
On the Relationship of English Teachers' Academic Experience & EFL Learners' Performance

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ABSTRACT

The overall purpose of this research was measuring teachers' qualification in the English classes of language institutes. More specifically, the study intended to examine the effectiveness of EFL (English as a Forging Language) teachers' academic qualifications on students' performance. To do this, 120 advanced Iranian EFL learners of both genders in some language institutes were randomly selected as the participants of the study. The researcher herself attended the classes for collecting data and there was a conversation with them and they were told the instruction completely and obviously. The applied instruments in this study were the two related questionnaires. The students had to answer the items of both questionnaires without any time limitation. Since all the participants were advance EFL learners, it was not necessary to translate original questionnaire into Persian. Eventually, all the questionnaires were gathered and SPSS (Statistical Package for the Social Science) software was used for analyzing and interpreting data. The results of the study from the students' views indicated that the EFL teachers in the language institutes were qualified and also pedagogic and personal qualities of teachers can be related to the students' performance. In other words, the academic qualification of teachers had positive effect on the students' performance.

KEY TERMS

Teacher Qualification, EFL learners, Student Performance