

QUESTIONNAIRE ON TEACHER-STUDENT INTERACTION (QTI) AS AN INSTRUMENT TO MEASURE TEACHERS' AND STUDENTS' PERCEPTIONS IN EFL CLASSES IN HIGHER EDUCATION

ÖĞRETMEN VE ÖĞRENCİLERİN ETKİLEŞİMLERİYLE İLGİLİ ALGILARINI ÖLÇME ARACI OLARAK KULLANILAN QTI ÖLÇEĞİNİN YÜKSEKÖĞRETİMDE İNGİLİZCE ÖĞRETİLEN DİL SINIFLARINDA KULLANILMASI

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ÖZET

Bu araştırma bağlamında, Çukurova Üniversitesi, Yabancı Diller Okulu'nda İngilizce öğretilen dil sınıflarında öğretmen-öğrenci etkileşimlerini araştırmak için 9 öğretmen ve 209 öğrenci katıldığı bir örneklem ile çalışılmıştır. Uygulanan sormaca QTI (48 maddelik Avustralya versiyonu)-Öğretmen-öğrenci Etkileşim Ölçeğidir (Fisher, Fraser & Wubbels, 1993). Bu ölçek, öğretmen ve öğrencilerin öğretmen-öğrenci etkileşimi ile ilgili algıları hakkında veri toplamak için bir araç olarak kullanılır. Ayrıca, öğretmenler için öğrenci ve öğretmen öz ve ideal algılarını karşılaştırmak yararlı bir geribildirim aracı olabilir. Bu anlamda, farklı sınıflardaki öğrenci ve öğretmen algılarının karşılaştırılması yararlı olabilir ve öğretmenler olumlu etkileşimi olan sınıflarla ilgili algılarını, olumsuz etkileşimi olan sınıflarla ilgili olan algılarıyla kıyaslayabilir ve yapılan kişisel değerlendirmeler öğretmenlerin mesleki gelişimlerine katkı sağlayabilir. Bu amaçla, 48 maddelik QTI Türkçeye çevrilmiş, geçerlilik ve güvenilirlik çalışmaları yapılmış ve çalışmaya katılan öğretmenler ölçek ile toplanan verilere dayanarak görüşülmüştür.

ABSTRACT

This study reports on the results of a research conducted at Çukurova University, The School of Foreign Languages in Turkey. The research involves 9 teachers and 209 students to investigate teacher-student relationships in language classes where English is taught. Questionnaire on Teacher Interaction, Australian 48-item version (Fisher, Fraser, & Wubbels, 1993), is used as a tool to collect data on students' and teachers' perceptions of the teacher-student relationship, as it can be used as a feedback instrument for teachers and it can be useful to compare student and teacher self and ideal perceptions. Comparison of the students and teacher perceptions in different classes may be helpful and teachers might learn from their perceptions of good classes and for classes where relationships with student are not positive. For this purpose, the teachers are interviewed based on the data gathered with the questionnaire.

Key Words: Foreign Language Learning, Teacher-student Interaction, QTI

1. Introduction

The interpersonal relationship between teacher and students is an important element contributing to the learning process of students in a classroom environment (Brekelmans et. al., 2002). Teacher plays a major role in the learning of students, thus a

positive relationship between teachers and students is the fundamental aspect of quality teaching and student learning. This is mostly because, teacher-student interaction is one of the most important factors in teaching as it is directly related to the dynamics of the classroom and the enthusiasm felt for teaching and learning by both parties involved whatever the subject matter is. Fouts (2001, p.15) who also supports this idea claims, “in order to move forward academically, many students seem to need a sense of emotional connection and validation that is brought about by the spontaneous matching and synchronicity of emotions between the teacher and themselves.” Through his findings he also points out that when students are attuned with their teacher, they learn more. In this sense, teachers must be willing to commit time and energy to achieve an emotional connection with all students and a learning environment that is imaginative and interactive (Christiansen, 2002, p.7). In a study conducted by Jacobson (1995), university students were polled to identify the characteristics of an outstanding faculty and it was found out that the most important characteristic considered by the students was teacher-student relationships. In this sense, according to Jacobson (1995), “students want teachers to be sensitive to them as individuals as well as students, to be interested in their academic and nonacademic growth (quoted in Christiansen, 2002, p.11). In another study Churchill et al., assert that “if teachers make their classroom ‘a good place for students to be’, then they will want to be there, and will generally be both on task and well-behaved” (quoted in Liberante, 2012, p.9).

Likewise, to Mielnik (2012), teachers should consider a number of things when building up good relations with their students in an EFL class such as creating a positive, relaxed atmosphere in the classroom, including students as much as possible in the sense that connecting with students on a more personal level and getting to know them as people, devoting time to listen to the students and participating in conversation with them, having a relaxed approach to learning, being a real and approachable person with a friendly attitude, allowing their own personality and enthusiasm for what they do and what they say in class.

In order to inquire the nature of teacher-student interaction in EFL classes in higher education, this study is mainly based on The Interpersonal Perspective on Teacher Behavior, which involves the Communicative Systems Approach and The Model for Interpersonal Teacher Behavior (MITB; Wubbels, Créton and Hooymayers 1985; Wubbels and Levy, 1993). Consistent with the focus of this study, The Questionnaire on Teacher Interaction (QTI) developed by Wubbels & Levy (1993), an instrument to measure interpersonal teacher behavior was used as a data collection tool. As it was mentioned earlier elsewhere “the words ‘interaction’ and ‘relationship’ are used interchangeably in this study and as defined by the QTI, ‘interaction’ includes the teacher behaviors of leadership, understanding, uncertain, admonishing, helping/friendly, student responsibility/freedom, dissatisfied, and strict that are used when interacting with the students in the classroom” (Tuyan, 2015, p. 48).

2. Literature review

2.1 The Interpersonal Perspective on Teacher Behavior

In this research teaching English as a foreign language has been looked at from interpersonal perspective which describes and analyses teaching in terms of the

relationship between teacher and students. This perspective involves two central elements; the communicative systems approach and a model to describe teacher behavior (Wubbels et al., 2006).

2.1.1 The Communicative Systems Approach

According to den Brok et al. (2005), although students are influenced by their (stereotypical) expectations for the teacher, they are also open to any impressions when they meet a teacher in a new class. As the class progresses, students begin to establish ideas about their developing relationship with this specific teacher. After a number of lessons (which may take weeks or months), the students' tentative ideas are stabilized and they can tell about the "kind" of their teacher. The same is true for the stability of perceptions related to the teacher's ideas about the students. "Once the tone is set, it is difficult to modify, and both students and teachers resist changes" (den Brok et al., 2005, p. 6). The systems approach to communication focuses on pragmatic aspects which are about the effects of someone's actions on the other.

2.1.2 The Model for Interpersonal Teacher Behavior

Wubbels et al. (1985) adapted Leary's general model for interpersonal relationships to the context of education by labeling Leary's two dimensions *Influence* (Dominance-Submission) and *Proximity* (Opposition- Cooperation). In their terms, 'Influence' refers to the side who is in control in the teacher-student relationship while 'Proximity' (Opposition- Cooperation), refers to the degree of cooperation between teacher and the students. They structure interpersonal teacher behavior into eight sectors: leadership, helpful/friendly, understanding, giving students freedom and responsibility, uncertain, dissatisfied, admonishing, and strict to form The Model for Interpersonal Teacher Behavior (MITB). Each of the sectors in MITB reflects the possible behaviors teachers display in the classroom. The sectors are labeled DC, CD, CS, SC, etc. consistent with their position in the coordinate system and the letters code the relative influence of the axes. Wubbels et al. (1985) suggest that in the MITB, sectors don't have strict boundaries between them, however sectors opposite each other represents opposite behaviors.

2.2 An Instrument to Measure Interpersonal Teacher Behavior: The Questionnaire on Teacher Interaction (QTI)

QTI was originally developed in the Netherlands and consisted 77 items (Wubbels et al. 1985), a 64-item version was constructed in the USA in 1988 (Wubbels and Levy, 1991) and a 48 item version in Australia in 1993 (Fisher, Fraser & Wubbels, 1993). The original QTI, designed for secondary education, also formed the basis for a number of other versions for primary education, higher education, principals and supervisors (Den Brok, 2001). Since its development, the QTI has been the focus of more than 120 (learning environment) studies in many countries (Den Brok et al., 2002), and it has been translated into more than 15 languages (Wubbels et al, 1997). Use of QTI is not very common in EFL/ESL research, yet there are few studies noted (Den Brok et al., 2004; Den Brok et al. 2005; Wei et al., 2009). Recent studies on QTI show that it is a valid and reliable instrument (Brekelmans, 1989; Wubbels, 1993; Riah et al., 1997; Goh & Fraser, 1996; Den Brok, 2003; Wubbels et al., 1987; Rickards & Fisher, 1997). The

more economical 48-items version developed in Australia (Fisher, Henderson & Fraser, 1995; Wubbels, 1993) was used in the present study.

QTI can be applied to both students and teachers. The two versions, the Student Questionnaire and Teacher Questionnaire are basically similar. For example, the item in the Student questionnaire “This teacher is strict” becomes “I am strict/ My ideal teacher is strict” in the Teacher Questionnaire. Each QTI statement is scored on a five-point Likert scale of 0 to 4, ranging from “never” to “always.” on the basis of eight scales (corresponding to the eight sectors of the Model for Interpersonal Teacher Behavior) and two summarizing dimensions of Influence (DS) and Proximity (CO). The Dominance/Submission (DS) dimension is primarily include behaviors in the sectors closest to the DS axis – Strict, Leadership, Uncertainty and Student Freedom (formerly Student Responsibility/Freedom). The sectors that mostly comprise the Co-operation/Opposition (CO) dimension are Helpful/Friendly, Understanding, Dissatisfied and Admonishing (Rickards et al., 2005).

3. The Aim of the Study

This study aims to explore the nature of teacher-student interaction and its possible impact on effective English language teaching and learning at School of Foreign Languages at Çukurova University, Turkey. By using QTI as an assessment tool, the differences between students’ perceptions related to their teachers’ interpersonal behavior, teachers’ perceptions related to their own interpersonal behavior and their ideal teachers’ interpersonal behavior have been investigated. The data of this study also consist of personal semi-structured teacher interviews intended to find out what is going on in the minds of the participating teachers about the mismatch related to their perceptions of themselves, their ideals and their students in EFL classes regarding teacher- student interaction and help them engage in self-reflection on their performances in their classrooms.

4. Methodology

209 students and 9 teachers who teach them English at YADYO, the School of Foreign Languages (SFL) took part in this study. The primary aim of SFL is to enable the students at Çukurova University, Turkey to follow their departmental courses where the medium of instruction is % 100 or % 30 English, to access and effectively use all kinds of resources through a one –year preparatory language program. The students who participated in this study were all Level 1 students, who had started learning English at SFL as beginners and continued their education for a school year (four blocks, each block lasting for two months) to become proficient learners of English at Intermediate level by attending the courses provided for their level 20 hours weekly. The research having been conducted at the end of the fourth block, towards the end of the academic year, the nine teachers who took part in this study had known their students for nearly eight months (each teaching 10 hours weekly). This period of time the teachers had spent with students was-long enough- (Wubbels et al., 2006) to recognize the recurrent patterns of the teachers’ interpersonal behavior by using QTI as an instrument considering the purpose of this study. The more economical 48-item Australian version (Wubbels, 1993) was administered to both the students and the teachers.

The QTI was translated into Turkish using a rigorous process of back-translation. First the English version of the QTI was translated into English and the back-translation by an independent party, into English to compare the two versions and to make sure that each item in the scale retained its meaning (Brislin, 1980). Despite the students' level of English being appropriate to comprehend the questions in the English version of QTI, the Turkish translated version was used to obtain data for the purpose of this study with the idea that students would feel more comfortable while comprehending and responding to the questionnaire in their native language, while the teachers were asked to complete the back-translated, self-reported English version of the Turkish version.

The semi-structured interview was used as the second instrument in this study to explore the teachers' responses to QTI results regarding their students' perceptions, their self and ideal perceptions. Each participant teacher was interviewed in person by the researcher after the QTI results were reported and explained. All the interviews were audio-taped and transcribed for further analysis.

5. Results

The QTI has been validated as a statistically reliable tool which can be used by EFL teachers effectively as a feedback instrument for self-reflection (see also, Tuyan, 2015, p. 47-56). As suggested by Wubbels & Levy (1993), the pattern of inter-scale correlations was examined to support the validity of this instrument. The results of the present study satisfy this assumption with some discrepancies (ibid.). The QTI was also validated in terms of internal consistency (Cronbach alpha reliability) and the ability to differentiate between students' and teachers' (actual & ideal) perceptions (ANOVA) (ibid.). To measure the appropriateness of questionnaire data to factor analysis, KMO Measure of Sampling Adequacy and Bartlett's test of Sphericity were used. While KMO value for this set of variables was 0.813, Bartlett's test results were also found to be statistically significant ($\chi^2 = 3249.1$, $p = 0.0001$). Looking at both test results, the data of questionnaire factors were determined to be appropriate to carry out the analysis (ibid.). As part of factor analysis of the 48-item QTI Turkish version, the measure of sampling adequacy (MSA) was investigated for items whose value is less than 0.50 and since the factor loadings were not found to be less than 0.50, no item was taken out from the questionnaire. The result of the factor analysis showed that there were 8 factors whose eigenvalues were 1 and above. The percentage of variance explained was 66.9 % for QTI. In the factor analysis part of the study, the questionnaire items were grouped under 8 scales as in the original Australian version. A series of analyses of variance, about the comparison of student and teacher (self & ideal) QTI responses revealed significant differences ($p < 0.01$) for some QTI scales between the perceptions of students & teacher (actual) students & teacher (ideal) and teacher (actual & ideal) (ibid. p.53).

5.2 The Comparison of Individual Teacher Responses to the Mean Student Responses, Supported with the Findings from the Semi-structured Interviews

The graphs in Figures 1-9 provide a visual representation of each teacher's response (actual & ideal perceptions) compared to the mean student response in their respective classrooms. As we can see, there are many different types of teachers, and student perceptions can be close to teacher self-reported behaviors, or in some extreme cases,

significantly different. To allow easier comparison with the QTI scores, the comments made by teachers are presented sometimes as they appeared and sometimes in summary to clarify teachers' views related to the teacher behaviors.

5.2.1 Leadership [DC]

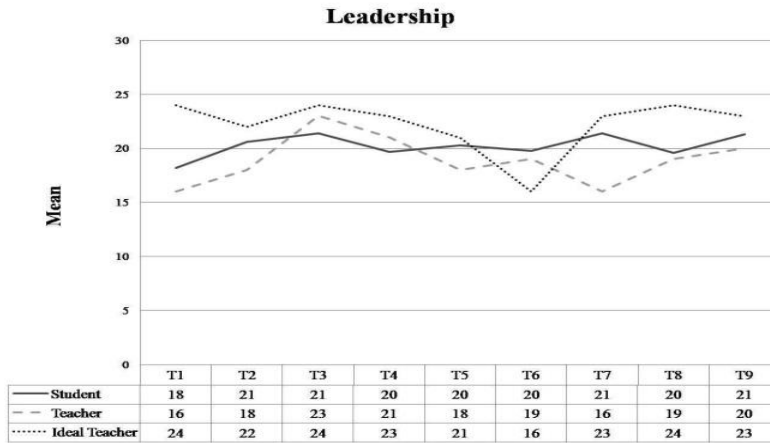


Figure 1. Student-reported teacher-behavior mean perceptions compared to those of their respective teachers' self-reported actual & ideal behavior: Leadership.

As can be seen in this figure, on Leadership behaviors most teachers reported lower scores compared to their students' self-reported mean except for T3 and T4. Teachers 7 has the greatest difference as perceiving herself exhibiting less leadership behavior than the students do. According to the teacher ideal results, T1, T2, T4, T5, T7, T8 and T9 have a desire to increase their behavior scores in the leadership area of the model, T1 having the highest difference in the sample. On the other hand, the view of the ideal teacher on Leadership behavior for T3 was fairly close to the view of her actual behavior. This suggests that the teacher is satisfied with her behavior in this class. Interestingly, although T6's perception of her own behavior corresponds well with the students, she wants to display less of the behavior, reporting a lower mean related to her ideal. When she was asked to comment on her result, T6 said the following:

T6: I have a tendency to control what's happening in every kind of relationship in my life and I'm aware that this doesn't always have positive effect on the quality of a relationship even in my private life. In the classroom, maybe being aware of this, I sometimes try to give the responsibility to my students and help them be more autonomous. Being a good leader is an important teacher characteristic, but what's in it? I don't want to explain everything clearly to my students, sometimes they need to find out by themselves to learn to do how or they can sometimes organize things happening in the class after I teach them how to... We often have time constraints about covering the weekly syllabus items and for the fear of the proficiency exam with very good intentions of course, we spoon-feed the students instead of teaching them how to learn and help them learn continuously all their lives. Do I get leadership wrong?

5.2.2 Helping/ Friendly [CD]

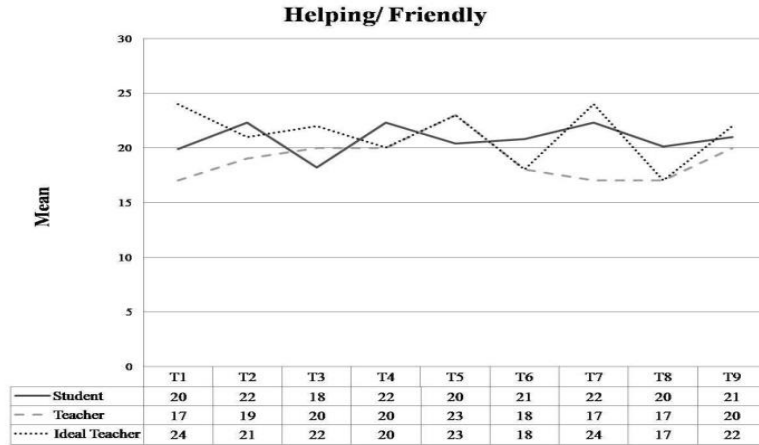


Figure 2. Student-reported teacher-behavior mean perceptions compared to those of their respective teachers' self-reported actual & ideal behavior: Helping/friendly.

As shown by the graph, all the students in the sample reported higher means than their teachers did for Helping/Friendly behavior except for T3 and T5. This means the students perceived more of this behavior than the teachers themselves. A comparison of teachers' actual and preferred behaviors show that T4, T5, T6 and T8 are satisfied with their behavior in class having overlapping actual and ideal scores related to Helping/Friendly sector. In spite of the fact that the students' perceptions of T1 display a higher score for this behavior, the teacher has a high difference between her actual self and ideal. This result suggests that she is dissatisfied with her behavior in the class and wants to exhibit more of this behavior. Related to this scale, the comments of T7 who perceived her behavior relatively lower than her students and who wants to reach an ideal with a maximum score of 24 was worth quoting:

T7: In my experience, students are unbelievably responsive to teacher's Helping/Friendly behavior. For example, when I behave in a considerate manner and especially when they are experiencing a difficulty about learning English, pronunciation, spelling, every kind of, it immediately pays back in different ways in class. That also happens when I express them that I trust them about their performance in class and assist them while dealing with a classroom task. Those moments are precious for me, like time for building a bridge between me and the student. Once they understand my good intentions, I can easily reach them. My students usually take me as an elder sister who is ready to assist them especially in difficult times. They can always talk to me about their private lives. This is part of my personality. So, I always make use of this characteristics of mine, to set the scene for better language teaching.

5.2.3 Understanding [CS]

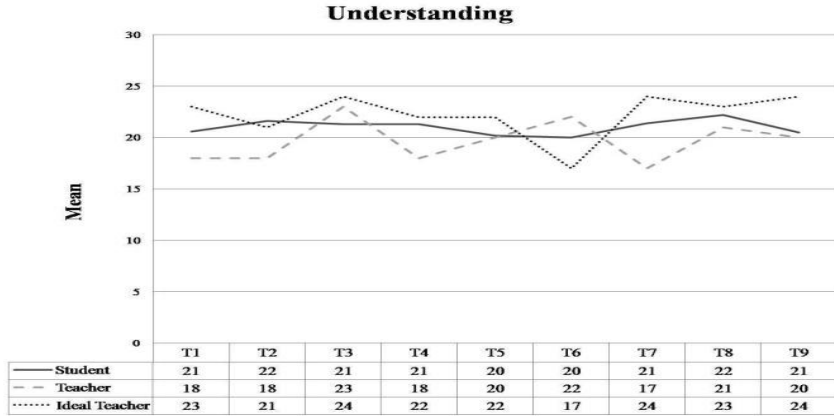


Figure 3. Student-reported teacher-behavior mean perceptions compared to those of their respective teachers' self-reported actual & ideal behavior: Understanding.

The data presented on Understanding behaviors show that most teachers in the sample rated themselves lower than their students, except for teachers T3 and T6. That is, the students see more of this behavior than their teachers perceive. When teacher ideal and actual scores are compared, it can be seen that the teachers in the sample rated higher scores for their ideal selves except for T6, which suggests that she wants to display less of this behavior. Consequently, it is possible to relate her comments in the interview on her Leadership behavior, mainly about her belief regarding ‘the importance of leaving the control of the classroom sometimes to the students’, despite their resistance to take their own responsibility for learning and the teacher’s not being understanding.

5.2.4 Student Responsibility/Freedom [SC]

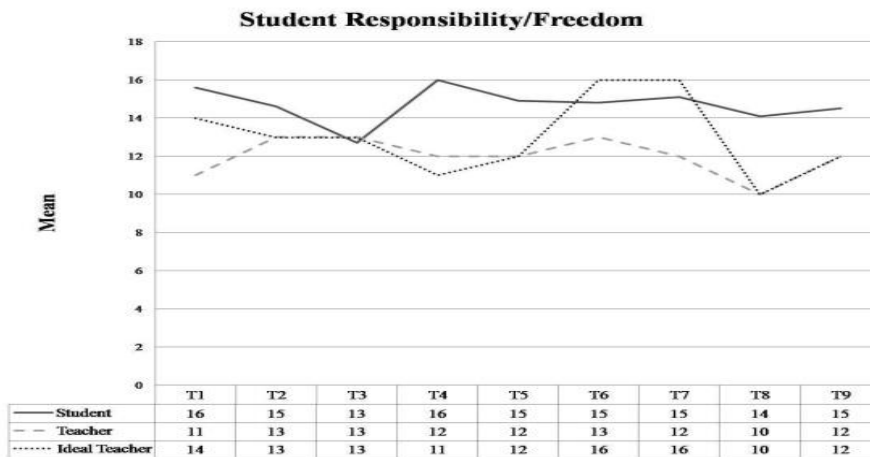


Figure 4. Student-reported teacher-behavior mean perceptions compared to those of their respective teachers' self-reported actual & ideal behavior: Student Responsibility/freedom.

As being one of the eight QTI scales and a teacher behavior characterized by high proximity towards students, Student Responsibility/Freedom contains six items to be scored from 0 to 4 with a possible maximum score of 24 on this scale. In this respect, and as another interesting finding of this study, the data presented here for Student Responsibility/Freedom behavior have relatively lower ratings both by the teachers and the students in the sample than the other teacher behaviors. When the teachers were asked about the possible causes of their ratings during the interviews, the common response of the teachers to their low ratings was related to the content of the questions in this scale. Especially regarding their responses to the questions #34 (This teacher allows us to waste our time in class) #38 (This teacher tolerates our misbehaviors in class) and #42 (This teacher gives a lot of free time in class), they all claimed that it was not possible to behave even ‘sometimes’ in those ways in their classes. The following comment by T3 whose student, actual and ideal ratings were identical (13/24) related to this scale appeared typical to summarize the other teachers’ views explaining the possible reasons of this result.

T3: This year I always felt myself in a rush like running after the syllabus items to be covered weekly. I need to manage my time properly to be able to reach my objectives for every lesson. Ok, I give them extra time while we are doing group work or pair work activities but other than that it seems very luxurious, kind of useless to me let students waste time or give them a lot of time or tolerate misbehaviors in class. In my experience, most students misunderstand and misuse their time in class when they are given extra time without a reason. It’s also a cause for discipline problems in class...

Despite the fact that all teachers reported a lower mean compared to their students' self-reported mean related to this scale, most teachers’ ideal means were either very close or lower than their actual means. This suggests that teachers were satisfied with their actual behaviors in class while their students perceive them exhibiting more of this behavior.

5.2.5 Uncertain [OD]

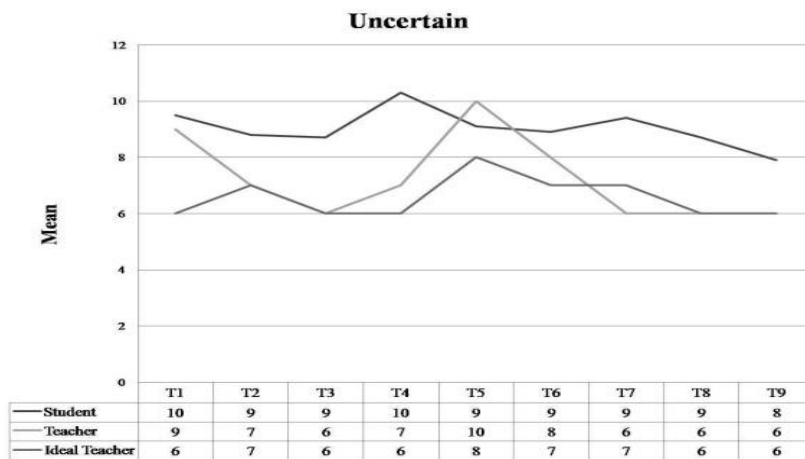


Figure 5. Student-reported teacher-behavior mean perceptions compared to those of their respective teachers' self-reported actual & ideal behavior: Uncertain.

As can be seen in the graph for the dimension of Uncertain, students' means of this behavior is relatively higher than their teachers' except for T5. This means the students perceived more of this behavior than the teachers themselves. A comparison of teachers' actual and preferred behaviors show that T2, T3, T8 and T9 are satisfied with their behavior in class having overlapping actual and ideal scores related to 'uncertain' sector of the model. Other teachers in the sample have slightly lower ideal scores suggesting that they want to display less of this behavior. In line with their ideal teacher ratings when the teachers were asked in the interviews about the possible causes and effects of displaying uncertain behavior in EFL classes, they accepted that this kind of behavior would have certain negative effects on their own teaching as well as the students' learning. As for causes they had their personal reasons like feeling unwell physically for that specific day; being tired, having a headache, feeling burnout because of work load, disinterested and unwilling students and repeated misbehaviors despite warnings. Concerning the negative effects, teachers claimed that uncertain behavior was interrelated with leadership behavior and would automatically be reflected on the organization and dynamics of the classroom by hindering students' safety, security and pleasure for joining the classroom activities, to take turns, to work in pairs and groups, and to volunteer to take part in whatever going on in the classroom.

5.2.6 Dissatisfied [OS]

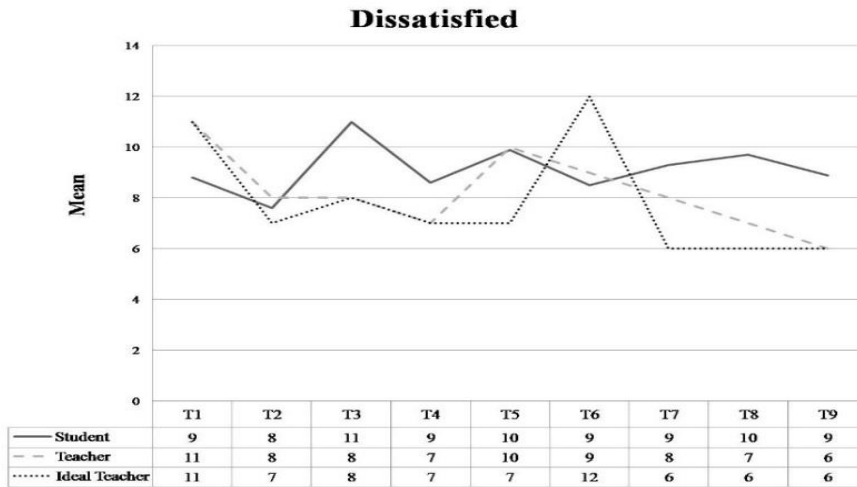


Figure 6. Student-reported teacher-behavior mean perceptions compared to those of their respective teachers' self-reported actual & ideal behavior: Dissatisfied.

As can be seen in Figure 6, for the dissatisfied dimension, all the teachers except for T1 were perceived to exhibit more of this behavior or they had similar means with their students. When the teachers' actual and ideal scores are compared, T5 who wants to display less of this behavior and T6 who wants to do the opposite can be seen. Considering the fact that 'dissatisfied' is a behavior which is characterized by low

proximity when T6 was asked to comment on her results for this scale she responded as following:

T6: Well, I know that I sometimes seem dissatisfied to the students. This is because I want to make them feel how I feel about their negative attitudes and some misbehaviors in class. Actually how I behave depends on the profiles of the students in class. When some students don't take my warnings seriously about things like not doing their homework, coming to the class on time, listening to the lesson attentively or participating to the classroom activities or such things, I do wear a sulky face or criticize or question why they behave that way. But, I also know how to praise the good behaviors...

5.2.7 Admonishing [OD]

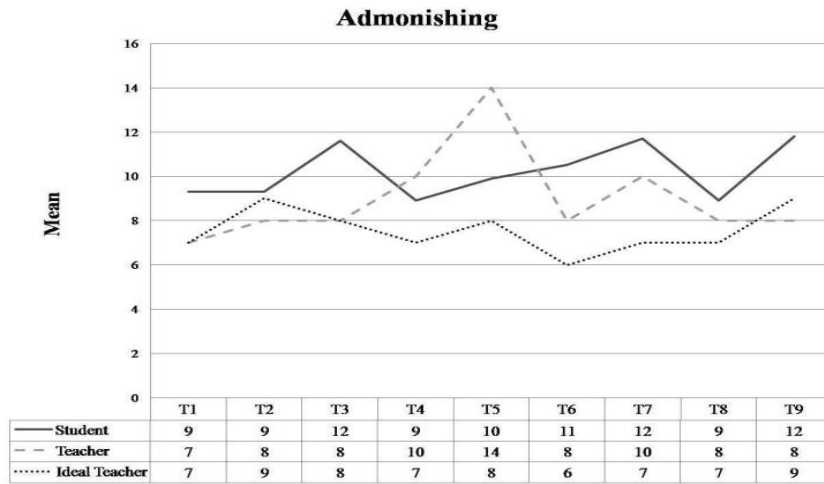


Figure 7. Student-reported teacher-behavior mean perceptions compared to those of their respective teachers' self-reported actual & ideal behavior: Admonishing.

As shown by the graph, all the students in the sample reported higher means than their teachers did for Admonishing behavior except for T4 and T5. This means the students' perceived more of this behavior than the teachers themselves. A comparison of teachers' actual and preferred behaviors show that T1 and T3 are satisfied with their behaviors in class having identical actual and ideal scores related to this sector. Although the students' perceptions of T5 display a lower score for this behavior, the teacher has a high difference between her actual self and ideal. This result suggests that she is dissatisfied with her behavior in the class and wants to exhibit less of this behavior. When she was asked, she said the following related to her result:

T5: I guess my behavior depends on the profile of the students. To me a language teacher shouldn't have admonishing behavior towards the students. However, sometimes in some classes, it happens like students make us behave that way. Maybe because of their age, or their psychological states, since they come to our school to learn a language after the university entrance exam, which is a real challenging task to accomplish for a teenager, you need to push them. Not in the bad sense of course, like

to motivate them or help them set and realize their goals. Still, I express my anger or irritation when they don't follow my warnings and advice. Do I punish them? Well, I do give them low portfolio marks, when they do not hand in their assignments in due time or be late for the second drafts, if you consider that a way of punishment.

5.2.8 Strict [DO]

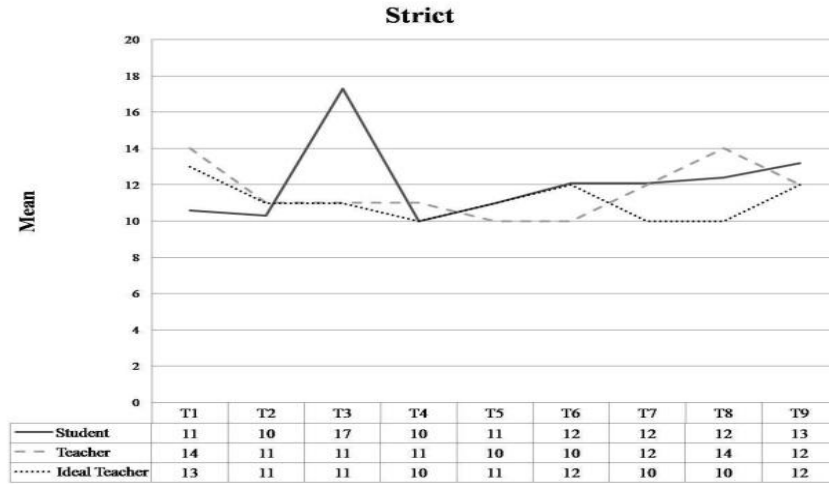


Figure 8. Student-reported teacher-behavior mean perceptions compared to those of their respective teachers' self-reported actual & ideal behavior: Strict.

As shown in Figure 8, very similar trends can be seen following the graph regarding 'strict' behavior. For the most part, teachers' actual and ideal as well as students' mean scores match one another directionally except for T3. Students' means of this behavior for this teacher is much higher than the teacher's. This means the students' perceived more of this behavior than the teacher herself. When she was asked to comment on her result of this scale she expressed her thoughts as following:

T3: I always set my rules when I meet a new class. I thoroughly explain what they are supposed to do, what I expect them to do or the requirements of this school system and our class. I warn them to hand in their assignments on time, the day I assign them to, not later. Otherwise I don't accept their assignments. I try to keep the reins tight for their own good. I always try to see my students like my own child. So, in my view, discipline is a requirement for their success. In some classes students get me right and follow what I say. Last year, it was like that for example. All the students in my class passed the proficiency exam, they were engineering students though. Their medium of instruction is 100 % English. This year my students were all business administration and economics department students whose medium of instruction is 30 % English. I guess, when learning English is compulsory in their departments, students do their best to succeed and learn better English. Obviously, my interaction is better with those students and I behave less strict to them seeing that they listen to my advice.

6. Conclusion

This study aimed to explore the students' perceptions of their teachers, and the teachers' perceptions of themselves as well as their ideals in an EFL context and gain a better understanding of the underlying forces of student-teacher relationships and their possible influence on effective EFL teaching and learning at SFL of Çukurova University, Turkey

First of all, by means of this study the QTI has been validated as a statistically reliable tool which can be used by EFL teachers effectively as a feedback instrument for self-reflection (see also, Tuyan, 2015, p. 47-56).

It is a fact that positive teacher-student interaction helps creating more creative EFL classrooms which are also more conducive to learning and teaching. In this way, students' emotional as well as educational needs are also met. Therefore, when teachers know about their students' perceptions of themselves, they can be more effective on shaping their students' behaviors while tuning into their learning. This kind of information may also serve as a basis for self-reflection and change the way teachers behave to create a more desirable classroom environment for their students. In this respect, this research supports Fisher et al.'s (1995) view that QTI is a valuable information tool for professional development purposes considering the positive feedback given by all the participant teachers of this study regarding the usefulness of QTI for self-reflection.

Moreover, the results of this study revealed that the most common behaviors displayed by the EFL instructors at SFL, Çukurova University were fairly strong leadership, helping/friendly and understanding behaviors accompanied by strong strict behaviors. They could also behave in uncertain, dissatisfied and admonishing ways giving responsibility and freedom to some extent to the students in their classes. Accordingly, this study also implies that if teacher-student interaction is nurtured carefully, this may result in positive outcomes on part of both the students and the teachers.

This study is limited in the context that it was conducted and the number of students and instructors who participated, yet, the researcher firmly believes that the QTI can be used as a tool for reflection by all EFL teachers/instructors in EFL classrooms.

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