	46. Students behave respectfully toward this teacher.	He is respected among students because everybody likes him. 172	
	32. This teacher exactly knows the names of all students.	He knows everyone's name from the first day. I listen to the classes of teachers who learn my name more willingly. 486	
	52. This teacher's behaviour is consistent in the classroom.	He gives equal recognition to everybody, and gives everyone equal turns to participate, which improves class participation. 79	
			He treats everyone justly. He gives everyone right to speak. 489
	9. This teacher talks enthusiastically about her/his subject.		His doing his best to ensure that we learn. Because this shows that he gives importance to us. 163

Scale of QTI	Corresponding item number and item in QTI	Supporting sample response to open-ended question
Helpful/friendly	35. We feel welcome in this class.	He never gets angry with us. We feel extremely comfortable in class. 80
	55. When we ask for his/ her help; we are sure s/he is with us.	He is always very understanding. I never hesitate to ask her about something. I feel very comfortable to ask for her help. 173
	13. This teacher is someone we can depend on	He is someone we could depend on. We can share our problems with him. 483 He trusts us. 173
	48. This teacher makes sure that everybody understands the lesson.	His making sure that every student in class understands the lesson. 166 He treats everyone equally and gives everyone right to speak. Thus he enables everyone's participation in class and it becomes easier for us to understand class. 158

Scale of QTI	Corresponding item number and item in QTI	Supporting sample response to open-ended question
Understanding	21. This teacher is patient.	He is patient. It increases my motivation for the class. 184
	6. This teacher trusts us.	He trusts us. 173
	43. This teacher relaxes us	He makes us laugh when we get bored, he gives a break. He doesn't let us get bored quickly. 389
	14. If we have something to say, this teacher will listen.	He helps us when we have a problem about class. 362 He listens to our problems. 372
	49. This teacher explains things willingly to the class.	He tells every detail of class and when we don't understand he does not bother teaching everything again. 182
Scale of QTI	Corresponding item number and item in QTI	Supporting sample response to open-ended question
Student freedom	27. This teacher stops the lesson to talk about other things.	His sharing funny things with us indicates that he cares about us and sees us as a friend. 494 He relates his memories and I like it, which both makes the class more enjoyable and gets us closer to him. 487
	12. This teacher is tolerant.	He tolerates our mistakes. This makes me like him more. 165 He is tolerant towards us. 158
	19. This teacher lets us make jokes in the classroom.	He is understanding and he always tolerates our jokes. 390
	4. We can influence this teacher.	He asks our opinions 142 He considers us dear, and doesn't look down on us. He appreciates our thoughts in the classroom. 265

Scale of QTI	Corresponding item number and item in QTI	Supporting sample response to open-ended question
Uncertain	3. This teacher seems uncertain	His inconsistent actions. He expects us to smile at what he says but we think just the opposite. 78
	34. This teacher's behaviour is inconsistent	He may totally ignore something that he previously got angry about a lot. I can't decide how to behave. 80 He gets angry with no reason, and then he smiles. This makes me doubt about how to behave in class. 94
	11. This teacher does not know what to do when we break a rule.	I behave as I like freely in class. My teacher is completely unaware of what I do. This shows that he is indifferent to the lesson. 87 As she lets go everything in class, there emerges an unserious atmosphere in class. 315

Scale of QTI	Corresponding item number and item in QTI	Supporting sample response to open-ended question
Dissatisfied	7. This teacher thinks we do not know anything.	She treats us in a way that “ we can’t do and don’t know anything” 328, 344
	15. This teacher makes us feel we have asked him/her a stupid question.	He makes fun of everything. I never raise hand in class because I fear that I will say something wrong and he will make fun of me. 185
	44. This teacher tells us our questions are stupid.	Her making fun of me when I make a mistake distances me from the lesson. 468
	57. It is difficult to ask this teacher a personal question.	Our teacher is very formal with us, which I really don’t like. 463
	50. This teacher is displeased to be in the classroom	She behaves as if she didn’t have to teach, which makes us not to mind about the lesson in any way. 284 I sometimes get no response to some of my questions. This makes me feel that I am not cared about. 285

Scale of QTI	Corresponding item number and item in QTI	Supporting sample response to open-ended question.
Admonishing	16. He is aggressive	He suddenly gets angry. 135 She is very ill-tempered; she rebuffs, and becomes demotivating. 349
	23. This teacher is sarcastic	He is very sarcastic and makes a fool of us in class. 467 Because some of his jokes are so sarcastic I develop disinclination to the lesson. 464
	8. He looks down on us	That he is very boastful and looks down on us. He behaves as though he knew everything better than us every time. He displays much boastful behaviour. 120
	10. We are afraid of this teacher	Everybody is afraid of him. He has too much discipline. 454
Scale of QTI	Corresponding item number and item in QTI	Supporting sample response to open-ended question
Strict	2. This teacher is strict	She is too strict about our clothes and hair 367 He is too strict about assignments. 153 We sometimes get bored but our teacher can't notice it. A five minute chat would work, but as he keeps teaching the lesson becomes unbearable. 488
	18. We are afraid to disturb the lesson of this teacher	He only lectures. It's not a good thing that he never talks about something other than lesson. 490

Complementary to the correlations between students' perceptions of teacher interpersonal behaviour and student attitudes (research question 1), student responses to the open-ended question enabled us to make relationships between students' reportings of liked/disliked behaviours and their attitudes toward English. Concerning his English teacher's interpersonal behaviour, one of the students reported as follows: "He tolerates our mistakes. This makes me like him more" (informant 165). This behaviour, labeled under **student freedom** supported the positive correlation established between students' perceptions of student freedom and their attitudes toward learning English, measured through QTI and ALE, respectively. A student response to support the negative effect of **admonishing**, which correlated negatively with ALE is as follows: "He sometimes utters extremely harsh words which we can't respond to. This disinclines us from both the teacher and the lesson". (informant 466). Another student reports that his/her teacher is "patient and it increases (his/her) motivation for the class" (informant 184), thereby providing support for the positive relationship between understanding and student attitudes.

Likewise, the positive association we established through correlation analysis between student attitudes and **understanding** is supported by the following student response to the open-ended question: "His behaving understandably towards us makes me happy and increases my intimacy with him (informant 234)". Another student's (informant 301) statement that "he has authority in class, and this provides a more comfortable class environment" is an example to support the role of **leadership** on student affective outcomes. These and similar examples could be provided for all aspects of teacher interpersonal behaviour in QTI (see sample responses above).

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1. INTRODUCTION

This chapter presents an overview of this research followed by a general discussion of the results obtained from the analyses of the student data in accordance with the research questions. Then, pedagogical implications are drawn on the basis of the student perceptions of teacher interpersonal behaviour and its effects. Finally the limitations of this research are stated and suggestions for further research are made.

5.2. OVERVIEW OF THE STUDY

In the form of a survey, this research examined the relationship between EFL students' perceptions of teacher interpersonal behaviour and their attitudinal outcomes, and teacher experience. It also investigated differences in student perceptions according to teacher gender, teacher major, and student grade level. The research was conducted on 509 grade 9, 10, and 11 (first, second, and third year) high school students studying English as a Foreign Language in 32 classes of 9 male and 7 female teachers in two Anatolia and one Anatolia Teacher Training High Schools. Teacher interpersonal behaviour was measured by 62-item Turkish version Questionnaire on Teacher Interaction – Student Form (see Appendix A - Part A of the instrument). QTI consists of 8 scales, each of which describes an aspect of teacher interpersonal behaviour. It was the first time QTI was used in EFL classrooms in Turkey. In order to measure students' subject-specific attitudes 10-item Attitudes toward Learning English (Gardner, 1985) scale was used (see Part B of the instrument – Appendix C). Both QTI and attitude items were responded on a five point scale, the former according to how frequent – on an always/never scale – students perceive their teachers as displaying an interpersonal behaviour stated by an item, the latter according to the student' (dis)agreement with the 10 items. Students also responded to an open-ended question (see Appendix D -Part C

of the instrument) which was “What are the types of interpersonal behavior you like and dislike most about your English teacher? Explain giving reasons.”

This research has confirmed the reliability of QTI and ALE within the context of EFL classrooms in Turkey. Reliability coefficients for all the scales were sufficient ranging from .70 to .93. Statistical analyses by means of Independent Samples T-tests and one-way ANOVA, conducted with scale mean scores of the questionnaires, yielded considerable differences between all variable groups in terms of teacher interpersonal behaviour. Strong Pearson Product Moment Correlation coefficients were found between QTI scales and students attitudes, in such a way that the more positive students’ perceptions of teacher interpersonal behaviour are, the more positive attitudes they hold toward English.

Open-ended question indicated that humiliating and discriminating acts of the English teachers are the indications of most undesirable and non-humanistic behaviours along with the four interpersonal behaviour represented by QTI (uncertain, dissatisfied, admonishing, strict). Humoristic and fair teacher interpersonal behaviour, on the other hand, have emerged as two of the most liked teacher interpersonal behaviours by the students, along with the four positive aspects of teacher interpersonal behaviour incorporated in QTI (leadership, helpful/friendly, understanding, and student freedom).

5.3. GENERAL DISCUSSION

A distinct feature of this study is its use of mixed method. While quantitative data enabled the researcher to statistically describe and investigate students’ perceptions of EFL teachers’ interpersonal behaviour, as well as their perceptual differences according to teacher gender, major, and experience, and student grade level, the qualitative question served to reinforce and complement the quantitative part. The open ended question also demonstrated how those behaviours affect students’ psycho-social well-being in class, and how these feelings relate to their ideas about the teacher and the subject. Qualitative data also provided some teacher behaviour aspects that is not

incorporated within the structural framework of QTI. Although there is no item referring to fair teacher behaviour, students in their responses made lots of references to this fair aspect of teacher behaviour. Likewise, student qualitative responses revealed that humoristic teacher approach is one of the most frequently cited behaviours that students like most. QTI does not offer items that account for this interpersonal aspect, either. As to the undesirable teacher behaviours, the researcher identified discriminating and humiliating in addition to the four positive dimensions of QTI.

The first research question addressed in this study aimed at investigating whether there is a **significant relationship between students' perceptions of EFL students' perceptions of teacher interpersonal behaviour and their attitudes** toward learning English. Simple correlation analysis between QTI scales and attitude scale (ALE) was conducted to answer this question. The results indicated that students' perceptions of teacher interpersonal behaviour are closely related to their attitudes toward learning English. Leadership, helpful/friendly, understanding, and student freedom were found to correlate positively with student attitudes toward English while strong negative correlations were revealed between student attitudes and uncertain, dissatisfied, and admonishing teacher interpersonal behaviour. With the example of student subject-specific attitudes, this research presents a supporting evidence for the role of students' perceptions of TIB on their attitudinal outcomes (den Brok et al, 2004).

The second research question addressed in the study looked for **differences in students' perceptions of their English teachers' interpersonal behaviour according to teacher gender**. T-tests for QTI scales conducted on independent sample groups of male and female teachers indicated considerable differences in student perceptions of teacher interpersonal behaviour. Although both male and female teachers got high scores for leadership and helpful/friendly behaviour, students' perceptions of these behaviours were significantly more positive for male teachers than female teachers. Students perceived their English teachers as allowing moderate degrees of student freedom but male teacher scores were again significantly higher than the females. Although students' perceptions of admonishing behaviour was low in general for both male and female groups, male teachers were perceived as significantly more

admonishing than female teachers. This means that male teachers need to reduce their admonishing behaviour in order to achieve more favorable reception from their students.

Independent samples T-Tests were conducted to find out the **differences in student perceptions of English teachers' interpersonal behaviour according to teacher major** (the third research question). The outcomes of the T-tests demonstrated that, in terms of leadership, helpful/friendly and understanding behaviour, student ratings of teachers from English Language and Literature backgrounds were significantly higher than the teachers from English Language Teaching (ELT) backgrounds. Teacher major was also shown to be a significant factor for students' perceptions of uncertain, dissatisfied, and admonishing behaviour, with higher student perceptual scores for teachers from ELT backgrounds. These differences may not necessarily imply weaknesses of English teachers from ELT background. These differences may be a result of their being more demanding and strict in terms of their expectations from students due to their professional backgrounds, or

The fourth research question was formulated to find out whether there is a significant **relationship between students perceptions of teacher interpersonal behaviour and teacher professional experience**. The results of correlation analyses between QTI scales and years of teacher experience revealed a generally positive role of teachers' experience in students' perceptions of teacher interpersonal behaviour. Simple correlation analyses indicated high Pearson Product Moment correlation coefficients between teacher experience and students' perceptions of leadership, helpful/friendly, and understanding behaviour. This means that more teacher experience is a contributing factor to the teachers' perceived leadership, helpful/friendly and understanding behaviour. Another supporting evidence for the positive effect of more teacher experience came from the negative correlations between students' perceptions of uncertain and dissatisfied teacher behaviour and teacher experience in English teaching. The results suggest that with more experience in teaching English, teachers' perceived admonishing and dissatisfied behaviours tend to diminish. These findings also support the idea that as teachers gain more experience in teaching, they also become more

experienced in teacher-student relationships, and could build better relationships with their students compared to their less experienced counterparts.

This research also tried to find out **whether students' perceptions of their English teachers' interpersonal behaviour are different across student grade levels.** ANOVA results with Post Hoc multiple comparisons of QTI scales according to student grade levels indicated a remarkable role of student grade level on students' perceptions of teacher interpersonal behaviour. The findings contradict with the results of Levy et al's (1992) study in which student grade level was found to be unrelated to QTI scales, both positive and negative. One-Way ANOVA for student grade level with Post Hoc comparisons indicated that with higher grades, from 9th to 10th and 11th, students' perceptions of their English teachers' leadership, helpful/friendly, and understanding behaviour significantly decrease while their perceptions of uncertain, dissatisfied, and admonishing behaviour increase at statistically significant degrees. This may be because teachers do not pay as much attention to their interpersonal behaviour in higher grade classrooms as they do in lower grades. ANOVA clearly showed that teacher-student interaction becomes worse as grade level increases. Knowledge of such different perceptions implies that English teachers need to build better relationships with their students in higher grades.

5.4. PEDAGOGICAL IMPLICATIONS OF THE RESEARCH

Student perceptions as feedback for teacher improvement

As student perceptions are a result of students' observing the teachers for a long period of time, and as teacher interpersonal behaviour remains stable after nearly two months in a classroom, students' perceptions are a reliable vantage point in assessment of teacher interpersonal behaviour. So scholars as well as practitioners could benefit from QTI-measured student perceptions of teacher interpersonal behaviour in their pedagogical applications.

Students' perceptions of teacher interpersonal behaviour could serve as very helpful feedback for teacher self-improvement. The teachers' self-awareness of their own

interpersonal behaviours have been found to be very important in affecting students' state of mental well-being, cognitive learning processes and attitude towards learning (Queck et al, 2007). The teachers' self-knowledge of what they are like when they relate to their students seems to add value to both their instructional and interpersonal effectiveness.

The provision of student opinions about teacher interpersonal behaviours gives the teachers an opportunity to reflect on their own performance in terms of their relationships with their students. Student perceptions can be used for considering possible changes in teacher behaviour. For example, a teacher wanting to improve his fair treatment of the students could implement strategies that will enhance this. Alternatively, the teachers might be engaged in professional development activities specifically designed to enhance their classroom interpersonal behaviour.

The Questionnaire on Teacher Interaction, as a universally acknowledged instrument, was used as the basis for professional development about teacher interpersonal behavior and classroom interaction in the Netherlands (Wubbels 1997), Australia (Fisher, Fraser & Creswell, 1995; Levy, Creton and Wubbels, 1993) and the USA. Similar educational programmes can also be very useful in Turkey. Instruments like QTI could be incorporated within Turkish school systems so that both teachers and administrators become aware of the teachers' interpersonal effectiveness. Due to the sensitivity of the matter, optimum confidentiality and professionalism are required during the procedure of transferring student perceptual assessments as feedback to teachers. In order to provide high-quality teaching and learning, teachers should be comfortable with their students assessing their teacher–student interaction behaviour in the classrooms using the QTI. They should use this feedback for reflecting on constructive strategies and skills that they could use when they communicate with their students.

Many schools in Europe and the USA, and some limited number of schools in Turkey – particularly private universities and colleges – collect evaluative data from the students about the instructional and interpersonal effectiveness of the teachers. Some teachers are also willing to give assessment forms to students for self-evaluation of their interaction

with students. These kinds of attempts to measure student perceptions of teacher interpersonal behaviour could be an integrative part of the school procedures.

Implications for classroom practices

The relationship between students' perceptions of teacher interpersonal behaviour and their attitudes toward learning English implies that in order to facilitate more positive student attitudes toward learning EFL, English teachers could implement strategies and ways to display more leadership, more helpful/friendly and understanding behaviour, and more student freedom in their classrooms. English teachers' efforts to avoid uncertain, dissatisfied, and admonishing interpersonal behaviours could equally contribute to more positive student attitudes, as well. Doing so, teachers will not only trigger favourable reception of themselves and their classes by their students, but will also pave the way for the establishment of a warm classroom climate.

In addition to the above mentioned results discerned from quantitative analyses, qualitative data on student responses to the question "What are the types of teacher behaviour you like and dislike most about your English teacher?" provided strong evidence for the role of students perceptions of teacher interpersonal behaviour. Student responses suggested that their experience of learning English could be worthwhile and fun in the classrooms where the teachers are smiling, friendly, show concern for their students, have a good sense of humor making and taking jokes, and above all fair and democratic. Classrooms embellished with these interpersonal skills ensure a safe, comfortable learning environment in which students feel comfortable, are willing to participate, and develop a sense of belonging.

Students highly appreciate authoritative teacher demeanor in classroom. They also approve of a certain amount of strictness on the part of the teacher in order to build authority in class. Some students reported that some teachers could not maintain the control of the classroom allowing students to behave as they wish in class, thereby leading to a confusion and chaos where students are left to spoil among themselves. This type of classroom atmosphere is very much disapproved by students as they know

they are in class to learn, not to fool around. So, teachers should be aware that any uncontrolled time in class, even uncontrolled student freedom will be detrimental to the classroom climate and will result in bad impressions about the teacher in the eyes of the students, i.e. as a figure incapable of classroom clarity and quite necessary for healthy learning.

Qualitative data gathered through student responses also indicated that students interpret teacher discriminating and humiliating acts as threats to their emotional well-being in the classroom and as having overlapping effects on their overall participation and enjoyment in class. Student remarks about teacher discriminating/unjust behaviours suggested that teachers should pay special attention to the equal treatment of students in the classrooms as each student has the right to be treated in a fair way, and to have equal access to learning opportunities. To give an example for this situation, we can make references to some student responses here. A student, for example, complains that his/her teacher “does not intentionally recognize some of the students during the class” (informant 392). Another one states that the teacher is “frustratingly unjust” (informant 87). Another reports that his/her teacher “is prejudiced toward some of the students in class, and when something bad happens he/she always assumes they did it”.

Student comments (see student responses in Chapter 4 for more examples) indicate that students have high expectations of fair treatment by their teachers, and any discriminating act deteriorates their belief and trust in their teacher, and causes them to develop feelings of alienation in the classroom.

In response to the qualitative question, students stated very positive views about the English teachers who are humoristic, friendly, understanding, and who show concern for them. These interpersonal behaviors attract student attention and interest in the English classes, make English classes more enjoyable, and ensure students’ feelings of comfort in the class. So the teachers should seek ways to integrate such interpersonal behaviour in their classrooms to facilitate student motivation, interest, and enjoyment of English.

Humiliation by the Teacher: An Issue Worth Special Attention

Students' responses to the qualitative question indicated that humiliating is by far the most frequently mentioned undesirable teacher interpersonal behaviour. A humiliating teacher interpersonal behaviour, as suggested by the students, leads them to have low self-esteem, degradation of personality, and high levels of anxiety accompanied by feelings of discomfort, unimportance, and alienation in the classroom. Such issues may give psychological problems to the students. A student says "I never raise my hand in the classroom because I fear that he will make fun of me". Another says "I don't want to participate because he insults us". Comments like these are numerous in students' responses (see sample student responses under the humiliating category). So it could be argued that, the effects of humiliating/insulting behaviour act as psychological barriers in front of the students. So teachers need to be very careful about not belittling their students in class, being aware that it does irreversible psychological harms to students' overall presence in the classroom.

Teacher humiliating actions fill students with feelings of dislike not only of the teacher but also of the subject, disinclining them from English, because, as stated by the students, teachers' humiliation of the student before the eyes of his classmates overlaps into subsequent student-student interaction and becomes an additional source of humiliation for them directed by their classmates toward them afterwards.

Who is an ideal teacher, then?

Drawing on the students' responses to the qualitative question, characteristics of an ideal English teacher can be identified as follows:

An ideal teacher in the classroom ...

- is authoritative and a little strict.
- is friendly but is not a friend in class.
- is helpful and attentive, and cares for students' emotional well-being.
- is humoristic and witty, can make and take jokes, and thereby attracts student attention in class.
- is consistent and knows how to behave invariably under similar circumstances.

- is fair, gives equal opportunity to each of his students, and never discriminates against.
- never humiliates, insults, bullies, or admonishes.
- does not display anger and aggression.
- is good humoured, smiling, and understanding.
- is not disinterested in his/her students and what is going on in class.
- is not sarcastic.
- is not self-conceited.

The results obtained from the open-ended question remind us of the humanistic approach in language teaching whose two basic premises are that the affective aspects of language learning are as important as the cognitive aspects, and that the learner should be treated as a whole person in such a way that his social, psychological, and emotional well-being is prioritized over instructional goal. The proponents of humanistic foreign language education have argued that studying a foreign language in a warm, supportive environment and applying student-friendly techniques is conducive to student's self-awareness and refine thinking and his improvement in linguistic skills (Herron, 1983).

The practical applications of this approach can be observed today in foreign language textbooks that ask students to reveal personal information (values, beliefs, opinions, attitudes, feelings) about themselves. In this way, humanistic approach promotes a foreign language learner's self-esteem, self-confidence, and sense of belonging to the learning environment he is exposed to. A humanistic-minded teacher therefore is "urged to be non-judgmental, trusting, a good listener, and at times to express unconditional acceptance of the students and their opinions" (Herron, 1983:535)

5.5. LIMITATIONS OF THE STUDY AND SUGGESTIONS FOR FURTHER RESEARCH

The findings of this research should be treated cautiously due to several limitations. This research was conducted in two Anatolia High School and one Anatolia Teacher Training High School in the city centre of Yozgat, so the results obtained cannot be generalized to other types of schools or other parts of Turkey. Further studies on EFL teacher interpersonal behaviour might include samples in different settings in Turkey to gain more general results.

Some student background variables (such as prior attitudes, interest, and previous school graduated) as well as teacher variables such as marital status, weekly workload were not taken into account. So, further studies could deal with the effects of these variables as well.

The teaching experience years of the sampled teachers in this research were not very diverse and did not include any beginner teachers and potential burn-outs. Further studies could help better understand the role of teacher experience with more diversity in terms of teacher experience. Likewise, the percent of English teachers with a major in Literature were remarkably lower (%18.75) than teachers with ELT backgrounds (%81, 25) in this research. Further studies might include samples more evenly distributed in terms of teacher major, or might include teacher with different majors such as linguistics.

Further studies might also investigate the effects of variables involved in this research after corrections for certain factors. The effects of the variables could be investigated taking all teacher, student, and class variables simultaneously into account by means of univariate or multivariate analyses, which were not performed in this thesis.

This research also measured teacher interpersonal behaviour within the limits of the questionnaires only. Further research on the assessment of teacher interpersonal behaviour could be based on the data gathered by peer observations, video recordings, student and teacher interviews, and other forms of instruments, as well.

REFERENCES

- Atay, D. & Kurt, G. (2010). The socio-educational model of second language acquisition: The Turkish context. *Procedia Social and Behavioral Sciences*, 2, 3088–3093.
- Aldridge, J. M., Fraser, B. J., & Huang, T. C. I. (1999). Investigating classroom environments in Taiwan and Australia with multiple research methods. *Journal of Educational Research*, 93, 48-57.
- Bernaus, M., Masgoret, A.M., Gardner, R.C., and E. Reyes. (2004). Motivation and attitudes towards learning languages in multicultural classrooms, *The International Journal of Multilingualism*, 1 (2), 75-89.
- Blackburn, R., & Renwick, S. J. (1996). Rating scales for measuring the interpersonal circle in forensic psychiatric patients. *Psychological Assessment*, 8, 76-84.
- Blumenfeld, P.C. & Meece, J.L. (1985). Life in classrooms revisited, *Theory into Practice*, 24 (1), 50–56.
- Borich, G.D & Klinzing, G. (1984). Some assumptions in the observation of classroom process with suggestions for improving low inference measurement. *Journal of Classroom Interaction*, 20, pp. 36–44.
- Brekelmans, M., Theo Wubbels and Van Tartwijk. (2006). An interpersonal perspective on Classroom Management in Secondary Classrooms. Chapter in *Handbook of Classroom Management*.
- Brekelmans, M., Wubbels, T., & den Brok, P. (2002). Teacher experience and the teacher-student relationship in the classroom environment. In S. C. Goh & M. S. Khine (Eds.), *Studies in educational learning environments: An international perspective*, 73-100.

- Brekelmans, M., Holvast, A. & Tartwijk, J.van (1992). Changes in teacher communication styles during the professional career. *The Journal of Classroom Interaction*, 27,13–22.
- Brown, H. Douglas (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 2nd ed. San Francisco Public University.
- Brown, J. D., & Rodgers, T. S. (2002). *Doing second language research*. Oxford (England), New York: Oxford University Press.
- Chamber G.N. (1999). *Motivating Language Learners*. Clevedon: Multilingual Matters.
- Coll, R. K., Taylor, N., Fisher, D., & Ali, S. (2000). An application of the QTI and CUCEI in a multicultural tertiary context. Research paper. Brisbane: Queensland University of Technology.
- Consolo, D. A. 2006. Classroom oral interaction in foreign language lessons and implications for teacher development. *Linguagem & Ensino*, 9 (2), 33-55.
- Creswell, J. W. (2003). *Research Design. Qualitative, Quantitative, and Mixed Methods and Approaches*. Sage Publications. California.
- Çakar, Y. (1994). The Construction of the Perceived Teacher Behaviour Inventory (PTBI). Master thesis Istanbul: Bogazici University. Istanbul, Turkey.
- D'Apollonia, S., & Abrami, P. (1996). Variables moderating the validity of students' ratings of instruction: a meta analysis. Paper presented at the annual meeting of the American Educational Research Association, New York.
- den Brok, P., Fisher, D., Brekelmans, M., Wubbels, T., & Rickards, T. (2006). Secondary teachers' interpersonal behaviour in Singapore, Brunei and Australia: a cross-national comparison. *Asia-Pacific Journal of Education*, 26, 79-95.

- den Brok, P., & Levy, J. (2005). Teacher-student relationships in multicultural classes: Reviewing the past, preparing the future. *International Journal of Educational Research*, 43, 72-88.
- den Brok, P., et al. 2005. Secondary teachers' interpersonal behaviour in Singapore, Brunei and Australia: A cross-national comparison. *Asia Pacific Journal of Education*.
- den Brok, P., Fisher, D., & Scott, R. (2005). The importance of teacher interpersonal behaviour for student attitudes in Brunei primary science classes. *International Journal of Science Education*, 27, 765–779.
- den Brok, P., Brekelmans, M., & Wubbels, T. (2004). Interpersonal teacher behaviour and student outcomes. *School Effectiveness and School Improvement*, 15, 407–422.
- den Brok, P., Brekelmans, M., Levy, J., & Wubbels, Th. (2002). Diagnosing and improving the quality of teachers' interpersonal behaviour. *The International Journal of Educational Management*, 4, 176-184.
- den Brok, P. J. (2001). *Teaching and student outcomes*. A study on teachers' thoughts and actions from an interpersonal and a learning activities perspective. Utrecht: W.C.C.
- Donitsa, S., and Inbar, S., O. and Shohamy, E. (2004). The effects of teaching spoken Arabic on Students' attitudes and motivation in Israel, *The Modern Language Journal*, 88 (ii), 217-228.
- Dorman, J., (2003). Cross-national validation of the What is Happening in this Class? (WIHIC) questionnaire using confirmatory factor analysis. *Learning Environments Research*, 6, 231-245.

- Doyle, W. (1986). Classroom organization and management. In M. C. Wittrock (Ed.), *Handbook of Research on Teaching* (3rd ed.) New York: Macmillan.
- Doyle, W. (1979). Making managerial decisions in classroom. In Duke (Ed.), *Classroom Management (Seventy-eighth Yearbook of the National Society for the Study of Education, Part 2)*. Chicago, IL: University of Chicago Press.
- Dunkin M., & Biddle, B. (1974). *The study of teaching*. New York: Holt, Rinehart & Winston.
- Dunn, R., J. S. Baudy and A. Klavas. 1989. Survey of Research and Learning Styles. *Educational Leadership*, 46, 25-40.
- Ekinci, S. (1999). Öğrencilerin Sınıf Atmosferine İlişkin Beklenti ve Algılarıyla Akademik Başarıları Arasındaki İlişki. [in Turkish] Mater Thesis. Kayseri: Erciyes University, Kayseri, Turkey.
- Ekmekçi, Ö. (1999). *Research Manual for Social Sciences*. vol.1, Ankara.
- Fabrigar, L. R., Visser, P. S., & Browne, M. W. (1997). Conceptual and methodological issues in testing the circumplex structure of data in personality and social psychology. *Personality and Social Psychology Review*, 1, 184-203.
- Fisher, D., Waldrip, B., & den Brok, P. (2005). Students' perceptions of primary teachers' interpersonal behaviour and of cultural dimensions in the classroom environment. *International Journal of Educational Research*, 43, 25–38.
- Fisher, D. L., & Rickards, T. (2000). Teacher-student interpersonal behaviour as perceived by science teachers and their students. In D. Fisher & J. Yang (Eds.), *Improving classroom research through international cooperation* (pp.391-398). Taiwan: National Taiwan Normal University.

- Fisher, D. L., Goh, S. C., Wong, A. F. L., & Richards, T. (1996). Perceptions of interpersonal teacher behaviour in secondary science classrooms: a cross-national study. Paper presented at the conference of the Educational Research Association, Singapore.
- Fisher, D., Fraser, B., and Cresswell, J.(1995). Using the Questionnaire on Teacher Interaction in the Professional Development of Teachers. *Australian Journal of Teacher Education*. 20 (1), 45-67.
- Fisher, D. L., Rickards, T., Goh, S. C., & Wong, A. (1997). Perceptions of interpersonal teacher behaviour in secondary science classrooms: comparisons between Australia and Singapore. Paper presented at the International Conference on Science, Math and Technology Education, Hanoi.
- Fisher, D. L., Henderson, D., & Fraser, B. J. (1995). Interpersonal behaviour in senior high school biology classes. *Research in Science Education*, 25, 125-133.
- Fraser, B. J., & Chionh, J. H. (2000, April). Classroom environment, self – esteem, achievement and attitudes in geography and mathematics in Singapore. Paper presented at the annual meeting of the American Education Research Association New Orleans, L.A.
- Fraser, B. J. (1998a). Classroom environment instruments: Development, validity and applications. *Learning Environments Research*, 1, 7-33.
- Fraser, B. J. (1998b). Science learning environments: Assessment, effects and determinants. In B.J. Fraser & K.G. Tobin (Eds.), the international handbook of science education (pp. 527-564). Dordrecht, the Netherlands: Kluwer Academic Publishers.
- Fraser, B. J., Fisher, D. L., & McRobby, C. J. (1996). Development, validation and use of personal and class forms of a new classroom environment instrument. Paper

presented at the Annual of the American Educational Research Association, New York.

Fraser, B. J. (1994). Research on classroom and school climate. In D. Gabel (Ed.), *Handbook of research on science teaching and learning* (pp.493-541). New York: Macmillan.

Fraser, B. J., Giddings, G. J., & McRobbie, C. J. (1992). *Assessing the Climate Of Science Laboratory Classes (What Research Says, No. 8)*. Perth: Curtin University of Technology.

Fraser, B. J., & Walberg, H. J. (1991). *Educational Environments: Evaluation, antecedents and consequences*. Oxford: Pergamon Press.

Fraser, B. J., & Tobin, K. (1991). Combining qualitative and quantitative methods in classroom environment research. In B. J. Fraser & H. J. Walberg (Eds.), *Educational environments: Evaluation, antecedents and consequences* (pp. 271-292). London: Pergamon Press.

Fraser, B. J., Walberg, H. J., Welch, W. W., & Hattie, J. A. (1987). Synthesis of educational productivity research. *International Journal of Educational Research*, 11, 145-252.

Fraser, B. J., Treagust, D. F., & Dennis, N. C. (1986). Development of an instrument for assessing classroom psychosocial environment at universities and colleges. *Studies in Higher Education*, 11, 43-54.

Fraser, B.J. (1986) *Classroom Environment*, London: Croom Helm.

Fraser, B. J. et al (1982). *Assessment of Learning Environments: Manual for Learning Environment Inventory (LEI) and My Class Inventory (MCI), Third Version*. The Educational Resources Information Center (ERIC).

- Fraser, B. J., & Walberg, H. J. (1981). Psychosocial learning environment in science classrooms: A review of research. *Studies in Science Education*, 8, 67- 92.
- Gaines, S. O., Panter, A. T., Lyde, M. D., Steers, W. N., Rusbult, C. E., Cox, C.L., & Wexler, M. O. (1997). Evaluating the circumplexity of interpersonal traits and the manifestation of interpersonal traits in interpersonal trust. *Journal of Personality and Social Psychology*, 73, 610-623.
- Gan, Z. (2004) . Attitudes and strategies as predictors of self-directed language learning in an EFL context, *International Journal of Applied Linguistics*, Vol.14, No.3, 389-411.
- Gardner, R. C. (1985a). *Social Psychology and Language Learning: the role of attitudes and motivation*. London: Edward Arnold.
- Gardner, R. C. (1985b). The Attitude/Motivation Test Battery: Technical Report, <http://publish.uwo.ca/~gardner/>
- Gardner, R.C. (2010). *Motivation and Second Language Acquisition: The Socio-Educational Model*. New York: Peter Lang.
- Gardner, R. C. & Lambert E. W. (1972). *Attitudes and Motivation in Second-Language Learning*. Massachusetts: Newbury House Publishers.
- Gavora, P., Mares, J., & den Brok, P. (2005). Slovak adaption of the Questionnaire on Teacher Interaction (QTI). *Pedagogicka Revue*, 57, 44–63.
- Goh, S. C., & Fraser, B. J. (1995). Learning environment and student outcomes in primary mathematics classrooms in Singapore. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

- Graham, S. J.(2004). Giving up on modern foreign languages? Students' perceptions of Learning French, *The Modern Language Journal*, 88,171-191.
- Gurtman, M. B., & Pincus, A. L. (2000). Interpersonal adjective scales: confirmation of circumplex structure from multiple perspectives. *Personality and Social Psychology Bulletin*, 26, 374-384.
- Harkin, J., Davis, P., & Turner, G. (1999). The development of a communication styles questionnaire for use in English 16-19 education. *Westminster Studies in Education*, 22, 31-47.
- Helmke, A., Schneider, W. And Weinert, F.E. (1986) 'Quality of instruction and classroom learning outcomes; the German contribution to the IEA Classroom Environment Study', *Teaching and Teacher Education*, 2, 1, pp. 1–18.
- Henderson, D. G. (1995). A study of the classroom and laboratory environments and student attitude and achievement in senior secondary biology classes. Doctoral dissertation. Perth: Curtin University of Technology.
- Henderson, D., Fisher, D. L., & Fraser, B. J. (2000). Interpersonal behaviour, laboratory learning environments, and student outcomes in senior biology classes. *Journal of Research in Science Teaching*, 37, 26-43.
- Herron, C. (1983). The Foreign Language Teacher - A Humanist? *The French Review*. 55, 4, 535-545
- Ho, R. (2006). *Handbook of Univariate and Multivariate Data Analysis and Interpretation with SPSS*. New York: Chapman & Hall / CRC.
- Kim, H. B., Fisher, D. L., & Fraser, B. J. (2000). Classroom environment and teacher interpersonal behaviour in secondary science classes in Korea. *Evaluation and Research in Education*, 14, 3-22.

- Kremer-Hayon, L., & Wubbels, T. (1992). Interpersonal relationships of cooperation teachers and student teachers' satisfaction with supervision. *Journal of Classroom Interaction, 27*, 31-38.
- Kyriakides, L. (2005). Drawing from teacher effectiveness research into teacher interpersonal behaviour to establish a teacher evaluation system: a study on the use of student ratings to evaluate teacher behaviour. *Journal of Classroom Interaction, 40*, 44-66.
- Leary, T. (1957). *An interpersonal diagnosis of personality*. New York: Ronald Press Company.
- Lapointe, J., Pilote, C., & Legault, F. (1999). Validation française du Questionnaire on Teacher Interaction en contexte québécois. Paper presented at the Congrès annuel de la Société Québécoise pour la Recherche en Psychologie (SQRP), Quebec.
- Lee, S. S. U., Fraser, B. J., & Fisher, D. L. (2003). 'Teacher-student interactions in Korean high school science classrooms'. *International Journal of Science and Mathematics Education, 1*, 67-85.
- Levine, G.S. (2003). 'Student and instructor beliefs and attitudes about target language use, first language use and anxiety: Report of a questionnaire study', *The Modern Language Journal, 87*, 3, 343-364.
- Levy, J., Wubbels, T., & Brekelmans, M. (1992). Student and teacher characteristics and perceptions of teacher communication style. *Journal of Classroom Interaction, 27*, 23-39.
- Levy, J., den Brok, P., Wubbels, T., & Brekelmans, M. (2003). Students' perceptions of interpersonal aspects of the learning environment. *Learning Environments Research, 6*, 5-36.

- Levy, J., Rodriguez, R., & Wubbels, T. (1992, April). Instructional effectiveness, communication style and teacher development. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.
- Levy, J. , Perry den Brok, Mieke Brekelmans, Theo Wubbels (2006). The effect of teacher interpersonal behaviour on students' subject-specific motivation. *Journal of Classroom Interaction*, 2 (3), 43-78.
- Madrid, D. and Stephe Hughes. 2010. Gender- based Teacher performance in EFL classes. *Open Applied Linguistics Journal*, 3, 1-9.
- Margianti, E. S., Fraser, B. J., & Aldridge, J. M. (2002, April). Learning environment attitudes and achievement: Assessing the perception of Indonesian university students. Paper presented at the annual meeting of the American Education Research Association, New Orleans, L.A.
- McRobbie, C. J., Fisher, D. L., & Wong, A. F. L. (1998). Personal and class forms of classroom environment instruments. In B. J. Fraser & KG. Tobin (Eds.), *International Science Education (part one)* (pp. 581- 594). London: Kluwer Academic Publications.
- Moos, R. H. (1979). *Evaluating Educational Environments*. San Francisco, CA: Jossey-Bass. Publishers.
- Moos, R. H. (1976). *The Human Context: Environmental Determinants of Behaviour*. New York: John Wiley and Sons.
- Moos, R. H. (1974). *The Social Climate Scales: An Overview*. Palo Alto, CA, Consulting Psychologists' Press
- Mortiboys, A. (2005). *Teaching with Emotional Intelligence*. New York: Taylor and Francis.

- Oberholster, F. R. (2001). Teacher behaviours as predictors of students' sense of community. Dissertation. Manila: Adventist International Institute of Advanced Studies.
- Peck, R.F., Blattstein, A. and Fox, R. (1978). Student evaluation of teaching. Paper presented at the meeting of the American Educational Research Association, Toronto, Canada, August 1978.
- Peck, R.F., Olsson, N.G. and Green, J.L. (1978) 'The consistency of individual teaching behavior', Paper presented at the meeting of the American Educational Research Association, Toronto, Canada, August 1978.
- Pielstick, N. L.. 1988. Assessing the Learning Environment. *School Psychology International*, 9 (2), 111-22
- Rawnsley, D. G. (1997). Associations between classroom learning environments, teacher interpersonal behaviour and student outcomes in Secondary Mathematics classrooms. Doctoral dissertation. Perth: Curtin University of Technology.
- Rickards, T., den Brok, P., & Fisher, D. (2005). The Australian science teacher: A typology of teacher-student interpersonal behaviour in Australian science classes. *Learning Environments Research*, 8, 267-287.
- Rosenshein, B. (1970). Evaluation of classroom instruction. *Review of Educational Research*, 40,279–300.
- Saracaloğlu A.S. (2000). The Relation Between Trainee Teachers' Attitudes to Foreign Languages and their Academic Success. *Eğitim ve Bilim Dergisi*, 254 (115).
- Scott, R. H., & Fisher, D. L. (2000). Validation and use of a Malay translation of an elementary school version of the QTI. Paper presented at the 2nd International Conference on Science, Math and Technology Education, Taipei.

- Simon, H. and Boyer, E.G. (1974). *Mirrors for Behavior III, An anthology of observation instruments*, Wyncote, Communication Materials Center.
- Shuell, T. J. (1996). Teaching and learning in a classroom context. In D. C. Berliner, & R. C. Calfee (Eds.). *Handbook of educational psychology* (pp. 726–763). New York: MacMillan.
- Slater, P. E. (1962). Parental behaviour and the personality of the child. *Journal of Genetical Psychology*, 101, 53-68.
- Soerjaningsih, W., Fraser, B. J., & Alldridge, J. M. (2002). Instructor-student interpersonal behaviour and student outcomes at the university level in Indonesia. Paper presented at the annual meeting of the American Educational Research Association, April, New Orleans.
- Skehan, P. (1989). *Individual Differences in Second Language Learning*. London: Edward Arnold.
- Somers, T., Brekelmans, M., & Wubbels, Th. (1997). Development of student teachers on the teacher-pupil relationship in the classroom. Paper presented at the biannual meeting of the European Association of Research on Learning and Instruction, Athens, Greece.
- Spolsky, Bernard. 1989. *Conditions for second language learning: Introduction to a general theory*. Oxford: Oxford University Press.
- Starks, D. and Paltridge B. (1996). 'A note on using sociolinguistic methods to study non-native attitudes towards English', *World Englishes*, 15 (2), 217-224.
- Stern, H.H. (1983). *Fundamental Concepts of Language Teaching*, Oxford: Oxford University Press.

- Taskafa, G. (1989). As teachers we are evaluating our students constantly: have you ever thought how our students evaluate us? [In Turkish]. *Cagdas Egitim*, 14, 27-30.
- Taylor, P. C., Fraser, B. J., & Fisher, D. L. (1997). Monitoring constructivist classroom learning environments. *International Journal of Educational Research*, 27, 293-302.
- Telli, S. (2006). Students' Perceptions of Their Science Teachers' Interpersonal Behaviour in Two Countries: Turkey and the Netherlands. A PhD Dissertation submitted to The Graduate School of Natural and Applied Sciences of Middle East Technical University, Ankara.
- Telli, S., den Brok, P., & Cakiroglu, J. (2007). Students' perceptions of science teachers' interpersonal behaviour in secondary schools: Development of a Turkish version of the Questionnaire on Teacher Interaction. *Learning Environments Research*, 10, 115–129.
- Tobin, K., & Fraser, B. J. (1998). Qualitative and quantitative landscapes of classroom learning environments. In B. J. Fraser & K. G. Tobin (Eds.), *International handbook of science education*, first edition, (pp. 623–640). Dordrecht, the Netherlands: Kluwer.
- Triandis, H. C. (1971). *Attitudes and attitude change*. New York: Wiley.
- Tuckman, B.W. and Yates, D.S. (1980) 'Evaluating the student feedback strategy for changing teacher style', *Journal of Educational Research*, 74, 74–7.
- van Amelsvoort, J. (1999). Perspective on instruction, motivation and self regulation. [In Dutch] Unpublished Doctoral Dissertation. Nijmegen: Katholieke Universiteit Nijmegen.

- Veenman, S. (1984). Problems of beginning teachers. *Review of Educational Research*, 54, 143-178.
- Vural, S. (2007). Teachers' and students' Perceptions of Teacher Motivational behavior. Master of Arts Thesis submitted to TEFL division at The Graduate School of Education. Bilkent University
- Walberg, H.J. (1979). *Educational environments and effects: Evaluation, policy, and productivity*. Berkeley, CA: McCutchan.
- Walberg, H. J. (1981). A psychological theory of educational productivity. In F. Farley and N. Gordon (Eds.), *Psychology and education: The state of union* (pp.81-108). Berkeley, CA: McCutchan.
- Walberg, H. J. (1986). Synthesis of research on teaching. In M.C. Wittrock (Ed.), *Handbook of research on teaching* (3rd. ed.) (pp. 214-229). Washington, DC: American Educational Research Association.
- Walberg, H. J., Fraser, B. J., & Welch, W. W. (1986). A test of a model of educational productivity among senior high school students. *Journal of Educational Research*, 79, 133 – 139.
- Waxman, H.C. and Eash, M. (1983) 'Utilizing students' perceptions and context variables to analyze effective teaching: A process-product investigation, *Journal of Educational Research*, 76, pp. 321–5.
- Waxman, H., & Ellet, C. D. (Eds.). (1990). *Study of learning environments*, Volume 6. Perth, Western Australia: Curtin University of Technology.
- Wei, M. , den Brok, P., Zhou, Y. (2009). Teacher interpersonal behaviour and student achievement in English as a Foreign Language classrooms in China. *Learning Environment Research*, 12, 57–174

- White, C.M. (2002). Language authenticity and identity: Indigenous Fijian students and language use in schools. *Language, Culture and Curriculum*, 15, 1, 16-29.
- Williams, M. and Burden, R. L. (2000). *Psychology for Language Teachers: A Social Constructivist Approach*. Cambridge: Cambridge University Press.
- Williams, M, Burden, R. and Lanvers, U. (2002) 'French is the Language of Love and Stuff': Student perceptions of issues related to motivation in learning a foreign language', *British Educational Research Journal*, 28, 4, 503-28
- Winne, P.H. and Marx, R.W. (1977). Reconceptualizing research on teaching. *Journal of Educational Psychology*, 69, 668–78.
- Wubbels, Th., Brekelmans, M., den Brok, P., & Tartwijk, J. (2006). An interpersonal perspective on classroom management in secondary classrooms in the Netherlands. In C. Evertson, & Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues* (pp. 1161–1192).
- Wubbels, T. , Mieke Brekelmans. (2005). Two decades of research on teacher–student relationships in class. *International Journal of Educational Research*, 43, 6–24
- Wubbels, Th., & Brekelmans, M. (1998). The teacher factor in the social climate of the classroom. In B. J. Fraser and K. G. Tobin (Eds.), *International Handbook of Science Education* (pp.565–580). Dordrecht, the Netherlands: Kluwer.
- Wubbels, Theo (1997) Paying Attention to Relationships. *Educational Leadership*, 54, 7, p.82-86.
- Wubbels, T., & Levy, J. (Eds.). (1993). *Do you know what you look like?: Interpersonal relationships in education*. London: Palmer Press.

- Wubbels, Th., & Levy, J. (1991). A comparison of interpersonal behaviour of Dutch and American teachers. *International Journal of Intercultural Relations*, 15, 1-18.
- Wubbels, Th., Créton, H. A., & Hooymayers, H. P. (1987). A school-based teacher induction programme. *European Journal of Teacher Education*, 10, 81-94.
- Wubbels, T., Creton, H. A. & Hooymayers, H. P. (1985). Discipline problems of beginning teachers, interactional teacher behavior mapped out. Abstracted in *Resources in Education*, ERIC.20, 12, p. 153.
- Wubbels, Th., & Brekelmans, M. (1998). The teacher factor in the social climate of the classroom. In B. J. Fraser and K. G. Tobin (Eds.), *International Handbook of Science Education* (pp.565–580). Dordrecht, the Netherlands: Kluwer.
- Yang, A. and Lau, L. (2003). Student attitudes to the learning of English at secondary and tertiary levels, *System*, 31, 1, 107-123.

APPENDIX A
INSTRUMENTS OF THE STUDY
PART A

ÖĞRETMEN ETKİLEŞİM ÖLÇEĞİ - ÖĞRENCİ FORMU*

Bu ölçekte **62 soru** bulunmaktadır.
Cevaplarınızı lütfen her soru için ayrılan bölüme işaretleyiniz.

Lütfen bütün sorulara cevap veriniz. Bu ölçekte ders öğretmeninizin sınıftaki davranışlarını tanımlamanız istenmektedir. **Bu bir test değildir.** Öğrenmek istediğimiz sadece sizin görüşlerinizdir. Her cümle için sizin cevabınıza karşılık gelen sayıyı yuvarlak içine alınız.

Örneğin:

	Hiçbir zaman			Her zaman	
Arkadaş canlısıdır	1	2	3	4	5

Eğer öğretmeninizin her zaman arkadaş canlısı olduğunu düşünüyorsanız 5'i yuvarlak içine alınız. Eğer öğretmeninizin hiç bir zaman arkadaş canlısı olduğunu düşünmüyorsanız 1'i yuvarlak içine alınız. Aralarda kalan görüşleriniz için 2, 3 ve 4'ü seçebilirsiniz. Eğer fikrinizi değiştirmek istiyorsanız üzerine çarpı işareti koyunuz ve yeni bir numara seçiniz.

Yardımanız için teşekkürler.

Okulunuz:

Sınıf: 9 10 11 12

Şube: A B C D E F

Cinsiyet: E K

*This is the Turkish version of The Questionnaire On Teacher Interaction (Student Form), adapted and validated from 64-item American version by Sibel Telli (2006). Telli used direct translation of some of the items but replaced most of the items in American version with the new ones so that they applied to the Turkish context. (See QTI-Bilingual)

ÖĞRETMENİM SINIFTA

	Hiçbir zaman	Çok az	Bazen	Sıklıkla	Her zaman
1. İyi bir liderdir.	1	2	3	4	5
2. Serttir.	1	2	3	4	5
3. Kararsız görünür.	1	2	3	4	5
4. Bizden etkilenebilir.	1	2	3	4	5
5. Arkadaş canlısıdır.	1	2	3	4	5
6. Bize güvenir.	1	2	3	4	5
7. Bizim hiçbir şey bilmediğimizi düşünür	1	2	3	4	5
8. Bize tepeden bakar.	1	2	3	4	5
9. Dersle ilgili konularda konuşmaktan zevk alır.	1	2	3	4	5
10. Ondan korkarız.	1	2	3	4	5
11. Sınıfta kuralların dışında davrandığımız zaman ne yapacağımızı bilemez.	1	2	3	4	5
12. Hoşgörülüdür.	1	2	3	4	5
13. Güvenilebileceğimiz bir kisi dir.	1	2	3	4	5
14. Söyleyecek bir şeyimiz varsa, bizi dinler.	1	2	3	4	5
15. Ona saçma bir şey sordugumuzda bizi duymazlıktan gelir.	1	2	3	4	5
16. Asabidir.	1	2	3	4	5
17. Sınıftaki gergin ortamı yumuşatır.	1	2	3	4	5
18. Dersini kesmekten çekiniriz.	1	2	3	4	5
19. Sınıfta şaka yapmamıza izin verir.	1	2	3	4	5
20. Şaka kaldırır.	1	2	3	4	5
21. Sabırlıdır.	1	2	3	4	5
22. Bizim çalışmalarımızın sonuçlarından hoşnutsuz görünür.	1	2	3	4	5
23. İğneleyicidir.	1	2	3	4	5
24. Bize rehberlik eder.	1	2	3	4	5
25. Sınıfı susturur.	1	2	3	4	5
26. Konuşurken gergindir.	1	2	3	4	5
27. Bazen dersi keserek başka şeyler hakkında konuşur.	1	2	3	4	5
28. Dersten herkes hoşnuttur.	1	2	3	4	5
29. İstedığımız takdirde bize yardım etmeye gönüllüdür.	1	2	3	4	5
30. Derste kuralları bozacağımızı düşünür.	1	2	3	4	5
31. Sabırsızdır.	1	2	3	4	5
32. Sınıfta tüm öğrencilerin isimlerini bilir.	1	2	3	4	5
33. Bir soru sorulduğu zaman öğrenciler yanlış cevap vermekten korkar.	1	2	3	4	5
34. Davranışları tutarsızdır.	1	2	3	4	5
35. Dersine zorlanmadan isteyerek geliriz.	1	2	3	4	5
36. Öğrencilerin sorunlarını dinler.	1	2	3	4	5

	Hiçbir zaman	Çok az	Bazen	Sıklıkla	Her zaman
37. Kolay tartışmaya giren birisidir.	1	2	3	4	5
38. Sınıfta otoritesi vardır.	1	2	3	4	5
39. Öğrencilerden çok iş yapmasını bekler.	1	2	3	4	5
40. Düzensizdir.	1	2	3	4	5
41. Dersinde başka derslere çalışmamız için izin verir.	1	2	3	4	5
42. Öğrencileri cesaretlendirir.	1	2	3	4	5
43. Öğrencileri rahatlatır.	1	2	3	4	5
44. Öğrencilere sorularının aptalca olduğunu söyler	1	2	3	4	5
45. Sınıfta gergindir.	1	2	3	4	5
46. Öğrenciler arasında saygı görür.	1	2	3	4	5
47. Sınıfta bazı kuralları bozabiliriz.	1	2	3	4	5
48. Dersini herkesin anladığından emindir.	1	2	3	4	5
49. Sınıfta konuları istekli olarak anlatır.	1	2	3	4	5
50. Sınıfta bulunmaktan hoşnutsuzdur.	1	2	3	4	5
51. Öğrencileri daha fazla çalışmaya zorlar.	1	2	3	4	5
52. Sınıfta tutarlı davranır.	1	2	3	4	5
53. Derse girdiğinde ayağa kalkmak zorundayız.	1	2	3	4	5
54. Sınıfta aldığı kararları sürekli değiştirir.	1	2	3	4	5
55. Yardımını istediğimizde, bizim yanımızda olduğundan eminiz.	1	2	3	4	5
56. Yapamadığımız ödevler için bize fazla zaman verir.	1	2	3	4	5
57. Kendisi hakkında kişisel bir soru sormak zordur	1	2	3	4	5
58. Bazı konularda çok katıdır.	1	2	3	4	5
59. Öğrencilerin sınıfta ne söylediklerini önemsemez.	1	2	3	4	5
60. Dersi kesip davranışlarımız hakkında konuşur.	1	2	3	4	5
61. Sınıfta verdiği sözleri tutmaz.	1	2	3	4	5
62. Yaptığımız ödevler, projeler ve sınav sonuçlarımız hakkında şüphelidir.	1	2	3	4	5

APPENDIX B

**Item Distribution for Turkish version
Questionnaire on Teacher Interaction
(QTI)**

SCALE	TOTAL ITEM	ITEMS
Leadership	8	1,9, 17, 24, 32, 38, 46, 52
Helpful / Friendly	8	5, 13, 20, 28, 35, 42, 48, 55
Understanding	8	6, 14, 21, 29, 36, 43, 49, 56
Student Responsibility/Freedom	6	4, 12, 19, 27, 41, 47
Uncertain	7	3, 11, 26, 34, 40, 54, 61
Dissatisfied	9	7, 15, 22, 30, 44, 50, 57, 59, 62
Admonishing	8	8, 16, 23, 31, 37, 45, 51, 60
Strict	8	2, 10, 18, 25, 33, 39, 53, 58

APPENDIX C

INSTRUMENTS OF THE STUDY: PART B

Attitudes toward Learning English * (Bilingual Form)

*This 10-item scale is taken from Atay and Kurt's (2010) Turkish adaptation of Attitudes Toward Learning English (ALE), one of the 12 Scales in Gardner's (1985) Attitude Motivation Test Battery (AMTB).	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
	1	2	3	4	5
İngilizce öğrenmek gerçekten harika. Learning English is really great.					
İngilizce öğrenmekten gerçekten zevk alıyorum. I really enjoy learning English.					
İngilizce, okuldaki programın çok önemli bir parçasıdır. English is a very important part of the school programme.					
Mümkün olduğunca çok İngilizce öğrenmek istiyorum I plan to learn as much English as possible.					
İngilizce öğrenmeyi seviyorum. I love learning English.					
İngilizceden nefret ediyorum. I hate English.					
Zamanımı İngilizce dışındaki derslere harcamayı tercih ederdim. I would rather spend my time on subjects other than English.					
İngilizce öğrenmek zaman kaybı. Learning English is a waste of time.					
İngilizce öğrenmenin sıkıcı olduğunu düşünüyorum. I think that learning English is dull.					
Okulu bitirdiğimde İngilizce çalışmayı bırakacağım, çünkü İngilizceyle hiç ilgili değilim. When I leave school, I will give up the study of English because I am not interested in it.					

APPENDIX D
INSTRUMENTS OF THE STUDY
PART C

Bilingual Form

İngilizce öğretmeninizin sınıfta en çok hoşunuza giden ve gitmeyen davranışları nelerdir? Nedenleriyle açıklayınız.

What are the types of interpersonal behavior you like and dislike most about your English teacher? Explain giving reasons.

APPENDIX E

QUESTIONNAIRE ON TEACHER INTERACTION - TURKISH VERSION
BILINGUAL FORM

Item No	*	ITEM
1	52	İyi bir liderdir. This teacher is a good leader.
2	1	Serttir. This teacher is strict.
3	23	Kararsız görünür. This teacher seems uncertain.
4	21	Bizden etkilenebilir. We can influence this teacher.
5	35	Arkadas canlısıdır. This teacher is friendly.
6	4	Bize güvenir. This teacher trusts us.
7	12	Bizim hiç bir sey bilmedigimizi düşünür. This teacher thinks we do not know anything.
8	24	Bize tepeden bakar. This teacher looks down on us.
9	3	Dersle ilgili konularda konusmaktan zevk alır. This teacher talks enthusiastically about her/his subject.
10	61	Ondan korkarız. We are afraid of this teacher.
11	39	Sınıfta kuralların dışında davrandığımız zaman ne yapacağını bilemez. This teacher does not know what to do when we break a rule.
12	64	Hosgörülüdür This teacher is flexible.

13	37	Güvenebileceğimiz bir kisi dir. This teacher is someone we can depend on
14	17	Söyleyecek bir seyimiz varsa, bizi dinler. If we have something to say, this teacher will listen.
15	28	Ona saçma bir sey sordugumuzda bizi duymazlıktan gelir. This teacher makes us feel we have asked him/her a stupid question.
16	51	Asabidir. This teacher has a bad temper.
17		Sınıftaki gergin ortamı yumusatır. This teacher softens tense atmosphere in class.
18		Dersini kesmekten çekiniriz. We are afraid to disturb the lesson of this teacher
19		Sınıfta şaka yapmamıza izin verir. This teacher lets us make jokes in the classroom
20	50	Şaka kaldırır. This teacher can take a joke.
21	56	Sabırlıdır. This teacher is patient.
22	54	Bizim çalışmalarımızın sonuçlarından hoşnutsuz görünür. This teacher seems dissatisfied.
23	63	İgneleyicidir. This teacher makes mean remarks to us.
24		Bize rehberlik yapar. This teacher guides us.
25		Sınıfı susturur. This teacher keeps the class silent.
26		Konusurken gergindir. This teacher is nervous when s/he talks.
27		Bazen dersi keserek başka seyler hakkında konuşur. This teacher stops the lesson to talk about other things.
28	60	Dersten herkes hoşnuttur. This teacher's class is pleasant.

29	13	İstedigimiz takdirde yardım etmeye gönüllüdür. If we want something he is willing to cooperate.
30	58	Derste kuralları bozacığımızı düşünür. This teacher believes/thinks we want to break the rules.
31	43	Sabırsızdır. This teacher is impatient.
32		Sınıfta tüm öğrencilerin isimlerini bilir. This teacher exactly knows the names of all students.
33		Bir soru sorulduğu zaman öğrenciler yanlış cevapvermekten korkar. When a question is asked, students are afraid to give him/her the wrong answer.
34		Davranışları tutarsızdır. This teacher's behaviour is inconsistent.
35		Dersine zorlanmadan isteyerek geliriz. We feel welcome in this class.
36		Öğrencilerin sorunlarını dinler. This teacher listens to our question
37	59	Kolay tartışmaya giren birisidir. It is easy to pick up a fight with this teacher.
38		Sınıfta otoritesi vardır. This teacher has authority in the classroom.
39		Öğrencilerden çok iş yapmasını bekler. This teacher wants students to do much work.
40		Düzensizdir. This teacher is disorganised.
41		Dersinde başka derslere çalışmamız için izin verir. This teacher lets us study other subjects in his/her class time.
42		Öğrencileri cesaretlendirir. This teacher encourages students.
43		Öğrencileri rahatlatır. This teacher relaxes us.

44	Öğrencilere sorularının aptalca olduğunu söyler. This teacher tells us our questions are stupid.
45	Sınıfta gergindir. This teacher is tense in class.
46	Öğrenciler arasında saygı görür. Students behave respectfully toward this teacher.
47	Sınıfta bazı kuralları bozabiliriz. We are allowed to break some rules in this teacher's class.
48	Dersini herkesin anladığından emindir. This teacher explains things willingly to the class.
49	Sınıfta konuları istekli olarak anlatır. This teacher explains things willingly to the class.
50	Sınıfta bulunmaktan hoşnutsuzdur. This teacher is displeased to be in the classroom
51	Öğrencileri daha fazla çalışmaya zorlar. This teacher forces students to study more.
52	Sınıfta tutarlı davranır. This teacher behaviour is consistent in the classroom.
53	Derse girdiğinde ayaga kalmak zorundayız. We have to stand up when the teachers enters the classroom.
54	Sınıfta aldığı kararlarını sürekli değiştirir. This teacher keeps changing his/her decisions.
55	Yardıma istediğimizde, bizim yanımızda olduğundan eminiz. When we ask for his/ her help; we are sure s/he is with us.
56	Yapamadığımız ödevler için bize fazla zaman verir. This teacher gives us extra time for the homework that we can not complete on time.
57	Kendisi hakkında kişisel bir soru sormak zordur. It is difficult to ask this teacher a personal question.
58	Bazı konularda çok katıdır. This teacher is very tight on things.

59		Öğrencilerin sınıfta ne söylediklerini önemsemez. This teacher ignores what we say in class.
60		Dersi kesip davranışlarımız hakkında konuşur. This teacher stops the lesson to discuss our behaviour.
61		Sınıfta verdiği sözleri tutmaz. This teacher breaks his/her promises in the classroom.
62		Yaptığımız ödevler, projeler ve sınav sonuçlarımız hakkında şüphelidir. S/he is suspicious about our work (like homework, projects or exam results)

*These items are the ones that remained the same in the construction of Turkish version of the questionnaire by Telli (2006). Other items in the American version were either adapted or replaced because they were not applicable to the Turkish context.

APPENDIX F

Bilingual

ÖĞRETMEN BİLGİLERİ FORMU

ENGLISH TEACHER INFORMATION FORM*

Lütfen kendinizi tanımlayan seçenekleri daire içine alınız
Please circle the option that describes you
1. Öğretmen # / Teacher # :
2. Cinsiyet / Gender: a. Erkek / Male b. Kadın / Female
3. Tecrübe yılınız / Years of teaching experience in EFL Lütfen Belirtiniz / Please Indicate:
4. Lisans derecenizi hangi bölümden aldınız? / What is your undergraduate major? a. İngilizce Öğretmenliği / English Language Teaching b. İngiliz Dili ve Edebiyatı / English Language and Literature c. Diğer / Other (lütfen belirtiniz /please indicate):
5. Haftada kaç saat dersiniz var? / Lütfen Belirtiniz: How many hours of classes do you have a week? Please Indicate:
6. Dersine girdiğiniz sınıflardaki öğrenci sayıları: Number of students in the classes you teach:

* This form was used to gather demographic data about the participating teachers. Teachers were coded randomly after they returned this form.