

عنوان مقاله:

The Relationship between Teacher-Student Interaction and EFL Learners Motivation and achievement in an Iranian Context

محل انتشار:

کنفرانس ملی زبان و مطالعات آموزشی (سال: 1395)

تعداد صفحات اصل مقاله: 1

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خلاصه مقاله:

In accordance with Stipek (2002), most of the students who are not academically successful are those who have a poor relationship with their teachers. Naturally, the more they drop behind academically, often, the more this relationship is damaged. Therefore, the aim of this study was to find out the relationship between student-teacher interactions and student motivation and achievement in Iranian context. The participants were sixty eight students in grade two through three along with four teachers that were drawn from two high schools. The instruments were the translated 48-question Questionnaire on teacher and student interaction (QTI) for both teachers and students and the other Questionnaire on student motivation. Then the researcher collected the data at each of the identified school sites for the sample students and administered the students and teacher version of the QTI completed by the students and teachers in each participating English classes. The results of running Pearson correlation indicated that there was no statistically significant difference in how teachers and their students perceived their interactions. And also confirmed negative connections between teacher-student interaction and motivation, in addition to negative teacher-student interaction and achievement. On the other hand, it demonstrated a positive relationship between motivation and achievement. It was more planned that the consequences of this research would add to the body of information and sources on hand to improve the learning knowledge and persuade student success.. Finally especial attention should be given to students who need more support

کلمات کلیدی:

Interaction, Motivation, Achievement

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