The relationship between Interaction type and self-regulated learning strategies of Iranian intermediate EFL learners

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ABSTRACT

This study attempted to find the relationship between teacher-student interactions and self-regulated learning strategies among EFL learners. The population of the study comprised of 50 Iranian EFL female learners. The participants ,with an age range of 18 to 25, studied English at language institutes located in the city of Genaveh. They were selected as a homogenous sample based on their performance on English language proficiency test of Oxford Placement Test. Then the Questionnaire on Teacher-Student Interaction (QTI) and the Self-Regulation Questionnaire (SRQ) (Brown, Miller, & Lawendowski, 1999) were given to the learners to collect the data. Findings showed that there is a significant relationship between teacher-student interaction, and self-regulated learning strategies A multiple regression analysis was run to predict self-regulated learning strategies by using teacher-student interaction and its subscales. The results showed that Responsibility subscale (.β=.369, P=.003) and Admonish subscale (β=.415, P=.000) could positively and significantly predict learners self-regulated learning strategies.

KEYWORDS: teacher-student interaction self-regulated learning strategies, EFL learners

Introduction

Most of the researches in the learning strategy aim to explore the ways to enable language learners to become more self- directed and effective in their learning. In general, on the basis of the view of strategy experts such as Pintrich (2002), learners who have strategic knowledge of language learning, they can be more efficient in learning and find more practical ways to deal with problematic learning situations and in this way they can learn a language more easily. Understanding the concept of self -regulation is important in the development of these achievement capabilities for both teachers and students. It has been argued that one important factor in learning a new language is learners' ability to regulate their behaviors and act appropriately while reacting to a particular learning context (Williams & Burden, 1997, cited as in Mahdavi, 2014).

Research questions and objectives

The main pedagogical objective of the present study is to determine the relationship between teacher-student interactions and self-regulated learning strategies of the learners.To achieve the objective, the following corresponding questions were formulated :

Q1: Is there any significant relationship between teacher-student interaction and self-regulated learning strategies among Iranian EFL learners?

Q2: Is there any significant relationship between teacher-student interaction subscales with self-regulated learning strategies among EFL learners?

Q3. Can teacher-student interaction and its subscales predict self-regulated learning strategies?

Design and Procedure

The design of the present study is a descriptive and correlational one since the primary objective of the researchers was to investigate the relationship among the two variables with no proceeding manipulation . Teacher-student interaction is the independent variable and self- regulated learning strategy is the dependent variable. The required data were collected from the participants in three language institutes in Genaveh, Iran. During three courses of five weeks, quantitative data were collected from 50 randomly selected language learner through the questionnaires. The participants received two questionnaires of Teacher-Student Interaction (QTI) and Self-regulation of learning questionnaire (SRLQ). The (QTI) is a self-reporting questionnaire designed to assess teachers' behavior inside the classroom, their

interaction with their students and the varied perceptions or responses to these interactions. In 1993, Wubbels, Creton, Levy, and Hooymayers developed the Model for Interpersonal Teacher Behavior, which later evolved into QTI by Lourdusamy and Khine, (2001).Teacher behavior is classified on the basis of two dimensions: first the Proximity dimension, which measures cooperation versus opposition and the second, the Influence dimension, which measures dominance versus submission. The four domains in QTI questionnaire are Dominance, Submission, Opposition, and Cooperation. These four domains are divided into eight scales: Leadership, Helping/Friendly, Understanding, Student Responsibility or Freedom, Uncertain, Dissatisfied, Admonishing and Strict. The Self-Regulation Questionnaire (SRQ) by Brown, Miller, and Lawendowski (1999) is a self-reported questionnaire which was developed to assess these self-regulatory processes.

Data Analysis and Results

In order to accomplish the purpose of this study, a series of statistical analyses including both descriptive and inferential statistics were conducted. All participants of the main study (n = 50) took part in a proficiency Oxford Placement Test . The purpose of the proficiency test was to manifest the learner's homogeneity or to show whether the learners' knowledge of English is at the same level. The detailed descriptive statistics of proficiency test are shown in Table 1.

Descriptive Statistics

Table 1 displays descriptive statistics of teacher-student interaction and self-regulated learning strategies.

	N	Range	Minimum	Maximum	Mean	Std.Deviation
Teacher-student interaction	50	72.00	143.00	215.00	188.5000	16.16907
Self-regulated learning strategies	50	90.00	163.00	253.00	213.6000	18.96075

Testing the Null Hypotheses

It was null hypothesized that There is no significant relationship between teacher-student interaction and self –regulated learning strategies among Iranian EFL learners. The Pearson product moment correlation was run to test the first research hypothesis. The result of the Pearson correlation in Table 2 indicates that there is a significant relationship between

teacher-student interaction, and self-regulated learning strategies as follows: Teacher-student interaction and self-regulated learning strategies (r = .719, p < .01,) enjoy a large effect size.

Table 2: Pearson Correlation; teacher-student interaction, and Self-regulated Learning strategies

	Teacher-student interaction	Self-regulated learning strategies
Pearson Correlation Teacher-student interaction Sig.(one-tailed) N	1 50	.719** .000 50
Self-regulated learning strategies Sig.(one-tailed) N	.719** .000 50	1 50

Correlation is significant at the 0.01 level (1-tailed).

Thus, the first null hypothesis as there is no significant relationship between teacher-student interaction and self-regulated learning strategies among EFL learners is rejected.

The second null hypothesis was that there is no significant relationship between teacher-student interaction subscales with self-regulated learning strategies among EFL learners.

The Pearson correlation was also run to test the second research hypothesis. The result of the correlation in table 3 indicates that there is a significant relationship between some of teacher-student interaction subscales and self-regulated learning strategies as follows:

Table 3: Pearson Correlations; teacher-student interaction and its subscales, Self-regulated Learning strategies

	Self-regulated learning strategies	Leadership	Understanding	responsibility	helping	uncertain	dissatisfy	admonish	strict
Self-regulated learning strategies Pearson correlation Sig.(1-taild) N	1 50	.573** .000 50	.540** .000 50	.564** .000 50	.478** .000 50	.022 .439 50	.501** .000 50	.434** .001 50	.385* * .003 50

**Correlation is significant at the 0.01 level (1-tailed).

Thus, the second hypothesis as there is no significant relationship between teacher-student subscales and self-regulated learning strategies is rejected.

The third Null Hypothesis as teacher-student interaction and its subscales cannot predict self-regulated learning strategies was also tested through a multiple regression analysis. The

regression model converged in one step. Teacher-student interaction and its subscales were entered to the model to predict learners' self-regulated learning strategies.

Table 4 : Model Summary, Regression Analysis; Predicting self-regulated learning by using teacher-student interaction and its subscales

model	R	R Square	Adjusted R square	Std. Error of the Estimate
1	.841[a]	.708	.651	11.20433

The results of the significance of the regression model (F = 12.415, P < .01) indicates that the regression model is statistically significant. Thus, the third null hypothesis as teacher-student interaction and its subscales cannot predict self-regulated learning strategies is rejected.

Table 5: ANOVA Test of Significance of Regression Model; Predicting self-regulated learning strategies by Using teacher-student interaction and its subscales.

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	12468.895	8	1558.612	12.415	.000[b]
Residual	5147.895	41	125.539		
Total	17616.000	49			

a. dependent variable: self-regulated learning strategies

b: predictors: (constant), strict, helping, admonish, responsibility, dissatisfied, understanding, leadership, teacher-student interaction total

Table 6: demonstrates beta coefficient of all predictive variables.

Model	Unstandardaized coefficients		Standardized coefficients	t	Sig
	B	Std.Error	Beta		
1 constant	15.020	27.590		.544	.589
TsItotal	-.361	.331	-.308	-1.091	.282
Leadership	1.759	1.158	.260	1.519	.137
Helping	.586	.537	.131	1.092	.281
Understanding	1.975	.832	.278	2.375	.022
Responsibility	1.563	.494	.369	3.163	.003
Dissatisfy	.576	.567	.136	1.016	.316
Admonish	3.435	.821	.415	4.186	.000
strict	1.205	.478	.291	2.522	.016

According to the table 6. (Adjusted R^2=.65), .65 percent of learners scores on self-regulated learning strategies is justified by teacher-student interaction scores. This means that learners scores are not the same, 65 percent of this difference is due to teacher-student interaction. And with considering table 5, Responsibility subscale (.β=.369, P=.003) and Admonish subscale (β=.415, P=.000) can positively and significantly predict learners self-regulated learning strategies. In this regard, Admonish subscale has more effect in self-regulated learning prediction.

Discussion and comparisons

The current study attempted to investigate the possible relationships between EFL learners' self-regulated learning strategies by teacher-student interaction and its subscales. As it was reported, Leadership subscale and self-regulated learning strategies have the highest relationship (r = .573, p < .01) whereas Strict subscale and self-regulated learning strategies have the lowest relationship compared to other variables (r = .385, p < .01). The results of the Pearson correlation showed the first null hypothesis that there is no significant relationship between self-regulated learning strategies and teacher-student interaction is rejected. The results revealed that there is a significant relationship between teacher-student interaction and self-regulated learning strategies (r = .719, p < .01) which indicated that teacher-student interaction and self-regulated learning strategies are closely related. This finding was also in line with the results of previous researches that found links between these two variables like Fatima (2015) who showed that only two of the dimensions have significant negative effect on self-regulatory engagement of trainee-teachers. Also the results of this study support Yen et al. (2005) study who investigated the predictors of self-regulated learning in Malaysian smart schools. Multiple regression analysis showed that levels of IT-integration, student-teacher interactions, motivational beliefs, and self-regulative knowledge significantly predict self-regulated learning in Malaysian smart schools. The results of this research show that all of teacher-student subscales have a positive correlation with self-regulated learning. And uncertain subscale does not have any significant relationship which self-regulated learning. The result of this study is in contrast with the result by Azevedo et al.(2012) who found the

positive relation between self-regulated learning and students' perception of their teachers with regard to leadership, helping/friendly, and understanding, as well as the negative relation between self -regulated learning and students' perception of uncertain, dissatisfied and admonishing of their teachers. The findings show student-teacher interactions and its subscales correlate positively with self-regulated learning strategies.

Conclusions

The results of this study provide an empirical evidence for the relationship between teacher-student interactions and self-regulated learning strategies. The impact of this interaction provided interesting facts from the research on how teachers' interactions can impact the lives of students. The remarkable shift regarding EFL context persuaded majority of researchers to take the new studies in which they found all the variables which may influence the learners learning. And also consider different factors which help learners to become independent and responsible in their learning. In summary, it should be the goal of every teacher to build meaningful teacher-student interactions in foreign language classes. In a safe context, students can grow, critically think and take risk in learning a foreign language (Bruney, 2012). This study might have clarified some issues attributable to the best interactions in class in addition to their effects on EFL learners' self-regulated learning. In addition, these interactions provided conditions for learners to take more advantages of warm and motivating contexts. This fact confirmed the effectiveness of program.

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