

THE ROLE OF PERCEIVED TEACHER AFFECTIVE SUPPORT AND
RELATEDNESS TO PEERS IN ACHIEVEMENT EMOTIONS OF MIDDLE
SCHOOL STUDENTS IN EFL CLASSROOMS

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

EZGİ HAZAL KÖK

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF SCIENCE
IN
THE DEPARTMENT OF CURRICULUM AND INSTRUCTION

OCTOBER 2017

Approval of the Graduate School of Social Sciences

Prof. Dr. Tülin Gençöz
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Science.

Prof. Dr. Cennet Engin-Demir
Head of Department

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Science.

Assoc. Prof. Dr. Yeşim Çapa-Aydın
Supervisor

Examining Committee Members

Prof. Dr. Cennet Engin-Demir (METU, EDS) _____

Assoc. Prof. Dr. Yeşim Çapa-Aydın (METU, EDS) _____

Assoc. Prof. Dr. İ. Elif Yetkin-Özdemir (Hacettepe U., MSE) _____

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last name : Ezgi Hazal K k

Signature :

ABSTRACT

THE ROLE OF PERCEIVED TEACHER AFFECTIVE SUPPORT AND SENSE OF RELATEDNESS IN ACHIEVEMENT EMOTIONS OF MIDDLE SCHOOL STUDENTS IN EFL CLASSROOMS

Kök, Ezgi Hazal

M.S., Department of Curriculum and Instruction

Supervisor: Assoc. Prof. Dr. Yeşim Çapa-Aydın

October 2017, 142 pages

The aim of the present study was to investigate the role of perceived teacher affective support and sense of relatedness in middle school students' achievement emotions experienced in EFL classes. The study also included individual variables (gender and grade level) to examine the relationship between these variables and English achievement emotions. There were 810 5th, 6th, and 7th grade students who participated from two districts in Ankara and were administered Achievement Emotions Questionnaire- English (*AEQ-E*), Perceived Teacher Affective Support (*PTAS*) Scale, and Relatedness to Peers Scale as data collection instruments. Among the scales, Relatedness to Peers Scale was adapted to the Turkish language by the researcher in the present study. Confirmatory Factor Analysis of the *AEQ-E* revealed the factor structure with seven emotion dimensions whose Cronbach alpha coefficients ranged from .82 to .89. *PTAS* scale yielded one-factor structure with high reliability coefficient of .95; whereas Relatedness to Peers scale with four items and one-factor

structure showed an acceptable Cronbach alpha coefficient of .74. Multivariate Analysis of Variance results demonstrated that there were not any significant gender differences in English achievement emotions. On the other hand, significant grade level differences were found in English achievement emotions, except pride, anxiety, and hopelessness. Canonical correlation results revealed that both perceived teacher affective support and relatedness to peers were positive predictors of positive emotions (enjoyment and pride) and negative predictors of negative emotions (anger, anxiety, hopelessness, boredom, and shame). Same pattern of relationship was also observed for each grade level in the study.

Keywords: EFL Achievement Emotions, Teacher Affective Support, Relatedness to Peers, Gender, Grade Level

ÖZ

ALGILANAN ÖĞRETMEN DUYUŞSAL DESTEĞİNİN VE AKRAN İLİŞKİSİNİN ORTAOKUL ÖĞRENCİLERİNİN İNGİLİZCE DERSLERİNDEKİ BAŞARI DUYGULARI ÜZERİNDEKİ ROLÜ

Kök, Ezgi Hazal

Yüksek Lisans, Eğitim Programları ve Öğretim Anabilim Dalı

Tez Yöneticisi: Doç. Dr. Yeşim Çapa-Aydın

Ekim 2017, 142 sayfa

Bu çalışmanın amacı, algılanan öğretmen duyusal desteğinin ve akran ilişkisinin ortaokul öğrencilerinin İngilizce derslerinde deneyimledikleri başarı duyguları üzerindeki rolünü araştırmaktır. Bunun yanı sıra, araştırmaya bireysel değişkenler (cinsiyet ve sınıf seviyesi) dâhil edilmiştir ve böylelikle bu değişkenler ve başarı duyguları arasındaki ilişki incelenmiştir. Çalışmaya Ankara'nın iki ilçesinden 810 5. 6. ve 7. sınıf öğrencisi katılmış ve veri toplama araçları olarak İngilizce Başarı Duyguları ölçeği, Öğretmen Yapıcı Duyusal Destek ölçeği ve araştırmacı tarafından Türkçe'ye uyarlanan akran ilişkisi ölçeği uygulanmıştır. İngilizce Başarı Duyguları Ölçeği Doğrulayıcı Faktör Analizi, Cronbach alfa değerleri .82 ile .89 arasında değişen yedi duygu boyutlu faktör yapısı ortaya çıkarmıştır. Tek faktörlük yapısı olan dört maddelik Akran ilişkisi ölçeği .74 kabul edilebilir güvenirlik katsayısı gösterirken, Öğretmen Yapıcı Duyusal Destek ölçeği .95 yüksek güvenirlik katsayısı ile tek faktörlük yapı sonucunu vermiştir. Çok Değişkenli Varyans Analizine göre, başarı

duygularında istatistiksel olarak anlamlı herhangi bir cinsiyet farkı bulunmamıştır. Diğer taraftan, gurur, kaygı ve ümitsizlik duyguları dışında, başarı duygularında sınıf seviyesine göre istatistiksel olarak anlamlı farklılıklar bulunmuştur. Kanonik korelasyon sonuçları, algılanan öğretmen duyuşsal desteęi ve akran ilişkisinin pozitif duyguların (haz ve gurur) pozitif yordayıcıları, negatif duyguların (öfke, kaygı, umutsuzluk, bıkkınlık ve utanç) ise negatif yordayıcıları olduğunu göstermiştir. Aynı örüntü çalışmadaki her bir sınıf seviyesi için de gözlenmiştir.

Anahtar Kelimeler: Yabancı Dil Olarak İngilizce Başarı Duyguları, Öğretmen Duyuşsal Desteęi, Akran İlişkisi, Cinsiyet, Sınıf Seviyesi

To my mother, father, sister and fiancé
who truly believe in me and endlessly
support me.

ACKNOWLEDGMENTS

First of all, I own many thanks to my advisor Assoc. Prof. Dr. Yeřim apa-Aydın for her endless support from the beginning of my bachelor’s degree to the end of my master’s degree. She tried her best to motivate me whenever I thought I was going to fail. She was positive all the time, which is one of the things that impresses me a lot. She was not only an advisor to guide me when I felt losing tracks of writing this thesis study, but she was also a role model to me and she will always be.

I am also grateful for the contributions of Prof. Dr. Cennet Engin-Demir and Assoc. Prof. Dr. İ. Elif Yetkin-Özdemir. Thanks to their constructive feedback and criticism during my thesis defence, I realized how to see this thesis study from different perspectives.

Besides, I would like to thank Assist. Prof. Dr. Alev Yemenici who taught me how to relax and focus on my studies by using alternative ways. She was like a turning point of my life that I can never forget. Although I took only one course from her, she made me realize one course and one teacher can make changes in learners’ lives. In addition, I would like to thank all my instructors from METU who guided me in the departments of English Language Teaching and Curriculum and Instruction.

I am thankful to my mom Suna, my dad Mahmut, my sister Cansu and my fiancé Ahmet Evren, as well. They always believed in me with all their hearts. They did all one can do in order to help me stay strong.

Last but not least, I am really grateful to Emir Bilmeç providing technical support when I confronted with several problems with my computer. Without him, I could not finish this thesis study on time.

TABLE OF CONTENTS

PLAGIARISM	iii
ABSTRACT	iv
ÖZ.....	vi
DEDICATION	viii
ACKNOWLEDGMENTS.....	ix
TABLE OF CONTENTS	x
LIST OF TABLES	xiii
LIST OF FIGURES.....	xiv
LIST OF ABBREVIATIONS	xv
CHAPTER	
1. INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Purpose of the Study	6
1.3 Significance of the Study	6
1.4 Definition of Important Terms	9
2. LITERATURE REVIEW.....	11
2.1 Control-Value Theory of Achievement Emotions	11
2.1.1 Appraisal Antecedents of Achievement Emotions.....	17
2.1.2 Measurement of Achievement Emotions	21
2.1.3 Domain Specificity of Achievement Emotions.....	23
2.1.4 Effects of Achievement Emotions.....	26
2.1.5 Research on Achievement Emotions by Gender.....	32
2.1.6 Research on Achievement Emotions by Grade Level.....	36
2.2 Perceived Teacher Affective Support (PTAS)	39
2.2.1 Research on PTAS and Achievement Emotions	42
2.3 Relatedness to Peers	45

2.3.1	Research on Relatedness to Peers and Achievement	
Emotions	48
2.4	Summary of Review of the Literature.....	52
3.	METHOD.....	54
3.1	Design of the Study.....	54
3.2	Research Questions	55
3.3	Variables in the Study	55
3.4	Participants of the Study	56
3.5	Data Collection Instruments.....	58
3.5.1	The Achievement Emotions Questionnaire for English Subject Matter (AEQ-E)	58
3.5.2	Perceived Teacher Affective Support (PTAS) Scale	60
3.5.2.1	Pilot Study of Perceived Teacher Affective Support (PTAS) Scale.....	61
3.5.3	Relatedness to Peers Scale	61
3.5.3.1	Adaptation Process of Relatedness to Peers Scale....	62
3.5.3.2	Pilot Study of Relatedness to Peers Scale.....	62
3.6	Data Collection Procedures.....	63
3.7	Data Analysis	64
3.8	Limitations of the Study.....	66
3.9	Assumptions of the Study	66
4.	RESULTS	67
4.1	Psychometric Characteristics of the Scales	67
4.1.1	Validity and Reliability Analyses of Achievement Emotions Questionnaire for English Subject Matter AEQ-E.....	68
4.1.2	Validity and Reliability Analyses of Perceived Teacher Affective Support (PTAS) Scale.....	71
4.1.3	Reliability Analysis of Relatedness to Peers Scale.....	72
4.2	Descriptive Statistics	72

4.3	Multivariate Analysis of Variance (MANOVA) for Achievement Emotions Questionnaire for English Subject Matter (AEQ-E).....	74
4.3.1	Multivariate Analysis of Variance (MANOVA) Assumptions	74
4.3.2	MANOVA Results of AEQ-E by Gender and Grade Level ...	77
4.4	Canonical Correlation for the Relationship among AEQ-E, PTAS, and Relatedness to Peers	80
4.5	Canonical Correlation for the Relationship among AEQ-E, PTAS, and Relatedness to Peers by Grade Level	85
4.6	Summary of Results	89
5.	DISCUSSION	91
5.1	Conclusion of the Results	91
5.2	Implications for Practice	95
5.3	Recommendations for Further Research	98
	REFERENCES.....	101
	APPENDICES	
	Appendix A: Sample Items from the Questionnaire in Turkish	120
	Appendix B: Turkish Summary / Türkçe Özet	126
	Appendix C: Tez Fotokopisi İzin Formu	142

LIST OF TABLES

TABLES

Table 2.1 The Three-dimensional Taxonomy of Achievement Emotions.....	15
Table 3.1 Frequency Distributions and Proportions of the Participants Regarding District, Gender, and Grade Level (n = 810)	58
Table 4.1 Factor Loadings of Items for AEQ-E.....	70
Table 4.2 Reliability Coefficients of Emotion Subscales	71
Table 4.3 Factor Loadings of Items for PTAS	72
Table 4.4 Descriptive Statistics for AEQ-E, PTAS, and RPS	73
Table 4.5 Levene’s Test Results of Achievement Emotions for English Subject Matter	76
Table 4.6 Correlation Coefficients for the Relationship Among Achievement Emotions	77
Table 4.7 Descriptive Statistics Results of Achievement Emotions by Gender and Grade Level.....	77
Table 4.8 MANOVA and ANOVA Results of Gender x Grade Level Effects on Achievement Emotions	79
Table 4.9 Post Hoc Comparisons of Achievement Emotions by Grade Levels.....	80
Table 4.10 Canonical Correlation Result Among Achievement Emotions for English Subject Matter, Perceived Teacher Affective Support, and Relatedness to Peers	84
Table 4.11 Canonical Correlation Result Among Achievement Emotions for English Subject Matter, Perceived Teacher Affective Support, and Relatedness to Peers Regarding Grade Levels	87

LIST OF FIGURES

FIGURES

Figure 2.1 The Control-Value Theory of Achievement Emotions Model	14
Figure 2.2 Four Phases of Motivational Sequence on the Basis of Self-Determination Theory	47
Figure 4.1 Diagram of the Canonical Correlation.....	81

LIST OF ABBREVIATIONS

AEQ	Achievement Emotions Questionnaire
AEQ-E	Achievement Emotions Questionnaire for English Subject Matter
AEQ-ES	Achievement Emotions Questionnaire for Elementary School
AEQ-M	Achievement Emotions Questionnaire for Mathematics
AEQ-PA	Achievement Emotions Questionnaire for Pre-Adolescent
AMOS	Analysis of Moment Structures
ANOVA	Analysis of Variance
CEFR	Common European Framework of Reference for Languages
CFA	Confirmatory Factor Analysis
EFL	English as a Foreign Language
MANOVA	Multivariate Analysis of Variance
MoNE	Ministry of National Education
PTAS	Perceived Teacher Affective Support
RPS	Relatedness to Peers Scale
SPSS	Statistical Package for the Social Sciences

CHAPTER I

INTRODUCTION

This chapter aims at presenting an introduction to the study in terms of its background, purposes, and significance. In the first part of the chapter, the introductory section is provided as the background of the study. Next section includes purposes of the study while the third section provides both the reasons to conduct research on achievement emotions in English language classes and its significance. Then, the last section explains the definitions of the important terms included in the study in detail.

1.1 Background of the study

The term ‘affect’ is variously defined by scientists in different fields. Though psychologists and neuroscientists consider the term much straightforward, affective scientists study affect by examining emotional states and distinctive changes that they bring about in the body and mind (Wetherell, 2012). Affect can be sometimes seen just as “every aspect of emotion” and sometimes considered as “physical disturbance and bodily activity” (Wetherell, 2012, p. 2). According to Boekaerts (2007), it is a generic term that includes not only affective states but also feelings, emotions, and moods.

Since humanistic education presented the importance of the affective domain (Gardner, 1985), the study of affect has become fundamental to the educational sciences. In different academic domains such as language learning and second language acquisition, affect becomes an essential component in learning outcomes (Aragão, 2011; Imai, 2010). It is considered as “broadly aspects of emotion, feeling, mood or attitude which can condition behavior and influence language learning” (Arnold & Brown, 1999, p. 1). Therefore, the term ‘affect’ can be considered as an umbrella term in the field of language learning (Aragão, 2011).

Among the other concepts (e.g., feelings, moods and attitudes), emotions are seen as the principal element of affect in second language acquisition (Imai, 2010) and foreign language learning (Pishghadam, Zabetipour, & Aminzadeh, 2016), learning processes and academic motivation (Meyer & Turner, 2006). They stem from sets of interrelated and coordinated psychological processes involved in individuals' past experiences with affective, cognitive, physiological, motivational, and expressive components (Pekrun, 2006; Pekrun, Goetz, Frenzel, Barchfeld, & Perry, 2011; Pekrun & Stephens, 2010; Scherer, 2009).

Throughout their lives, individuals have different past experiences, which results in different types of emotions such as achievement emotions and social emotions. One of the domains of life is education, and in academic lives, aforementioned types of emotions are experienced by individuals, particularly students. For instance, there could be a student feeling empathy toward his/her peer in the classroom. In this sense, empathy is a social emotion since the feeling is about success or failure of others. When it comes to achievement emotions, they are linked to students' judgment about their own success or failure and other individuals' judgment about those students' success or failure (Pekrun, Frenzel, Goetz, & Perry, 2007). For example, there could be a student who feels pride when s/he completed a difficult homework assignment. In this case, the student's own judgment and/or others' judgment about the success make the student proud of himself/herself. For this reason, it is important to differentiate achievement emotions and social emotions from one another. Though students feel emotions related to academic learning and achievement, not all of them are achievement emotions or social emotions (Pekrun et al., 2007; Pekrun & Stephens, 2010).

In recent years, there has been increasing attention and interest to the study of achievement emotions in education as well as other fields such as economics, the neuroscience, the humanities and anthropology (Pekrun & Linnenbrick-Garcia, 2014). Achievement emotions, based on Pekrun's (2006) control-value theory which proposes an integrative and complementary framework to other theories of emotions

(e.g., expectancy-value theories of emotions, transactional theories, attributional theories, and models tied to learning and performance effects of emotions), are directly linked to achievement activities such as studying and achievement outcomes such as success and failure (Pekrun, 2006; Pekrun et al., 2007; Pekrun et al., 2011; Pekrun & Stephens, 2010). They refer emotions linked to students' academic learning and achievement, and they are essential when it comes to better understand learning processes, learners' motivation, and effective learning and teaching (Çalık, 2014; Meyer & Turner, 2006; Pekrun, Goetz, Titz, & Perry, 2002) including different academic domains such as foreign/ second language learning, mathematics and science (Çalık, 2014; Goetz, Cronjaeger, Frenzel, Lüdtke, & Hall, 2010; Goetz, Frenzel, Pekrun, & Hall, 2006; Goetz, Frenzel, Pekrun, Hall, & Lüdtke, 2007; Goetz, Nett, Martiny, Hall, Pekrun, Dettmers, & Trautwein, 2012; Ismail, 2015; Méndez López & Peña Aguilar, 2013; Pishghadam et al., 2016; Raccanello, Brondino, & Bernardi, 2013; Yükselir & Harputlu. 2014)

Considering the number of emotions experienced by individuals, there is not any exact number. In the related literature, it is emphasized that anxiety, as one of the achievement emotions, is the one mostly examined and reported (Pekrun & Stephens, 2010). There have been several studies conducted on particularly test anxiety so far (Guntzviller, Yale, & Jensen, 2016; Hamzaoglu & Koçoğlu, 2016; Önem, 2010; Wigfield & Eccles, 1990; Zeidner, 1998, 2007). Nevertheless, there are other emotions experienced by students. To give an example, students might be proud of themselves when they become successful after an exam, or they might experience enjoyment when doing homework since they internalize subject matter very well, or they might be angry when doing homework since it is far too difficult for them, or they might be bored when they attend the class, or they might feel ashamed when they want to utter a word during the class. All those situations can be examples of achievement emotions other than anxiety. So, there are several types of emotions that students might experience in different educational settings and in different time intervals including before, during or after attending the class, doing homework, and taking an exam.

Emotions can be affected by different factors including ‘situational perceptions, cognitive appraisals, physiological processes, or feedback from facial expression’ (Pekrun et al., 2007, p. 18). For achievement emotions, on the other hand, appraisals related to achievement activities and performance outcomes are of utmost importance (Pekrun, 2006; Pekrun et al., 2007; Pekrun et al., 2011; Pekrun & Stephens, 2010). These are subjective control, which is related to perceived controllability over achievement activities and outcomes, and subjective value, which is linked to the subjective importance of achievement related actions and performance outcomes. The former one includes causal expectancies (e.g., action-control expectancies, action-outcome expectancies, and situation-outcome expectancies) and causal attributions while the latter one consists of extrinsic and intrinsic values (Pekrun, 2006; Pekrun et al., 2007; Pekrun et al., 2011; Pekrun & Stephens, 2010).

Moreover, there are other antecedents influencing achievement emotions such as achievement goals and beliefs, tasks and environment (Pekrun & Stephens, 2010). Of these antecedents, the role of learning environments in achievement emotions has not been largely explored, except test anxiety being analyzed since the 1930s. It is known that learners' emotional functioning and academic achievement are significantly influenced by the psychological climate of learning environments as well as contextual and social characteristics of such environments (Murray & Malmgren, 2005). In such learning environments influencing students' emotional functioning and academic achievement, there are two essential key social partners: teachers and peers whose influences cannot be denied (Furrer & Skinner, 2003). They spent many hours together in the classroom, build social relationships, and experience different emotions so that they can attain life goals both individually and collectively in an educational institution (Pekrun et al., 2007). In this sense, both teachers and peers can be seen as two important factors in learning environments that affect students' emotions and achievement.

In the related literature, there are ten studies incorporated by Hembree (1988) to figure out perceived teacher support and test anxiety. The results demonstrated that the fact

that students perceive their teachers as someone negative or unfriendly was correlated to test anxiety to some extent. Furthermore, the study conducted by Jacob (as cited Frenzel, Pekrun, & Goetz, 2007, p. 479) to examine perceived classroom environment and test-related emotions (e.g., anger, hopelessness, shame, enjoyment, and anxiety) showed that perceived teacher support was positively correlated to learners' academic enjoyment while perceived teacher punishment was positively related to learners' negative emotions such as anger, shame, anxiety, and hopelessness. What's more, Goetz, Pekrun, Hall, and Haag (2006) investigated perceived learning environment and emotions that students experience in the subject of Latin. The study concluded that positive learning environment with reinforcement and teacher enthusiasm was positively correlated to learners' positive emotions such as enjoyment and pride, and negatively correlated to negative emotions such as anger and boredom. In addition, Frenzel et al. (2007) examined perceived classroom environment and the emotions enjoyment, anxiety, anger, and boredom experienced in mathematics. The results illustrated that perceived quality of instruction and peer esteem were positively correlated to positive emotions while failure-contingent teacher punishment was negatively correlated to positive emotions. Besides, the study conducted by Sakız, Pape, and Hoy (2012) in mathematics concluded that perceived teacher affective support in an educational setting was positively related to academic enjoyment and negatively correlated to academic hopelessness. The findings in another study by Sakız (2015) also demonstrated that high perceived teacher support was related to higher enjoyment and lower anxiety in science classes. Moreover, there are some other studies concentrating on learners' relatedness to peers and teachers in relation to affective responses, motivation, engagement and academic achievement (Cox, Duncheon & McDavid, 2009; FitzSimmons, 2006; Shen, McCaughtry, Martin, Fahlman, & Garn, 2012). The findings emphasized the roles of relatedness to teachers and peers in behavioral and emotional engagements. Positive teacher and peer relatedness make students engaged and feel more enjoyed and less worried.

As it can be deduced from aforementioned studies, emotions are influenced by perceived learning environments with two key social partners: teachers and peers. This

is because there is a reciprocal causation between achievement emotions and both proximal antecedents (e.g., cognitive appraisals) and distal antecedents (e.g., perceived learning environment) with the help of feedback loops stated in the proposed model of the control-value theory of achievement emotions by Pekrun (2006). Recent aforementioned studies have started to investigate some of the achievement emotions, especially anxiety and enjoyment, and their determinants related to learning environments in some of the domains such as mathematics and science so that the reciprocity in the model can be better understood. Unfortunately, in the current literature, a huge gap still stands there to be filled by empirical studies on variables of learning environments (e.g., perceived teacher affective support and peer relatedness) in relation to achievement emotions experienced in different domains of education such as the subject of English. Thus, there is a need to explore the role of learning environments with the variables mentioned earlier in achievement emotions from a domain-specific viewpoint.

1.2 Purpose of the Study

This study aimed to explore the role of perceived teacher affective support and relatedness to peers in achievement emotions of middle school students in EFL classrooms. In addition to that, this study aimed to inquire into the achievement emotions regarding gender and grade level.

1.3 Significance of the study

As Pekrun and Linnenbrink-Garcia (2014, p. 1) stated, “the classroom is an emotional place.” With all those hours spent together in such an emotional place, teachers and students build social relationships that make them so close and related to each other so that they can experience many emotions together. Therefore, it would not be wrong to say educational settings exist with emotions such as enjoyment, hope, pride, anger, shame, boredom, and anxiety (Pekrun & Linnenbrink-Garcia, 2014).

As one of the educational settings, language learning classes are seen of fundamental importance to countries since language learning is no longer just a means to enhance communication but it is the way to improve global understanding. Moreover, with the globalization, it becomes a disadvantage for a job seeker if s/he speaks only one language. Learning a foreign language becomes a must for many individuals, which seems a challenge for them because of many factors such as motivation (Della Chiesa, Scott, & Hinton, 2012). With this understanding, language learning classes in educational institutions have started to change regarding the criteria of CEFR (Common European Framework of Reference for Languages) by Council of Europe (2001) so that foreign language learners can use a language for communicative purposes with required knowledge and skills and keep up with the changes of increasingly globalized world (Council of Europe, 2001). Moreover, different factors such as affective factors are taken into account in such language learning classes established with CEFR criteria since there could be various constraints on foreign language learners, even pressures because of anxiety-producing situations such as tests or exams (Council of Europe, 2001). Though it is true that “an alert and a relaxed learner is more likely to learn and to succeed than a tired and anxious one” (Council of Europe, 2001, p. 161), anxiety is not the only emotion in foreign language learning classes. Other than anxiety, many positive and negative emotions are experienced by language learners (Aragão, 2011; Bown & White, 2010; Garret & Young, 2009; Goetz et al., 2006; Goetz, Frenzel, Hall & Pekrun, 2008; Méndez López & Peña Aguilar, 2013). Therefore, the current study aimed at investigating achievement emotions in language learning classes where English is taught as a foreign language. In this way, the study will make a contribution to the related literature so that it can be better understood what kinds of emotions are experienced in the domain of English.

Moreover, of the appraisals of achievement emotions learning environments are of importance. In such environments, relationship between teachers and students is crucial as it affects emotional functioning. The way teachers communicate influences learners’ emotions. For example, if teachers are perceived as someone listening and close to students, then learners experience positive emotions more likely (Titsworth,

Quinlan, & Mazer, 2010). Unfortunately, when the studies on teachers' affective support and emotions are viewed from domain-specific nature of achievement emotions, it is seen that most of the studies were conducted with some of the achievement emotions in mathematics and science (Frenzel et al., 2007; Sakız, 2015, 2017; Sakız et al., 2012). Therefore, it would be meaningful and relevant to investigate the role of perceived teacher affective support by considering all achievement emotions and domain of English other than mathematics and science. On the other side, in learning environments relationship between learners and their peers are essential as learners' interactions with their peers play a mediator role in key learning outcomes such as changes in values and attitudes (Quinlan, 2016), and affect their emotions. In the previous research studies about peer relatedness in learning environments in relation to emotions (Cox et al., 2009), the findings demonstrated that students feeling related to their peers experienced positive emotions such as enjoyment. However, educational settings like English language classes abound with some other emotions such as hope, pride, anger, shame, and boredom other than enjoyment as well (Pekrun & Linenbrink-Garcia, 2014). For this reason, the present study aimed at examining peer relatedness and its roles in various achievement emotions in English as a subject matter so that the current gap could be filled in the literature.

What is more, it is found out that achievement emotions differ by different grade levels (Birgin, Baloğlu, Çatlıoğlu, & Gürbüz, 2010; Çalık, 2014; Eroğlu, Işıklar, & Bozgeyikli, 2006; Normak & Taltz, 2009; Raccanello, Brondino, & Bernardi, 2013; Vierhaus, Lohaus, & Wild, 2016) and gender (Cui, 2011; Çalık, 2014; Goetz, Bieg, Lüdtke, Pekrun, and Hall, 2013; Goetz et al., 2008; Lichtenfeld, Pekrun, Stupnisky, Reiss, & Murayama, 2012; Öztürk & Gürbüz, 2013; Pekrun et al., 2011; Pekrun, Hall, Goetz, & Perry, 2014; Pekrun, Lichtenfeld, Marsh, Murayama, & Goetz, 2017; Yükselir & Harputlu, 2014). Due to that reason, this study included grade levels and gender together and investigated the roles of perceived teacher affective support and peer relatedness in achievement emotions in EFL classes regarding these two factors. In this way, it might be helpful for educators to better understand achievement

emotions by gender and grade levels, and provide their affective support accordingly so as to have an effective learning in educational settings.

Considering altogether, the current study intended to contribute the literature by examining the role of perceived teacher affective support and peer relatedness in achievement emotions of middle school students in EFL classes. Besides, there was no related scale in Turkish to measure peer relatedness. Hence, the related scale was adapted to the Turkish language in this study.

1.4 Definition of Important Terms

Achievement emotions: Achievement emotions are defined as emotions linked directly to achievement related activities or actions and achievement related outcomes (Pekrun, 2006). These emotions are enjoyment, pride, anxiety, anger, shame, hopelessness, and boredom.

Enjoyment: Enjoyment is described as “the good feelings people experience when they break through the limits of homeostasis, when they do something that stretches them beyond what they were” (Seligman & Csikszentmihalyi, 2000, p. 12).

Pride: Pride is described as “a feeling of self-respect and personal worth” (Walden, 2009, p. 158).

Anxiety: Anxiety is described as “unresolved fear, or, alternatively, as a state of undirected arousal following the perception of threat” (Epstein, 1972, p. 311), and “a state of uneasiness and apprehension especially for future concerns” (Yükselir & Harputlu, 2014, p. 102).

Anger: Anger means “a transitory emotion or feeling of displeasure” (Carlson, 2000, p. 50).

Shame: Shame is about feelings relating to “some sort of failure, weakness or flaw of the self” (Wurmser, 1987, p. 85)

Hopelessness: Hopelessness means “the expectation that negative events will occur and that positive events will not occur, coupled with the expectation that one can do nothing to change this” (Abela & Hankin, 2008, p. 38).

Boredom: Boredom is found to be “a state of relatively low arousal and dissatisfaction, which is attributed to an inadequately stimulating situation” (Mikulas & Vodanovich, 1993, p. 3).

Teacher Affective Support: It refers to “teacher behaviors, attitudes, and practices involving caring, respect, concern for and interest in students, valuing, recognition, fair treatment, high expectations, encouragement, and listening” (Sakız, 2007, p. 23).

Peer Relatedness: Peer relatedness is defined as learners’ “perceptions of the support they receive from peers” (Furrer & Skinner, 2003, p. 150). It is related to how individuals feel close to their peers and accordingly how much they feel supported or lonely (Furrer & Skinner, 2003).

CHAPTER II

LITERATURE REVIEW

This chapter aims to examine the related literature with respect to the variables of the current study. The first section provides a detailed background of the achievement emotions with the theory grounded in, the antecedents, and the research studies conducted so far. The following section explains perceived teacher affective support and the research studies on the variable in relation to achievement emotions. In the third section, relatedness to peers is described in detail and the related research studies showing its relation with achievement emotions are presented. Finally, a summary of the literature review is presented for a general overview.

2.1 Control-Value Theory of Achievement Emotions

Emotions are seen as multifaceted phenomena, which consist of psychological processes as well as expressive, affective, motivational, cognitive, and physiological components. To give an example, when a student experiences anxiety before taking an exam, it may cause uneasy feelings (an affective component of emotions), worries (a cognitive component of emotions), increased cardiovascular symptoms (a physiological component of emotions), worried facial expression (an expressive component of emotions), and sudden desire of flight from the situation (a motivational component of emotions) (Pekrun, 2006; Pekrun, Goetz, Frenzel, Barchfeld, & Perry, 2011; Pekrun & Stephens, 2010; Scherer, 2009).

Achievement emotions, grounded in Pekrun's control-value theory, are defined as emotions being directly related to achievement activities such as studying or achievement outcomes such as success and failure (Pekrun, 2006; Pekrun et al., 2011; Pekrun, Frenzel, Goetz, & Perry, 2007; Pekrun & Stephens, 2010). Most of the

emotions tied to pupils' academic learning and achievement are considered as achievement emotions, but not all of the emotions experienced by students in educational settings (Pekrun et al., 2007; Pekrun & Stephens, 2010). For instance, there could be a student envying his/her peer in the classroom. In this case, envy is an example of social emotions linked to success or failure of others (Weiner, 2007). However, achievement emotions "relate to behaviors and outcomes that are typically judged according to standards of quality by students themselves and by others" (Pekrun et al., 2007, p. 15).

Thus far, there have been research studies focusing on emotions that are linked to achievement outcomes such as anxiety (Guntzville, Yale, & Jensen, 2016; Hamzaoglu & Koçoğlu, 2016; Önem, 2010; Wigfield & Eccles, 1990; Zeidner, 1998, 2007). However, a student may experience anger when there are unreasonable task demands, or s/he may feel bored when having monotonous tasks, or s/he may experience enjoyment while performing a new project. Other emotions can be induced by activities in educational settings other than emotions relating to achievement outcomes (Pekrun & Stephens, 2010). At this point, Pekrun's control-value theory, which can be seen as complementary to other related theories such as expectancy-value theories of emotions (Pekrun, 1992a; Turner & Schallert, 2001), transactional theories (Folkman & Lazarus, 1985), models relating to learning and performance effects of emotions (Fredrickson, 2001; Pekrun, 1992b; Pekrun, Goetz, Titz, & Perry, 2002; Zeidner, 1998, 2007), and attributional theories (Weiner, 1985), comes up with an integrative framework for emotions in educational settings. It includes emotions that are tied to both achievement-related outcomes and activities.

According to the proposed model of the control-value theory of achievement emotions (illustrated in Figure 2.1), students experience different achievement emotions in educational settings. They can feel in control of, or out of control of, achievement activities and outcomes. These achievement activities and outcomes can also be subjectively essential to them. Hence, control and value appraisals are at the center of the theory (Pekrun et al., 2007; Pekrun et al., 2011). Also, these emotions can be

influenced by some other distal antecedents such as individual achievement goals and beliefs. At the same time, non-cognitive factors such as temperament genes including genetic dispositions can indirectly influence individual's achievement emotions by first influencing control and value appraisals. Furthermore, different determinants in social environments, socio-historical context, and classroom interaction such as instruction, autonomy support, goal structures and expectations can affect achievement emotions through control and value appraisals. Achievement emotions influenced by the aforementioned factors can affect cognitive resources, motivation to learn, learning strategies, and self-regulation of learning which act as mediator between achievement emotions and their effects on achievement. Then, both learning processes and achievement-related outcomes influence students' emotions and the environment in or out of the classroom. Then, the process starts from the beginning and keeps going in the same way mentioned earlier. To put it simply, with all antecedents, emotions, and their effects, the control-value theory of achievement emotions presents a dynamic nature which suggests a reciprocal causation among the elements over time via positive and negative feedback loops. This reciprocal relationship also has implications for the achievement emotions regulation and treatment, and design of learning and social environment according to the theory (Pekrun, 2006; Pekrun et al., 2007).

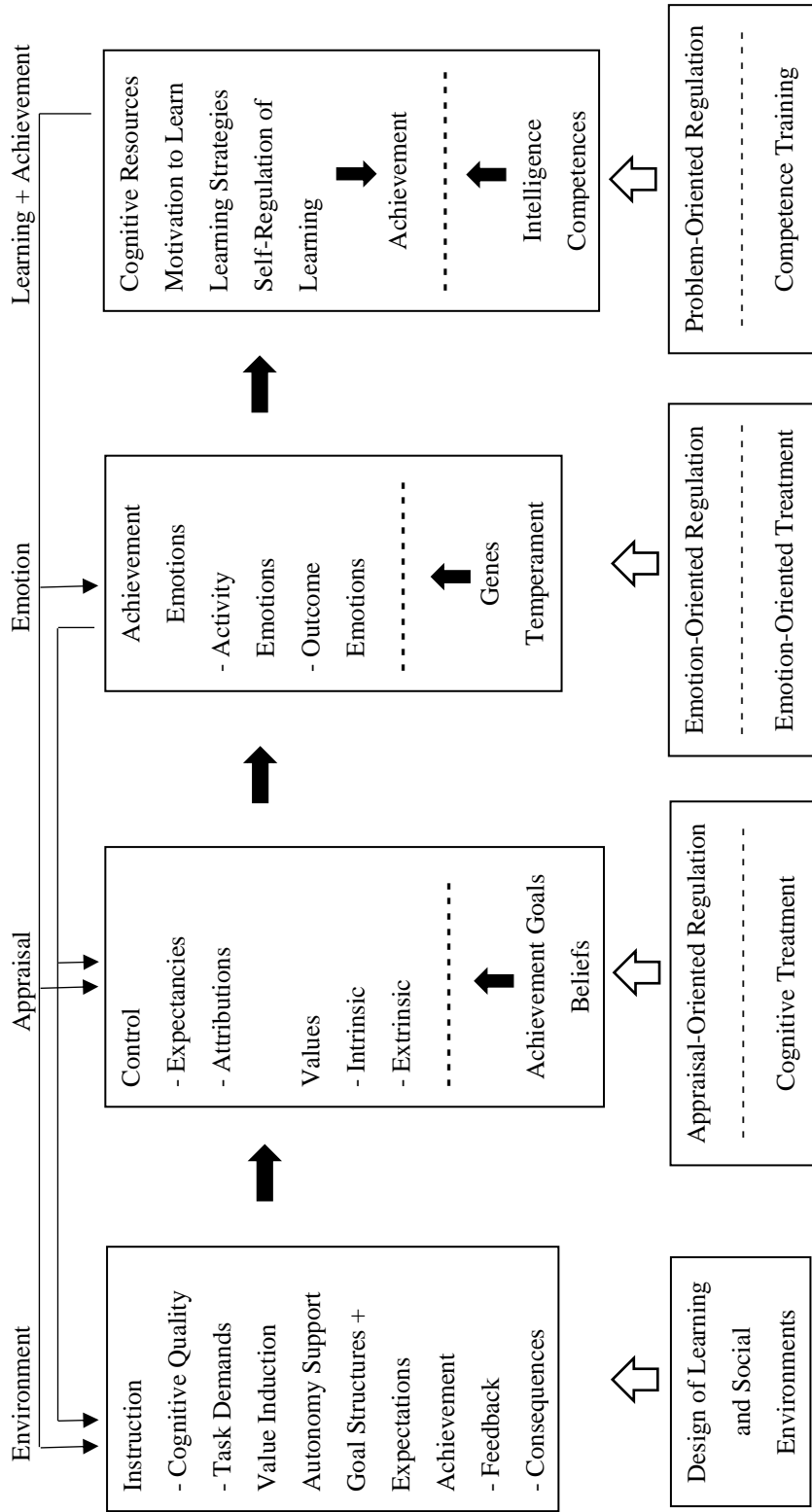


Figure 2.1. The Control-Value Theory of Achievement Model. Adapted from “The Control-Value Theory of Achievement Emotions: Assumptions, Corollaries, and Implications for Educational Research and Practice” by R. Pekrun, 2006, *Educational Psychology Review*, 18, p. 328. Copyright 2006 by Springer Science + Business Media, LLC.

On the other hand, the theory provides a three-dimensional taxonomy of achievement emotions in order to present the differentiation of activity and outcome emotions. According to the taxonomy shown in Table 2.1, achievement emotions are divided into three groups which are object focus such as activity focus and outcome focus, valence such as positive and negative emotions, and degree of activation such as activating emotions and deactivating emotions (Pekrun, 2007; Pekrun & Stephens, 2010).

Table 2.1.

The three-dimensional taxonomy of achievement emotions

Object Focus	Positive ^a		Negative ^b	
	Activating	Deactivating	Activating	Deactivating
Activity	Enjoyment	Relaxation	Anger Frustration	Boredom
Outcome/ Prospective	Hope Joy ^c	Relief	Anxiety	Hopelessness
Outcome/ Retrospective	Joy Pride Gratitude	Contentment Relief	Shame Anger	Sadness Disappointment

Note. ^aPositive = pleasant emotion; ^bNegative = unpleasant emotion; ^cAnticipatory joy/relief. Adapted from “Achievement Emotions: A Control-Value Approach” by R. Pekrun and E.J. Stephens, 2010, *Social and Psychology Personality Compass*, 4, p.239. Copyright 2010 by The Authors Journal Compilation, Blackwell Publishing.

As in the first group “object focus”, there are activity emotions and outcome emotions. *Activity emotions* are tied to current achievement related activities perceived as controllable or uncontrollable, and positively or negatively valued. To give an example, while doing homework a student can experience enjoyment because s/he feels high controllability and positively values it. Moreover, anger can be experienced when the task is negatively valued but there is high control over it. Additionally, no matter how much the on-going activity is controlled, if the activity is not valued at all, boredom can arise. Besides, if there is low control over the current task and it is valued

positively or negatively, the student can feel frustrated. On the other hand, *outcome-related achievement emotions* are related to prospective and retrospective outcomes of activities. *Prospective* (anticipatory) outcome emotions are experienced when the focus is on possible success or failure. For example, when a student has high perceived control over an upcoming exam and focus on the success, s/he can experience anticipatory joy; or when a student has high perceived control and expects the avoidance of failure, s/he can experience anticipatory relief; or when a student has partial control over an upcoming exam and is unsure about success and failure, s/he can experience hope; or when a student has partial control over the task and the focus is on the failure, s/he can feel anxious; or when a student expects that the success is not attainable and cannot avoid failure, hopelessness can arise. On the other hand, the *retrospective* outcome emotions can arise when prior success or failure is the focus. These emotions are seen as control-dependent. Causal attributions of success and failure, which indicate the self, others, or external factors produced the achievement outcomes, instigate these emotions. To give an example, when attribution of success and failure is to the self, pride and shame can be experienced; whereas when attribution of success and failure is to other persons, gratitude and anger can arise (Pekrun et al., 2007).

In the second group “valance,” there are positive emotions and negative emotions. Feeling enjoyed, proud, hopeful, and relieved can be examples of *positive emotions*, whereas experiencing hopelessness, boredom, shame, anger, and anxiety can be examples of *negative emotions* (Pekrun et al., 2007).

The last group “degree of activation” is divided into two as *activating* achievement emotions and *deactivating* achievement emotions. The former one causes individuals to take actions, as for example, a student can take a positive action after enjoyment is experienced; or a student can take a negative action after anger is experienced (Yükselir & Harputlu, 2014). Nevertheless, the latter one causes individuals to have decreased arousal, take action in a decreased manner, or not to take any actions at all. Relief and boredom can be examples of deactivating emotions (Pekrun et al., 2007).

The control-value theory of achievement emotions (Pekrun, 2006) integrates valence and degree of activation, which results in two-dimension affective states as positive deactivating/activating emotions and negative deactivating/ activating emotions (Pekrun et al., 2011). Positive activating emotions such as enjoyment, hope, and pride motivate learners and enhance their cognitive abilities. Positive deactivating emotions such as relief and relaxation also make learners eager to learn for themselves despite the fact that there is a decreased arousal, an action taken in a decreased manner by students, and such emotions slow down learners (Chiang & Liu, 2014; Yükselir & Harputlu, 2014). On the other side, negative activating emotions (e.g., anger and anxiety) stimulate learners to try to deal with task challenges by taking actions or to avoid from failures (Chiang & Liu, 2014). Negative deactivating emotions such as boredom and hopelessness prompt learners to prevent their performance and motivation, which can result in feeling incompetence in their abilities (Chiang & Liu, 2014; Yükselir & Harputlu, 2014).

Finally, achievement emotions are differentiated as state and trait achievement emotions (Pekrun, 2006; Pekrun et al., 2011). *State achievement emotions* include “momentary occurrences within a given situation at a specific point of time” (Pekrun, 2006, p. 317). To give an example, when a student experiences anxiety before an upcoming exam, test anxiety is a state emotion. On the other side, *trait achievement emotions* are habitual and they occur over time. To exemplify, a student can experience anxiety over and over again through the time. In this case, anxiety becomes habitual, which results in a trait emotion (Spielberger, Anton, & Bedell, 2015).

2.1.1 Appraisal Antecedents of Achievement Emotions

Emotions can be instigated by different factors such as “situational perceptions, cognitive appraisals, physiological processes, or feedback from facial expression” (Pekrun et al., 2007, p. 18). For the arousal of achievement emotions, on the other side, the control-value theory emphasizes cognitive appraisals and suggests two important

groups of appraisals that are most relevant among these factors. These are subjective control and subjective value (Pekrun, 2006; Pekrun et al., 2007; Pekrun et al., 2011).

Subjective control is linked to perceived control over achievement activities and outcomes, which relies on causal expectancies and causal attributions. Causal expectancies are “prospective cognitions” which refer relations between causes and their future effects (Pekrun, 2006, p. 317). Causal expectancies include action-control expectancies, action-outcome expectancies, situation-outcome expectancies, and total outcome expectancies. Action-control expectancies are expectancies relating to whether individuals successfully initiate and perform an action. For example, a learner can expect that s/he will be able to put in enough effort on learning materials. Action-outcome expectancies are the ones implying to produce positive actions or preventing, reducing, or terminating negative actions as a result of individuals’ own actions. An example would be the expectation of a student that s/he will have a high grade because of his/her efforts. To the contrary, situation-outcome expectancies are related to external control over outcomes. They imply that in a given situation positive outcomes will be produced without individuals’ own actions, or negative outcomes will be produced when individuals do not take any actions against an unwanted situation. For instance, a student can expect that s/he will attain a good grade even though s/he does not take any actions. Total outcome expectancies, on the other side, involve action-control, action-outcome, and situation-outcome expectancies so that the overall controllability and expectancies of an achievement outcome can be appraised (Pekrun, 2006; Pekrun et al., 2007). Causal attributions, on the other hand, are retrospective cognitions referring the causes of success and failure such as external circumstances, individual’s own actions, others. To give an example, a student who passes an important exam will experience pride as s/he attributes the success to his/her own ability or effort; or failing in the exam can cause shame when the student attributes the failure to his/her lack of ability or effort (Pekrun & Stephens, 2010).

Subjective value is related to subjective importance of achievement related actions and performance outcomes (Pekrun, 2006; Pekrun et al., 2007; Pekrun et al., 2011; Pekrun

& Stephens, 2010). The control-value theory of achievement emotions divides subjective value into two as intrinsic values and extrinsic values (Pekrun, 2006). Intrinsic values of activities imply that an individual appreciates an activity even though any relevant outcomes are not produced. To exemplify, when a learner is interested in English language learning, s/he can value handling challenges of writing activities regardless of getting good grades in English. Extrinsic values refer to the instrumental utility of activities to generate outcomes. An example would be a learner who values studying English because of getting good grades, and who values high grades to attain future goals such as finding a job s/he wants (Pekrun, 2006; Pekrun et al., 2007). There are some studies to provide evidence of the interaction between control and value appraisals in triggering achievement emotions (Goetz, Frenzel, Stoeger, & Hall, 2010; Lichtenfeld, Pekrun, Stupnisky, Reiss, & Murayama, 2012; Simonton, 2016).

Other than cognitive appraisals, the control-value theory of achievement emotions proposes other distal individual, social and cultural antecedents (Pekrun, 2006). According to the theory, distal individual determinants are achievement goals, control and value beliefs, and physiologically based temperament. The first two antecedents influence achievement emotions by first affecting control and value appraisals which act as mediator while physiological based temperament directly influence achievement emotions. Achievement goals include mastery-approach goals, performance-approach goals, and performance-avoidance goals. Mastery-approach goals concentrate learners' attention on the current mastery and the positive value of activities, which results in facilitating positive activity emotions (e.g., enjoyment) and reducing negative activity emotions (e.g., boredom). To the contrary, performance-approach goals concentrate learners' attention on the perceived controllability of outcomes and their positive value, which fosters positive outcome emotions (e.g., hope and pride). Performance-avoidance goals concentrate learners' attention on the perceived uncontrollability of outcomes and their negative value, which causes the arousal of negative outcome emotions (e.g., anxiety, shame and hopelessness) (Pekrun, 2006; Pekrun & Stephens, 2010). There are some studies to examine the proposed mediator

roles of control and value appraisals in the relationship between achievement goals and emotions (Hall, Sampasivam, Muis, & Ranellucci, 2016). Some indicated that the relationship between achievement goals and emotions was stronger for emotions with mastery-approach goals than performance-approach or performance-avoidance goals (Pekrun, Elliot, & Maier, 2009; Ranellucci, Hall, & Goetz; 2015). On the other hand, control-related and value-related beliefs (e.g., perceived ability and individual interest) can influence achievement emotions through affecting appraisals in addition to effects of temperament. An example would be that when a student who has favorable control-related beliefs considering his/her achievement in a subject matter such as English activates these beliefs, this leads to appraisals and related positive emotions (Pekrun et al., 2007).

Social and cultural antecedents comprise of cognitive quality and task demands of classroom instruction, value induction, autonomy support, goal structures and expectation, feedback and consequences of achievement, which are mediated by control and value appraisals. Task structure and clarity define the cognitive quality affecting task value and perceived competence, hence affecting achievement emotions. Value inductions include motivational quality. Direct and indirect messages of teachers and peers structure tasks and environment so that they can meet individuals' needs. As a result, positive-activity related emotions can be facilitated. Educators' enthusiasm in handling tasks can also foster value induction and related emotions. Supporting autonomy and meeting autonomy needs can enhance perceived control and value of achievement activities. In addition, goal structures and social expectation affect emotions in two ways. Firstly, they affect achievement goals, which in turn affect emotions. Individual achievement goals act as mediator here. Second, relative opportunities for success and the perception of control are determined by goal structures. Feedback is of importance to induce achievement emotions and consequences of achievement are essential since they influence the instrumental value of outcomes. To give an example, when valuable long-term outcomes are produced by success, it can facilitate positive outcome emotions such as hope for success. However, the outcomes produced by failure can cause negative outcome emotions such as

anxiety and hopelessness (Pekrun, 2006; Pekrun & Stephens, 2010). There are some studies on control-related and value-related appraisals and their mediator role between social environment and emotions (Goetz, Pekrun, Hall, & Haag, 2006), distal social antecedents of achievement emotions such as teacher enthusiasm, reinforcement, affective and social support (Ahmed, Minnaert, Werf, & Kuyper, 2010; Goetz et al., 2006; Hembree, 1988; Sakız, 2015, 2017; Sakız, Pape, & Hoy, 2012), quality of instruction and peer esteem (Frenzel, Pekrun, & Goetz, 2007), and the sense of school belonging (Fong Lam, Chen, Zhang, & Liang, 2015).

2.1.2 Measurement of Achievement Emotions

Academic settings are full of achievement emotions that learners' experience. These can be enjoyment of learning, hope, pride, anger, anxiety, shame, hopelessness, or boredom. Unfortunately, there was a lack of instrument to assess such emotions, except for test anxiety questionnaires. After its development, the Achievement Emotions Questionnaire (*AEQ*) has enabled to measure middle and high school and university students' achievement emotions (Pekrun et al., 2011; Pekrun, Goetz, & Perry, 2005).

The *AEQ* was constructed as a multidimensional self-report instrument to measure achievement emotions that college students experience in academic achievement situations (Pekrun et al., 2005). The *AEQ* aimed to assess a number of discrete emotions for each academic achievement situations including attending class, studying, and having tests and exams. Accordingly, three main sections were included in the *AEQ*, which are *class-related*, *learning-related*, and *test-related* emotions. The class-related emotion scales are comprised of 80 items to assess class-related enjoyment, hope, pride, anger, anxiety, shame, hopelessness, and boredom; whereas there are 75 items included in the learning-related emotion scales to measure same emotions in situations of studying. The test emotions scales consist of 77 items to examine enjoyment, hope, pride, relief, anger, anxiety, shame, and hopelessness in situations of tests or exams. Moreover, the items of these sections were categorized

into three blocks as *before*, *during* and *after* so that different emotional experiences could be assessed (Pekrun et al., 2005; Pekrun et al., 2011).

The scale also addresses the three-dimensional taxonomy: (1) *object focus* including activity emotions (e.g., enjoyment, boredom, anger) stated in during section, prospective outcome emotions (e.g., hope, anxiety, hopelessness) stated in before section, and retrospective outcome emotions (e.g., pride, relief, shame) stated in after section; (2) *valence* including positive emotions (e.g., enjoyment, pride, hope, and relief) and negative emotions (e.g., anxiety, anger, shame, hopelessness, and boredom); (3) *degree of activation* including activating emotions (e.g., enjoyment, pride, hope, anger, anxiety, and shame) and deactivating emotions (e.g., hopelessness, boredom, and relief). In this way, learners' trait achievement emotions, more specifically their typical emotional reactions in achievement situations, are measured by the AEQ. State achievement emotions experienced in specific situations or single courses at a specified point of time can also be assessed by using alternative instructions (Pekrun et al., 2005; Pekrun et al., 2011). Then, Pekrun et al. (2011) conducted a study to evaluate and validate the AEQ in terms of its construction, reliability, internal validity and external validity. The scale was analyzed according to rational empirical strategy grounded in the control-value theory of achievement emotions by Pekrun (2006). To validate the instrument, Pekrun et al. (2011) tested four models which were one-emotion factor model, eight emotion-factors model, three setting-factors model and emotion x setting factors model. According to fit indices, two facet model (emotions x setting model) demonstrated a reasonable fit compared with other models. In addition to that, Cronbach alpha coefficients of the scales were between .75 and .93, which showed evidence of reliability and validity of the AEQ.

There are different versions of the AEQ scales in order to assess elementary school students' emotional experiences (*AEQ-ES*; Lichtenfeld et al., 2012) and pre-adolescent students' achievement emotions (*AEQ-PA*; Peixoto, Mata, Monteiro, Sanches, & Pekrun, 2015). Moreover, there are other versions of the AEQ with domain-specific variants to measure middle and high school learners' emotional experiences in

different domains. For instance, Pekrun, Goetz, and Frenzel (2005) developed Achievement Emotions Questionnaire for mathematics (*AEQ-M*). It includes 60 items to assess seven discrete emotions experienced in the domain of mathematics: enjoyment, pride, anger, anxiety, shame, hopelessness, and boredom. The class-related emotion scale consists of 19 items, learning-related emotion scale has 18 items, and test-related emotion scale includes 23 items. The items for each section were also organized in three blocks so that emotions experienced before, during, and after being in achievement situations could be measured. Then, the scale was adapted to different foreign language domains such as English, Latin, Italian and German classes by changing domain names in the scale (Goetz, Cronjaeger, Frenzel, Lüdtke, & Hall, 2010; Goetz, Frenzel, Hall, & Pekrun, 2008; Goetz, Frenzel, Pekrun, Hall, & Lüdtke, 2007; Goetz et al., 2012; Raccanello, Brondino, & Bernardi, 2013). Nevertheless, compared to AEQ, these aforementioned scales for different domains include restricted number of emotions to assess achievement emotions.

2.1.3 Domain Specificity of Achievement Emotions

The control-value theory of achievement emotions implies that control-related and value-related variables of achievement emotions such as learners' academic self-concepts, interest and achievement expectancies are organized in domain-specific manners (Pekrun, 2006; Pekrun et al., 2007). In order to determine domain specificity of achievement emotions, there are several studies on different subject matters and cultures as presented.

Goetz et al. (2010) performed a study with 1710 students from 8th and 11th grades to examine the relations between self-concepts and emotions (e.g., enjoyment, pride, anxiety, anger, and boredom) in different domains such as mathematics, physics, German and English classes. In the line with other related research studies, the findings implied that within-domain relations between the variables were strong, especially stronger for mathematics and physics than German and English. In other words, strong relations between the variables differed in different domains. The study

stated the reason why quantitative domains such as mathematics and physics have stronger relations compared to language domains such as German and English. It might be because quantitative subject matters are more restricted regarding classroom activities than language domains and narrowly defined.

Goetz et al. (2008) studied with 1380 5th to 10th grade students in Germany to examine learners' academic enjoyment, self-concept, and achievement in domain-specific manner by including different academic domains (e.g., mathematics and language classes). The results indicated that enjoyment in math and language classes was unrelated, which means academic enjoyment is organized in a domain-specific way.

Goetz, Frenzel, Pekrun, and Hall (2006) investigated domain specific nature of achievement emotions by concentrating on enjoyment, anxiety, and boredom in different subject domains such as mathematics, Latin, German, and English. There were 721 students from 7th to 10th grades. The results of confirmatory multitrait-multimethod factor analysis in terms of emotions and domains denoted that weak correlations were found among four domain variables as well as between same emotions in four different domains though most of the domain factors are language-based subject areas. Moreover, the most intensively experienced emotion among the three emotions was enjoyment, then boredom and anxiety followed. Compared to boredom and anxiety, enjoyment was found to be more domain-specific. Furthermore, compared to academic achievement, it is indicated that emotions are organized more domain-specifically.

Goetz et al. (2007) conducted a study to examine the between and within-domain relations of achievement emotions such as enjoyment, pride, anxiety, anger, and boredom in different subject matters such as mathematics, physics, German, and English classes. Participants were 542 8th and 11th grade students and they completed AEQ adapted according to the subject matters. The findings pointed to greater domain specificity of achievement emotions in 11th grade students compared to 8th grade students. There were weak between-domains relations found, which indicated that

conceptualizing learners' emotions as domain-generalized nature can be misleading, especially for high school students. It was also found that at both grade levels anxiety and enjoyment demonstrated the weakest degree of between-domains relations. On the other hand, there were strong relations found among emotions in different subject domains as well as different grade levels. The greatest within-domain associations were found for the subject matter of mathematics, followed by physics and English, while the weakest one was for German. The study indicated that the reason for this result might be the fact that mathematics has homogenous and narrower structure compared to language classes

Goetz et al. (2006) investigated emotions (e.g., enjoyment, anxiety, and boredom) in relation to their antecedents and domain-specific nature. To examine the proposed domain-specific nature of achievement emotions, there were six core and subsidiary school subjects included, which were Latin, English, German, mathematics, music, and sports. 200 students from 7th to 10th grades participated in the study. The findings of the study suggested that achievement emotions were likely organized in domain-specific nature though there were some moderate relationships found between emotions and some of the subject matters such as English and German. Moreover, it is indicated that anxiety was found to be less domain-specific than other emotions.

Goetz et al. (2012) studied with 553 German high-school students to examine homework and class-related emotions such as enjoyment, pride, anxiety, anger, and boredom in the domains of mathematics, physics, German, and English. Adapted version of AEQ-M was used for data relating to emotions. The results found out that there were weaker within-domain relations for homework emotions compared with class-related emotions. On the other side, stronger between-domain relations for homework emotions were found compared to class-related emotions. The study assumed that this result was found because most probably there was a situational homogeneity of homework settings in different domains. Furthermore, between-domain relations for homework and class-related emotions were weaker for students from 11th grade while there could be found any difference in age in within-domain

relations. The study concluded that despite the fact that homework emotions were less domain-specific than class-related emotions, a great level of domain-specificity in relation to homework and class-related emotions were observed. Besides, it was suggested that teachers should observe learners' achievement emotions regarding different subject matters in different settings such as classroom (e.g., enjoyment of English classes) and homework situations (e.g., enjoyment of English homework).

Raccanello et al. (2013) examined achievement emotions (e.g., hopelessness, relief, relaxation, guilt, hope, enjoyment, pride, anxiety, anger, and boredom) with 527 students from 4th, 7th and 11th grades in terms of settings consisting of class, homework, and tests situations, and subject domains including Italian and mathematics. Confirmatory multitrait-multimethod analyses showed higher salience of subject domains compared to settings. Learners differentiated between subject domains and within subject domains. Additionally, greater enjoyment and pride, lower guilt, boredom, and hopelessness were found for the domain of mathematics compared to Italian, which indicated domain-specificity of emotions.

Taken all together, all aforementioned research studies signify domain-specific nature of achievement emotions rather than domain-generalized nature.

2.1.4 Effects of Achievement Emotions

According to Pekrun's (2006) control-value theory, achievement emotions influence cognitive resources, interest, and motivation to learn, use of learning strategies and problem-solving, self-regulation vs. external regulation of learning, which in turn affect academic achievement and learning. In other words, these cognitive, motivational, and regulatory processes act as mediators between emotions and learning and academic achievement (Pekrun, 2006; Pekrun et al., 2007). To give an example, when positive or negative emotions do not relate to a current achievement activity, it can distract an individual's attention from the achievement activity. As a result, the use of available cognitive resources for the given tasks can decrease, and it can affect

performance which should be supported by such resources. On the other side, when learners experience positive emotions relating to the achievement activity, they concentrate on the given tasks more and it results in high performance. Moreover, interest and motivation to learn are expected to be increased and enhanced by positive activating emotions (e.g., enjoyment of learning); whereas, negative deactivating emotions (e.g., hopelessness) can decrease interest and motivation. However, the theory points out that all negative emotions may not be detrimental to interest and motivation. For instance, interest and intrinsic motivation can be reduced by negative activating emotions such as anxiety, but at the same time, learners can take an action to avoid failure (e.g., strengthening motivation to put in effort), resulting in high achievement. Therefore, it is emphasized that the influence of positive deactivating and negative activating emotions has an ambivalent nature in motivation and cognitive processing. At this point, learners intrinsic and extrinsic motivation play a significant role. Furthermore, positive activating emotions (e.g., enjoyment) encourage learners to use more flexible learning strategies (e.g., elaboration of learning material) while negative activating emotions (e.g., anxiety and anger) cause learners to use more rigid learning strategies (e.g., simple rehearsal). For deactivating emotions, the theory proposes that they are detrimental to learning strategies, resulting in low achievement. Besides, self-regulation learning is enhanced by positive activating emotions while negative emotions lead learners to need external guidance. As a result of these assumptions, the theory indicated that these four mechanisms (cognitive resources, interest and motivation to learn, use of learning strategies and problem-solving, self-regulation vs. external regulation of learning) mediated by emotions and their interactions with task demands affect academic achievement (Pekrun, 2006; Pekrun et al., 2007).

On the other hand, Pekrun (2006) reminds dynamic nature of the control and value theory model, which is reciprocal causation among achievement emotions, both their proximal and distal antecedents and their effects. For example, emotions not only affect achievement through cognitive resources, motivation, learning strategies and self-regulation, but they also influence achievement through individual and social

antecedents. Moreover, control and value appraisals are seen as proximal antecedents of emotions, but emotions can influence these antecedents reciprocally. Likewise, social environment as the distal antecedent is assumed to affect emotions, but the emotions experienced by learners also shape the social environment in the classroom (Pekrun, 2006).

There are several national and international studies conducted in different academic domains and different developmental stages of learners to investigate direct/ indirect effects of emotions on aforementioned factors such as motivation to learn, achievement, performance, learning strategies, goal structures and social environment including teacher, peer and classroom variables, and the reciprocal relation between emotions and these factors. For example, Dewaele, Witney, Saito, and Dewaele (2017) examined foreign language enjoyment and foreign language classroom anxiety to understand to what extent these variables are related to learner internal variables (e.g., age, gender, attitude towards the foreign language, relative standing among peers in the foreign language class) and social environment including teacher/ classroom-specific variables (e.g., attitudes towards teacher and predictability of the foreign language class). One hundred and eighty-nine British high school students participated in the study. The findings emphasized the importance of social environment in relation to emotions. More specifically, the study demonstrated attitudes towards teachers and their practices boosted foreign language enjoyment, and relative standing among peers influenced foreign language anxiety.

On the other hand, Hamzaoğlu and Koçoğlu (2016) carried out a study with 30th grade elementary level students in Turkey to examine the relationship between English speaking anxiety and speaking performance. The findings revealed that there was a negative association between speaking anxiety and learners' oral performances. That is, students who experienced higher levels of anxiety reported lower oral performances.

In addition, Ismail (2015), examined class achievement emotions including anger, anxiety, enjoyment, hope, hopelessness, pride, boredom and shame and their effects on EFL students' English achievement. There were 315 Saudi university students who participated in the study. The Achievement Emotions Questionnaire was administered to measure various achievement emotions. The results revealed that there was a strong and significant relation between emotions experienced in EFL setting and students' English achievement. Some positive and negative achievement emotions such as enjoyment, pride, shame, and hopelessness predict students' English achievement.

Furthermore, Méndez López (2011) investigated emotions and their sources in foreign language learning with 24 students in a South East Mexican University. Participants kept emotional journals for twelve weeks. The results showed that language learners mostly experienced fear, happiness, worry, sadness, calm and excitement and there were five main sources of these emotions, which were feeling insecure while speaking a foreign language, comparisons with peers, teachers' attitudes and their choice of learning activities, and classroom climate.

Besides, Méndez López and Peña Aguilar (2013) performed a study in south Mexico with 24 university ELT students to examine positive and negative emotions and their effects on learners' motivation to learn English. Throughout the study, personal narratives, semi-structured interviews, and emotional reactions journals were administered. The results were presented under different categories as positive effects of positive and negative emotions and negative effects of positive and negative emotions. They indicated that emotional experiences significantly affect language learners' motivation. Positive effects of positive emotions were likely to enhance self-efficacy feelings; whereas negative effects of positive emotions caused learners to rest on their laurels. On the other hand, negative effects of negative emotions made learners feel insecure, participate class less, perceive English more difficult; whereas positive effects of negative emotions made learners aware of language learning, and led them to use language learning strategies and develop motivational strategies.

Likewise the EFL classes, there are some studies in the subject of Latin, which examined and stressed the influence of social environment on achievement emotions. To give an example, Goetz et al. (2006) also concentrated on achievement emotions such as enjoyment, pride, anxiety, and anger and the influence of socio-environmental factors such as teacher enthusiasm and reinforcement on such emotions in the subject of Latin. 200 German students from 7th to 10th grades participated in the study and completed self-report scales. The findings provided evidence of the importance of social environment for achievement emotions experienced by learners. Positive reinforcement and teacher enthusiasm were positive predictors of positive emotions, but negative predictors of negative emotions.

There are also some national and international studies with different domains (e.g., mathematics and science) other than language classes, which examined the effects of classroom learning environment including teacher and peer variables on achievement emotions and found out similar results. For instance, Frenzel et al. (2007) examined classroom learning environment comprising of quality of instruction, peer esteem, teacher failure-contingent punishment, and competition variables, and their influence on achievement emotions such as enjoyment, anxiety, anger, and boredom in mathematics. There were 1623 5th to 10th grade students who participated from Germany and completed self-report scales. The results pointed out the importance of learning environment and its effects on emotions. Perceived failure-contingent teacher punishment was positively linked to anxiety and anger, and slightly linked to boredom. Both perceived quality of instruction and peer esteem were positively associated with enjoyment, but negatively related to anxiety, anger, and boredom. On the other hand, perceived competition in the class was positively related to enjoyment, anxiety, and anger, and slightly positively linked to boredom.

On the other hand, Sakız (2015) performed a study in the domain of science to examine the classroom learning environments with different variables. As in the present study, Sakız (2015) included perceived teacher affective support and also other variables such as perceived teacher mastery goal orientation, sense of belonging in order to find out

whether there are any relations among these factors and academic emotions including enjoyment and anxiety, academic self-efficacy, and behavioral engagement in science achievement in elementary school. 138 elementary school students in Turkey participated in the study and completed a questionnaire. The results demonstrated that teacher mastery goal orientation and teacher support were associated with emotions. These variables were positive predictors of enjoyment, but negative predictors of anxiety. By the same token, Sakız (2017) examined the social environment including perceived teacher affective support variable and its roles in achievement emotions such as enjoyment, anxiety, and hopelessness, academic self-efficacy, and behavioral engagement in science classrooms. There were 633 elementary students from Turkey, who were administered a self-report questionnaire. The findings revealed positive effect of teacher affective support on emotions and the other variables.

Unlike the research studies concentrating on different domains, there are some studies with university students without a domain-specific manner. These studies also investigated the effects of different antecedents on emotions and learning strategies, which in turn influences academic achievement. For example, Ranellucci, Hall, and Goetz (2015) carried out a study to examine both direct and indirect effects of students' goals on academic achievement through their emotions and learning strategies as proposed in Pekrun's (2006) control and value theory. There were 203 university students from different disciplines who completed self-report measures of achievement goals, emotions, and learning strategies. Through the measures, learners' emotions in learning and achievement settings including enjoyment, anxiety, and boredom were assessed while the measured learning strategies were critical thinking, cognitive elaborations, time management, and self-monitoring. GPA scores were obtained for the achievement variable over a two-year period. The results signified that mastery-approach goals were positive predictors of enjoyment and negative predictors of anxiety and boredom while performance-approach goals predicted lower levels of critical thinking and performance-avoidance goals predicted higher levels of anxiety, boredom, critical thinking, and lower achievement. Besides, enjoyment was a positive predictor of learning strategies such as the use of elaboration, critical thinking, and

self-monitoring, whereas anxiety predicted lower self-monitoring and overall GPA. Boredom, on the other hand, was a predictor of poorer time management. It was also observed that learning strategies such as cognitive elaboration influenced achievement later in the academic year. Despite the fact that the overall pattern of results supported the theory, some of them did not show any significance. To give an example, performance-approach goals were not predictors of high levels of anxiety, enjoyment was not a predictor of time management, and the only learning strategy as a predictor of achievement was cognitive elaboration.

Considering aforementioned research studies from Pekrun's (2006) control and value theory perspective, it can be deduced that there are effects of emotions on several different factors as these factors have an influence on these emotions, which provides evidence of reciprocal causation among the variables in the proposed model (See Figure 2.1).

2.1.5 Research on Achievement Emotions by Gender

The control-value theory of achievement emotions assumes that achievement emotions may differ regarding gender since specific contents of emotions and specific values of process parameters such as intensity of experienced emotions can be different and specific to individuals (Pekrun, 2006). In the related literature, there are several research studies on achievement emotions regarding gender in national and international educational settings so that the proposed gender differences in emotions could be analyzed. For example, Cui (2011) aimed to investigate high school students' English learning anxiety regarding gender. There were 105 students in China who participated in the study and completed a questionnaire including demographic information and foreign language classroom anxiety scale, and an achievement test. The results demonstrated that male students experienced higher levels of anxiety in English lessons compared to female students in China.

Moreover, Dewaele, MacIntyre, Boudreau and Dewaele (2016) focused on gender differences in foreign language classes in relation to emotions that language learners experience. There were 1736 foreign language learners from the UK who were at different developmental stages from 11 to 75. The results revealed that female language learners reported that they experienced more fun, enjoyment, excitement in foreign language classes and pride in their language accomplishments compared to male language learners. Beside these positive emotions, female language learners felt more worried and nervous than male peers while speaking the foreign language. However, male language learners experienced higher levels of boredom than female language learners. Likewise, Dewaele et al. (2017) studied foreign language enjoyment and foreign language classroom anxiety in relation to learner internal variables such as age and gender, and other social environmental factors. There were 189 high school students from the UK. The results revealed that female students experienced higher levels of foreign language enjoyment and classroom anxiety than male students.

Furthermore, Goetz et al. (2008) concentrated on learners' academic enjoyment, self-concept, and achievement in different academic domains (e.g., mathematics and language classes). 1380 5th to 10th grade students in Germany participated in the study. Class-related subscale of AEQ-Mathematics, whose items were also adapted for language classes, was administered. It was found out that male students had greater levels of self-concept and class-related enjoyment in mathematics while female students demonstrated greater levels of self-concept and enjoyment in language classes.

In addition, Öztürk and Gürbüz (2013) examined foreign language speaking anxiety and learner motivation regarding genders. There were 383 Turkish university students included in the study and administered two questionnaires. Of the participants, 19 randomly selected students were interviewed as well. The findings indicated that there was a statistically significant difference between genders in terms of learner motivation and anxiety. Girls reported a greater level of learning motivation than boys

did. However, female students reported a higher level of foreign language speaking anxiety than male students did.

Moreover, Yükselir and Harputlu (2014) performed a study to examine EFL prep-class students' academic emotions (e.g., enjoyment, hope, pride, anger, anxiety, shame, hopelessness, boredom, and relief) before, during and after learning and taking a test regarding departments and gender. 215 Turkish university students participated in the study and completed the AEQ. The findings of the study showed that there is no significant difference between achievement emotions before learning and gender. However, there is a significant difference between female and male students in terms of enjoyment, pride, anxiety, and shame experienced during learning. Female students reported lower levels of enjoyment and pride, and higher levels of anxiety and shame during learning. On the other side, there is no significant difference between female and male students with regards to achievement emotions after learning, except for enjoyment and pride. Female students reported lower levels of enjoyment and pride for after learning than male students. On the other hand, the findings demonstrated that before and during taking a test there is no significant difference between achievement emotions, except for anxiety, and gender. Female students showed higher levels of anxiety than male students before and during taking a test. Finally, after taking a test, there is no significant difference between achievement emotions and gender.

Regarding domain specificity of achievement emotions, there are other studies to examine emotions by gender in different academic domains such as mathematics (Çalık, 2014; Goetz, Bieg, Lüdtke, Pekrun, & Hall, 2013; Pekrun et al., 2017) and physics (Limprecht, Janko, & Gläser-Zikuda, 2014) other than language classes. These studies also provide evidence of gender differences in emotions in achievement settings. Moreover, there are some other studies which found out gender differences in achievement emotions though they did not emphasize any domain-specificity (Lichtenfeld et al., 2012; Pekrun et al., 2011; Pekrun, Hall, Goetz, & Perry, 2014; Ringeisen, Raufelder, Schnell, & Rohmann, 2016).

Nonetheless, there are some other national and international research studies on achievement emotions by gender whose findings did not reveal any gender differences in achievement emotions. To give an example, Aydın (2013) worked with 477 Turkish students from 4th to 8th grades to investigate foreign language anxiety in English classes. The results concluded that gender was not a significant predictor of test anxiety except two items out of 37 in the test anxiety scale.

Ismail (2015) studied class achievement emotions including anger, anxiety, enjoyment, hope, hopelessness, pride, boredom and shame and their effects on EFL students' English achievement with respect to gender. The findings of the study with 315 Saudi university students revealed that there were no gender differences in English achievement emotions except enjoyment. Female students reported higher levels of enjoyment than male students.

In addition to that, Nemati (2012) studies test anxiety in foreign language classes regarding gender. There were 323 undergraduate and post graduate university students from Iran who completed Test Anxiety Scale developed by Sarason, 1975. The findings failed to find any gender differences in test anxiety in foreign language classes.

Moreover, Özütürk & Hürsen (2013) carried out a study with 517 university students in Cyprus in order to examine English language learning anxiety and its influence on English language learning by gender, age, departments, and English levels. The findings indicated no significant difference in English language learning anxiety regarding gender.

When all aforementioned studies are taken into account, it can be seen that there is still inconsistency in research findings in terms of gender differences in achievement emotions. Therefore, there needs to be studies to make sure whether or not there are any gender differences in achievement emotions regarding different academic domains.

2.1.6 Research on Achievement Emotions by Grade Level

In the related literature, there are some research studies analyzing students' emotional experiences by grade levels as well. Regarding these research studies, it can be understood that emotional experiences of learners change by grade levels. However, in the relevant literature, domain-specific nature of achievement emotions as proposed by Pekrun (2006) was not emphasized in several studies regarding grade levels. Except for one or two studies, the research studies including specific academic domains such as language classes mainly focused on a few achievement emotions such as anxiety and enjoyment. To give an example, Aydın (2013) examined foreign language anxiety in English classes in Turkey. There were 477 students from 4th to 8th grades who completed Sarason's Test Anxiety Scale. The findings of the study revealed that test anxiety was significantly related to grade levels. Upper grade English language learners experienced more anxiety than lower grade English language learners.

Moreover, Goetz et al. (2008) examined learners' academic enjoyment, self-concept, and achievement in different academic domains (e.g., language classes) by including 1380 participants from 5th to 10th grades in Germany. In the study analysis, both gender and grade level were included. Though gender difference was found to be significant, gender and grade level interaction was not significant, which indicated that gender differences in the variables (e.g., enjoyment) did not change by grade levels.

Besides, Raccanello et al. (2013) studied achievement emotions such as hopelessness, relief, relaxation, guilt, hope, enjoyment, pride, anxiety, anger, and boredom in different academic settings and different academic domains (e.g., Italian) with respect to grade levels, too. According to the data results gathered from 527 4th, 7th, and 11th grade students from Italy, grade levels were significant for enjoyment, pride, hope, relief, relaxation, anger, and boredom. It is revealed that younger students had greater intensity of positive emotions compared to older students. More specifically, 4th grade students had higher levels of enjoyment, pride, relief, and relaxation than 7th grade students. 7th grade students reported greater levels of enjoyment, pride, and hope

compared to 11th grade students. For the negative emotions such as anger and boredom, 4th grade students demonstrated lower levels than 7th and 11th grade students.

Other than emotional experiences in language classes by grade levels, there are some other studies performed in different academic domains (e.g., mathematics) indicating significant differences in achievement emotions regarding grade levels. To give an example, Birgin et al. (2010) examined mathematics anxiety with respect to grade levels. The findings of the data from 220 6th and 8th grade Turkish students indicated a significant main effect of grade level. To be more precise, the sixth-graders reported the lowest level of math anxiety while the eighth-graders showed the highest level of math anxiety. So, the study concluded that mathematics anxiety levels increased as the students passed upper grades. Likewise, Çalık (2014) also examined the achievement emotions in mathematics in relation to mathematics self-efficacy, and self-regulated learning strategies, and achievement emotions with respect to grade levels. The results indicated that as the grade level increased from 6th to 8th grade, Turkish students reported lower levels of positive emotions but higher levels of negative emotions.

On the other hand, some of the studies examined grade level differences in emotions without including any specific domains and revealed both significant and insignificant results for the levels of emotions by grade levels. For instance, Eroğlu, Işıklar, and Bozgeyikli (2006) carried out a study in Turkey on university students' achievement emotions regarding different variables such as class levels. There were 481 1st and 4th year students who participated in the study and completed the AEQ. The results showed that there were significant differences found in learning-related anxiety and learning-related hopelessness with respect to class levels. 1st year students reported lower levels of learning-related anxiety and hopelessness than 4th year students. However, there were not any significant differences found in other learning-related emotions (anger, shame, joy, hope, pride, and boredom) regarding class levels. Moreover, the study revealed that the only significant difference was found in pride about tests. 1st year students showed higher levels of test-related pride compared to 4th year students. But, there was no significant difference in other test-related emotions

(e.g., anger, anxiety, hopelessness, shame, joy, and relief) with respect to grade levels. Finally, there were significant differences in class-related anxiety, class-related hopelessness, and class-related hope, whereas there was no significant difference found in other class-related emotions (e.g., anger, shame, joy, pride, and boredom) with respect to class levels. To more specific, 1st year students reported lower levels of test-related anxiety and hopelessness, but higher levels of hope than 4th year students.

Furthermore, Normak and Taltz (2009) studied test-related emotions of students in Estonia with respect to grade levels. 687 6th to 10th grade students from Estonia were included in the study and administered the AEQ to measure positive emotions such as enjoyment, hope and pride, and negative emotions such as anger, anxiety, shame, and hopelessness. The findings revealed that though there were not any significant differences in test-related pride, anxiety, hopelessness, and anger, there were significant differences found in test-related enjoyment, hope and shame. Lower grades reported higher levels of test-related enjoyment, hope, and shame than higher grade students did.

In addition, Vierhaus, Lohaus, and Wild (2016) conducted a study on achievement emotions (e.g., boredom and enjoyment during school lessons) and coping/emotion regulation of students in elementary and middle schools in Germany. The study included two longitudinal cohorts. Cohort 1 started with the second grade students from elementary schools in Germany, then the students were reassessed at the end of 3rd grade, 4th grade, and 5th grade. Cohort 2 started with the fourth grade students and the students were reassessed at the end of 5th grade, 6th grade, and 7th grade. With complete observations, Cohort 1 consisted of 345 students while Cohort 2 included 301 students. The findings with respect to Cohort 1 (2nd grade to 5th grade) revealed that there was a high and stable level of enjoyment. On the other side, Cohort 2 (4th grade to 7th grade) demonstrated a substantial decrease in the level of enjoyment during school lessons when the students passed from 5th grade to 6th grade, then 7th grade. For the level of boredom during school lessons, Cohort 1 implied that second grade

students showed a low starting level; however, it was observed that there was a constant increase when the students passed higher grade levels. Cohort 2 revealed that the level of boredom was highly increased in upper-grade levels (7th grade) compared to lower levels (5th grade).

Regarding these aforementioned research studies investigating achievement emotions by grade levels, it can be understood that emotional experiences of learners might change by grade levels. However, there is still lacking in achievement emotions research studies regarding grade levels and different subject domains.

2.2 Perceived Teacher Affective Support (PTAS)

Education can be basically seen socially-oriented in nature. Students are expected to fulfill different social and intellectual tasks in a unique educational system represented by a school (Davis, 2001). Within this system, the classroom learning environment has an important place. It goes beyond being simply physical space. With all those hours, educators and learners spent together, the classroom learning environment becomes an emotional place where teacher-student relationships and student-student relationships are built (Frenzel et al., 2007; Pekrun, & Linenbrink-Garcia, 2014). More specifically, learning environments are not comprised merely of “observable characteristics such as school buildings, materials used for instruction” (Frenzel et al., 2007, p. 478), but it also includes interactions among students and teachers as well as their own subjective perceptions of classroom learning environment that can be observed externally (Frenzel et al., 2007).

In such learning environments influencing students’ emotional functioning, academic achievement, behavioral and emotional engagement, and motivation (Meyer & Turner, 2002; Murray & Malmgren, 2005) teacher-student relationships are important (Davis, 2001; Furrer & Skinner, 2003). Starting from kindergarten through eighth grade adult-child relationships such as teacher-child relationships influence learners’ academic, behavioral and emotional outcomes. It is indicated that close relationships between

students and teachers in a supportive school environment can lead to more motivation and more positive feelings that students experience (Davis, 2001), facilitate learners' enjoyment, make them feel better, experience less loneliness and worry (Ahmed et al., 2010; Cox, Duncheon, & McDavid, 2009; King, 2015). On the other hand, a relationship, which is perceived as difficult, may be seen as a handicap for academic success and motivation (Davis, 2001).

Furthermore, close and caring relationships with teachers become important for classroom adjustment for students at different grades. Birch and Ladd (1997) conducted a study on teacher-child relationship in relation to kindergarten children's school adjustment. It was found that teacher-child conflict at different levels was negatively related to students' school liking, cooperative participation, and self-directedness but positively related to school avoidance. On the other hand, teacher-child closeness was associated with learners' academic performance, school liking, and self-directedness positively. In the line with the previous study, Wentzel (2002) examined the effects of teachers on middle school student adjustment. The findings revealed that there was a significant association between teaching dimensions (e.g., high expectations, fairness, teacher motivation, rule setting, and negative feedback) and student adjustment outcomes (e.g., classroom grades, irresponsible behavior, prosocial behavior, mastery orientation, interest in class).

Moreover, school engagement, classroom participation, and achievement can be affected depending on the teacher-student relationship quality. There are several research studies with students from kindergarten to middle school to investigate relationships with teachers and school engagement, classroom participation, and achievement (Ahmed et al., 2010; Birch & Ladd, 1997; FitzSimmons, 2006; Gest, Welsh, & Domitrovich, 2005; Hamre, & Pianta, 2001; Hosan & Hoglund, 2017; King 2015; Ladd, Birch, & Buhs, 1999; O'Connor & McCartney, 2007; Shen, McCaughtry, Martin, Fahlman, & Garn, 2012; Skinner & Furrer, 2003; Skinner & Pitzer, 2012). The results suggested that close and caring teacher-student relationships can make a contribution to students' emotional and behavioral school engagement, and levels of

academic and behavioral achievement while negative teacher-student relationships such as conflict can hinder them.

All the findings stated above suggest that teacher-student relationships are of importance in many ways. In such relationships, different roles fall to teachers. They need to care about their students, be cheerful, friendly, emotionally mature, sincere, and show affection for students, listen to their needs carefully, understand their emotions, socialize them to teach how to interact with others effectively (Good & Brophy, 2000; Sergiovanni, 1994). In other words, teachers are expected to provide support which enables learners at different grade levels to be motivated, more engaged, feel secure and comfortable in class, have positive social and academic outcomes, like school more, experience more positive emotions such as enjoyment and less negative emotions such as loneliness, boredom, anxiety, and hopelessness (Connell & Wellborn, 1991; Frenzel et al., 2007; Furrer & Skinner, 2003; Gest et al., 2005; Goetz et al., 2006; Hembree, 1988; Roorda, Koomen, Spilt, & Oort, 2011; Rudasill, Gallagher, & White, 2010; Ruzek et al., 2016; Sakız, 2015, 2017; Sakız et al., 2012; Skinner, Furrer, Marchhanda, & Kindermann, 2008; Stipek et al., 1998; Turner & Meyer, 2004; Verschueren & Koomen, 2012; Wentzel, 1997; Wentzel, Russell, & Baker, 2016).

Although there are different dimensions of teacher support (e.g., behavioral support, social support, cognitive support), affective dimensions of teacher support such as caring, respect, concern for and interest in students, valuing, listening, fair treatment, encouragement, and high expectations have not been given enough attention so far (Erden & Akgül, 2010; Sakız, 2007, 2015, 2017; Sakız et al., 2012). Stipek et al. (1998) investigated teachers' instructional practices (e.g., emphasis on effort/ learning/ performance; autonomy encouragement; positive teacher affects such as respect and interest) in relation to 4th through 6th grade students' motivation (e.g., perceived ability; positive emotions such as enjoyment and pride; mastery and performance orientation) in the US. The findings revealed that the most influential indicator of learners' classroom motivation was affective classroom climate, which means the

more positive affective learning environment there is, the more motivated students there are. Moreover, Rudasill et al. (2010) examined four-and-a-half year-old children's temperament and classroom affective support in relation to academic achievement in third grade. According to results of the longitudinal study, classroom emotional support with warmth and enthusiastic teachers was related to children's reading and mathematics achievement in third grade. Furthermore, the study conducted by Ruzek et al. (2016) in the US suggested that when teachers provide emotional support to students by shared positive affect, showing enthusiasm, giving positive comments and listening to them, they create more opportunities for learners' autonomy and positive peer relatedness experiences. In addition, Wentzel et al. (2016) did research on perceived teacher, parent, and peer emotional support and expectations in relation to adolescents' academic functioning such as achievement, effort, and academic efficacy, and social behavior in the US. The results demonstrated that perceived teacher and parent emotional support and expectations resulted in students' academic achievement, academic effort, and academic efficacy while peer emotional support and expectations influenced students' social behavior.

2.2.1 Research on PTAS and Achievement Emotions

The aforementioned studies indicated the importance of teacher affective support and provided evidence of the influence of teachers' emotional support on learners' academic, behavioral, motivational, and emotional outcomes in learning settings. Nevertheless, there are not any studies examining the relationship between perceived teacher affective support and various achievement emotions specifically. Instead, there are some studies conducted to explore the possible relationship between perceived teacher support consisting of teacher enthusiasm, teacher supportive feedback, teacher reinforcement, teacher punishment, and some of the achievement emotions in different academic domains such as Latin and mathematics, and there are a few studies examining perceived teacher affective support in relation to some of the achievement emotions in different subject domains such as science and mathematics. For instance, Frenzel et al. (2007) investigated perceived classroom learning environment variables

such as quality of instruction and teacher failure-contingent punishment in relation to 5th through 10th grade students' emotions in mathematics. The study included four academic emotions: enjoyment, anxiety, anger, and boredom. There were 1623 participants from Germany who completed self-report scales. The findings revealed that perceived failure-contingent teacher punishment was positively correlated with anxiety and anger, slightly linked to boredom. On the other hand, perceived quality of instruction was positively linked to enjoyment and negatively linked to anxiety, anger, and boredom.

Furthermore, Goetz et al. (2006) focused on the possible relationship between academic emotions including enjoyment and pride as positive activating emotions, anxiety and anger as negative activating emotions, and boredom as negative deactivating emotion and their antecedents such as the influence of social environment (e.g., teacher enthusiasm and teacher reinforcement). The data were gathered from 200 German students at 7th through 10th grades in the subject of Latin by administering self-report scales. The results demonstrated that positive reinforcement of teachers and teacher enthusiasm were both positively correlated to enjoyment and pride, negatively related to anxiety, anger, and boredom.

In addition, Hembree (1988) did a meta-analysis on test anxiety by integrating the findings of 562 studies so that correlates of the variable, its causes, effects, and treatment could be demonstrated in detail. In the study, possible correlates of the variable (e.g., performance correlates, personal/ personality correlates, teacher-related correlates) were identified. Among the studies, 10 studies were on teacher variables (e.g., perceived teacher support) and test anxiety. The results revealed that test anxiety was moderately linked to the perception of the teacher as negative and unfriendly.

Moreover, Jacob (as cited in Frenzel et al., 2007, p. 479) examined different variables of perceived classroom environment such as perceived teacher enthusiasm and teacher supportive feedback in relation to middle and high school students' test-related emotions such as anxiety, hopelessness, anger, shame, and enjoyment. It was found

out that there was a positive association between students' academic enjoyment and perceived teacher enthusiasm and supportive feedback. On the other hand, the findings emphasized that teachers' unsupportive behaviors such as punishment were positively related to anger, anxiety, shame, and hopelessness.

Besides, Sakız et al. (2012) conducted a study in the subject of mathematics to examine to what extent perceived teacher affective support explains sense of belonging, academic emotions such as enjoyment and hopelessness, academic self-efficacy, and academic effort of middle school students. The data were collected from 317 seventh and eighth grade students in the USA having completed a questionnaire consisting of different subscales such as Perceived Teacher Affective Support (PTAS) Scale. Based on the results, the study concluded that there was a significant relationship between perceived teacher affective support and aforementioned variables in the study. To be more precise, perceived teacher affective support was positively linked to academic enjoyment and negatively linked to academic hopelessness.

Additionally, Sakız (2015) examined the roles of perceived teacher affective support, perceived teacher mastery goal orientation, sense of belonging, academic emotions including enjoyment and anxiety, academic self-efficacy, and behavioral engagement in science achievement in elementary school. There were 138 elementary school students from Turkey included in the study, who were administered a questionnaire with different subscales. The findings showed that perceived teacher affective support, academic self-efficacy, and academic anxiety were significantly correlated to students' achievement in elementary science classrooms. The findings also underlined that the students with high perceived teacher affective support and high perceived teacher mastery goal orientation were the ones having reported the highest levels of academic enjoyment, behavioral engagement, sense of belonging and academic self-efficacy, and the lowest degree of academic anxiety.

Sakız (2017) also investigated the relationship among perceived teacher affective support, academic emotions consisting of enjoyment, anxiety and hopelessness,

academic self-efficacy and behavioral engagement in science classrooms in a follow-up study. 633 elementary school students from Turkey participated and completed a self-report questionnaire. The findings of the study demonstrated that there was a positive and a direct relation between perceived teacher affective support and students' academic enjoyment, behavioral engagement, and academic self-efficacy in science classrooms. On the other hand, perceived teacher affective support was directly and negatively related to negative emotions (e.g., academic anxiety and academic hopelessness).

When the research studies mentioned earlier are taken into consideration, it can be said that teacher support including affective component play an important role in achievement emotions in different academic domains such as Latin, mathematics, and science. However, the research studies in the related literature are still scanty to provide evidence of the role of perceived teacher affective support in achievement emotions experienced in foreign language classes other than Latin.

2.3 Relatedness to Peers

There is a need for belongingness for individuals. When it is fulfilled, it promotes positive emotional responses in different domains including the academic domain (Martin & Dowson, 2012). For instance, when a student experiences positive emotional attachments to any social key partners such as peers, teachers, and parents, it makes him/her have healthy and positive social, intellectual, and emotional functioning throughout his/her academic life (Connell & Wellborn, 1991).

“Relatedness refers to the connection and sense of belonging with others” (Martin & Dowson, 2012, p.335) including peers, teachers, and the school (FitzSimmons, 2006). It makes individuals feel emotionally secure so that they are able to explore their worlds and manage what they come across (Martin & Dowson, 2012). The acquirement of certain outcomes related to status or power is not the main concern here, but rather feeling connected to others (Ryan & Deci, 2002) as well as satisfaction

of the need including acceptance, warmth, and emotional responsiveness matter (Duncan, 2006). Therefore, relatedness is enhanced by positive relationships with key social partners, and being cared by others (FitzSimmons, 2006), and to be able to experience relatedness, the requirement of frequent and warmth contact with others should be available (McDonough, 2006).

Relatedness is explained by many theories such as social cognitive views of motivation (Weiner, 1990), perceived social support (Wentzel, 1997), classroom climate (Anderson, 1982) and self-determination theory (Deci & Ryan, 1985). Each perspective emphasizes an innate desire of connection to others (Shen et al., 2012). Nevertheless, among these theories self-determination theory (Deci & Ryan, 1985) provides a more explicit framework linked to relatedness since relatedness is seen as one of the most essential components in the theory (Furrer, Skinner, & Pitzer, 2014). The theory proposes that if an individual is expected to be motivated and to perform at optimal level, his/her psychological needs such as relatedness, competence, and autonomy must be supported (Deci & Ryan, 1985). After the satisfaction of psychological needs, motivated behavior arises. At this point, the theory explains motivated behavior with two main principles working together: (a) motivation as a multidimensional construct affects cognitive, affective, and behavioral consequences; and (b) whether experiences meet an individual's psychological needs resolves the type of motivation in a specific context (Deci & Ryan, 1991). When these two principles are aggregated, it can be said that psychological need fulfillment affects motivation, which influences cognitive, affective, and behavioral outcomes in return as illustrated in Figure 2.2. From this point of view, it can be deduced that directly or indirectly the satisfaction of psychological needs such as relatedness has an effect on different outcomes including emotional ones.

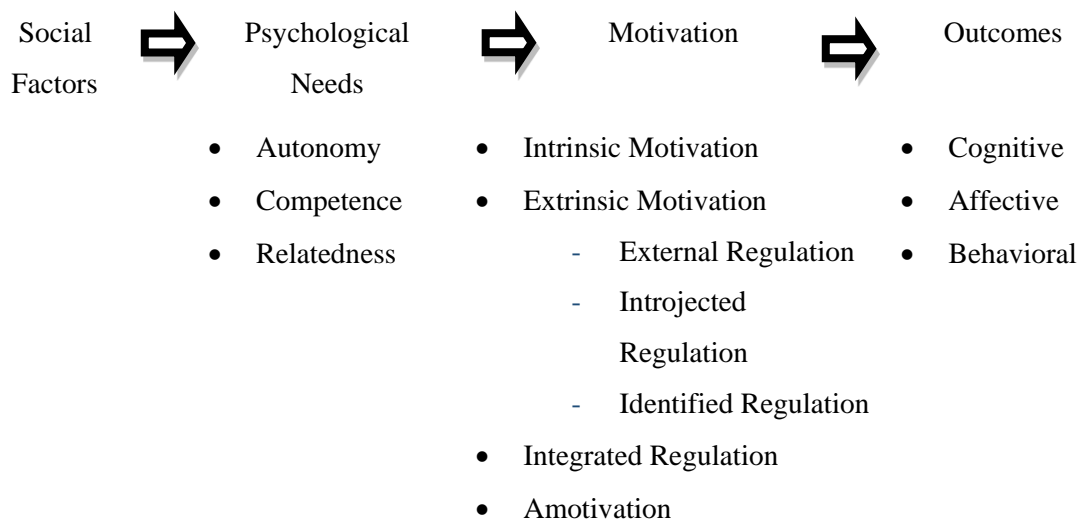


Figure 2.2. Four phases of motivational sequence on the basis of Self-Determination Theory. Adapted from “An Integrative Analysis of Intrinsic and Extrinsic Motivation in Sport”, by R. J., Vallerand, & G. F., Losier, 1999, *Journal of Applied Sport Psychology*, 11(1) , p.145. Copyright 1999 by Association for Advancement of Applied Sport Psychology

To exemplify, as different studies performed with participants at different ages emphasize, the students experiencing positive relationships with teachers and peers enjoy school more, feel more engaged and less lonely, are academically successful, and feel better (Ahmed et al., 2010; Cox et al., 2009; FitzSimmons, 2006; Furrer & Skinner, 2003; King 2015; Kingery, Erdley, & Marshall, 2011; Ladd et al., 1999; O’Connor & McCartney, 2007; Shen et al., 2012; Wentzel et al., 2016). In other words, feeling special to key social partners and being cared by them develop positive emotions such as enthusiasm and make negative emotions such as anxiety less strong. On the other hand, if students feel unrelated to their key social partners, most likely they experience boredom and worry (Furrer & Skinner, 2003).

Considering different contexts such as family and school where individuals develop, interpersonal relationships with social key partners (e.g., parents, peers, and teachers) are of importance for their positive development at different stages (Davidson, 2009). Among these social partners, peer relationships are utmost important as teachers' and

parents' support because pupils and their peers start spending much more time together than they did before at school. When they have positive peer relationships, they feel more interpersonally related to them and build close relationships with their peers. It also helps them to experience a smooth transition from primary to middle school. They feel more engaged and fulfill their goals more likely. On the other hand, students who are ignored by their peers experience negative emotions such as feeling lonely and socially isolated. They do not want to be engaged with academic activities and in fact, they leave school (Furrer & Skinner, 2003). Therefore, feeling related to peers turn out to be an important matter in the academic domain.

When it comes to measuring relatedness to peers in educational settings, the most common way is to examine social acceptance by peers, in other words, likeability (Davidson, 2009). It is indicated that how much a student is accepted or ignored by peers in the classroom is related to students' engagement and academic performance (Furrer & Skinner, 2003). It can be said that students ignored or unaccepted by peers have hard times to build positive peer relationships as well as to learn and be motivated because of fewer opportunities (Davidson, 2009). On the other hand, when students perceive their peers as being caring and when they feel being accepted by peers, they get higher grades and more motivated (Wentzel & Watkins, 2002). These perspectives were supported by the study (Furrer & Skinner, 2003) on relatedness and students' engagement including emotional sides as well.

2.3.1 Research on Peer Relatedness and Achievement Emotions

In academic domain, relatedness and its roles have been explored both in the classroom and school settings. Mainly, the studies demonstrated that relatedness is interpreted by the quality of teacher-student and/or student-peer relationships, caring, acceptance, importance, and interpersonal support (Furrer & Skinner, 2003; Shen et al., 2012). Besides, those studies concluded that both relatedness to peers and teachers can predict pupils' motivation and learning including positive and negative affect, engagement, achievement values, and interest in school (Furrer & Skinner, 2003).

Considering relatedness to peers alone and its roles in engagement and emotions in educational settings, it can be interpreted that if the sense of relatedness (e.g., relatedness to peers, teachers) influence positive and negative emotions in educational settings, then there might be a role of peer relatedness in achievement emotions as well. Though there are not any studies investigating the relationship between peer relatedness and various achievement emotions in detail, there are still some studies supporting the possible relationship between peer relatedness and positive and negative emotional experiences by different subject domains such as mathematics, physics and physical education. There are also some others to support the possible relationships between these variables; however, they were not included any academic domains. For instance, Ahmed et al. (2010) investigated motivational beliefs consisting of competence beliefs and subjective value, and emotions including anxiety and enjoyment in relation to perceived social support from parents, peers, and teacher, and math achievement. There were 238 seventh grade students from the Netherlands who completed questionnaires, some of which were adopted from the AEQ-M. The findings indicated that students' motivational beliefs and emotions were facilitated by the perceived teacher, peer, and parental support. This also affects students' achievement in turn. When the results of perceived peer support in relation to beliefs and emotions were particularly taken into account, the study revealed that peer support was positively significantly associated with competence, interest, and enjoyment. In other words, when learners perceived their peers as supportive, they were more likely to feel competent, enjoyed, and interested in the class. On the other hand, there was no significant relationship between perceived peer support and math importance and anxiety.

Likewise math classes, there are some studies in the domain of physical education and sports, which investigated peer acceptance and friendship quality in relation to emotional responses. For instance, Cox et al. (2009) performed a study on teacher perceived emotional support and peer relationships (e.g., peer acceptance, friendship quality) and their roles in self-determined motivation, relatedness perceptions, and positive and negative affective outcomes such as enjoyment and worry in the field of

physical education. Participants of the study from the Midwestern US were 179 male and 232 female students in grades 6-8 who were applied an online questionnaire. The findings indicated that feeling connected played a role as a mediator in the relationship between self-determined motivation and teacher support, peer acceptance and friendship quality in physical education. In other words, perceived teacher support, feelings of acceptance by peers, and friendship quality among peers contribute to self-determined motivation as they feel related to those social key partners. Moreover, the findings revealed that feelings of relatedness were directly linked to positive and negative affective responses that students experienced. That means when students feel related in the class, they experience enjoyment more and worry less.

In addition, Ullrich-French and Smith (2006) carried out a study in Midwestern US on sports about youths' perceived relationships with their parents (parent-child relationship quality) and peers (friendship quality and peer acceptance), and their roles in motivational outcomes such as perceived competence, self-determined motivation, enjoyment, and stress. There were 186 youth soccer athletes in the study whose ages ranged from 10 to 14. A questionnaire with social relationship variables such as peer acceptance, friendship quality, father/mother relationship quality, and motivational outcomes variables were administered to the participants. Based on the results, the study concluded that higher enjoyment, perceived competence, self-determined motivation and lower stress were highly related to some of the social relationship variables, especially peer acceptance and friendship quality compared to parent-child relationship quality. More specifically, the more one feels accepted by his/her peers and experience a greater quality of friendships, the more s/he becomes motivated and experiences enjoyment.

On the other hand, there are some studies performed in the domain of Physics, which revealed the importance of relatedness in emotions. For example, Flunger, Pretsch, Schmitt, and Ludwig (2013) conducted a study investigating whether the influence of satisfaction of the basic needs stated in self-determination theory (autonomy, competence, and relatedness) on achievement emotions and situational interest in

Physics is moderated by domain-specific explicit need strength. The study only included joy and boredom in terms of achievement emotions. Self-report measures in the study were completed by 220 8th and 9th grade German students. The results emphasized that when students highly feel the need for autonomy, competence, and relatedness, the need satisfaction (e.g., feeling related to the classmates) has a positive influence on situational interest in Physics. On the other hand, the dissatisfaction of such needs caused negative consequences for some achievement emotions such as lower joy and higher boredom.

There are also some national and international studies concentrating on the sense of relatedness and social support in relation to emotions and emphasizing the importance of these factors in emotional experiences. However, these studies did not include any specific academic domains. To give an example, King (2015) conducted two longitudinal studies on adolescent students' sense of relatedness to parents, teachers, and peers. The aim of the study was to find out how sense of relatedness to parents, teachers, and peers were linked to engagement, disaffection, and achievement (Study 1), and well-being consisting of positive and negative affect (Study 2). The data were gathered from 848 secondary school students in the Philippines, having responded questionnaires, some of which were adopted from Sense of Relatedness Scale (Furrer & Skinner, 2003). Results of the second longitudinal study indicated that sense of relatedness was associated with both positive and negative affect. More specifically, the study stressed that peer relatedness was positively correlated with positive affect, which means students feeling related to peers experience more positive emotions (e.g., being excited) and less negative emotions (e.g., being upset).

Furthermore, Yıldırım, Gençtanırım, Yalçın and Baydan (2008) investigated predictors of test anxiety including perceived social support from friends. There were 505 high school students in Turkey who participated in the study. The findings revealed that perceived support from friends negatively significantly predicted test anxiety of learners. In other words, when learners perceived their friends as supportive, that helped them to alleviate high levels of test anxiety.

As it can be deduced from the findings of the research studies mentioned above, there seems to be a possible relationship between peer relatedness and emotions. Unfortunately, there are insufficient research studies to make sure the roles of peer relatedness in various achievement emotions in different academic domains such as foreign language classes rather than mathematics, physics and physical education.

2.4 Summary of Review of the Literature

The research studies in the relevant literature reviewed so far demonstrate that emotions in educational environments are significantly related to significant variables such as perceived teacher affective support and peer relatedness. More precisely, perceived teacher affective support predicts some of the achievement emotions (e.g., enjoyment, hopelessness, and anxiety) in different subject domains such as mathematics, and science. That is, students who experience high levels of teacher affective support have higher levels of enjoyment, but lower levels of hopelessness and anxiety. Moreover, peer relatedness seems to be a predictor of achievement emotions in different academic domains such as mathematics, physics and physical education. The variable is positively correlated with positive emotions (excitement, enjoyment, and joy) and negatively with negative emotions (upset, worry, anxiety and boredom). In other words, students who feel related to their peers experience more positive emotions and less negative emotions. However, the research studies in the related literature are still scanty to provide evidence of the roles of perceived teacher affective support and relatedness to peers in foreign language classes where emotions are seen of importance and various positive and negative emotions are experienced by language learners (Aragão, 2011; Bown & White, 2010; Garret & Young, 2009; Goetz et al., 2006; Goetz et al., 2008; Méndez López & Peña Aguilar, 2013; Pishghadam, Zabetipour, & Aminzadeh, 2016).

Despite an increasing trend in achievement emotions and their determinants, there is still a lack of research studies particularly in Turkey, which investigate the roles of less examined contextual and environmental determinants of achievement emotions. In

addition to that, the studies should focus on achievement emotions regarding gender and grade level variables as the relevant literature has not come up with consistent results yet. Moreover, as Pekrun's (2006) theory indicates domain-specificity of achievement emotions, studies should concentrate on different subject domains other than mathematics and science. Therefore, the aim of the current study was to examine the role of perceived teacher affective support and relatedness to peers in achievement emotions of middle school students in EFL classrooms with respect to gender and grade levels.

CHAPTER III

METHOD

This chapter aims at presenting the research methodology of the current study in detail. To begin with, both the design of the study and the research questions regarding the purpose of the present study are given. Then, the description of each variable in the study is presented separately. After that, participants of the study, data collection instruments, and procedures, as well as data analysis are discussed in different sections. Finally, in the very last section of the research methodology, limitations and assumption of the present study are explained.

3.1 Design of the Study

This study was designed as a correlational study as the relationships among three quantitative variables were examined for understanding the degree of relationship among the variables without manipulating them (Fraenkel, Wallen, & Hyun, 2015).

The aim of the study was to find out any relationship between achievement emotions, perceived teacher affective support, and relatedness to peers for middle school students in English classes. The quantitative variables were achievement emotions, which was criterion variable in the study, perceived teacher affective support, and relatedness to peers, which were predictive variables in the study.

Data were gathered from the fifth, sixth and seventh grade students who were studying at private middle schools located in Ankara. Achievement Emotions Questionnaire-Mathematics (*AEQ-M*; Pekrun, Goetz, & Frenzel, 2005), Perceived Teacher Affective Support Scale (*PTAS*; Sakız, 2007), and Relatedness to Peers Scale (Furrer & Skinner, 2003) were the data collection instruments.

3.2 Research Questions

The research questions of the study are as follows;

- 1) How do achievement emotions differ by gender and grade level?
- 2) How well do perceived teacher affective support and sense of relatedness to peers predict achievement emotions of middle school students in EFL classrooms?
- 3) How well do perceived teacher affective support and sense of relatedness to peers predict achievement emotions of middle school students in EFL classrooms by grade level?

3.3 Variables in the Study

Achievement Emotions for English subject matter: This is the dependent variable, whose scale of measurement is considered interval. The variable was measured by Achievement Emotions Questionnaire for Mathematics (*AEQ-M*) developed by Pekrun et al. (2005) and adapted to Turkish by Çalık (2014). Before implementing the scale, the subject matter, mathematics, was changed into English subject matter. This scale includes seven dimensions, which are enjoyment, pride, anger, anxiety, shame, hopelessness, and boredom. As it has more than one dimension, mean scores were computed for each dimension separately. Accordingly, higher scores on each dimension refer to a high level of emotions in each dimension that students have.

Gender: This is the independent variable, whose scale of measurement is considered nominal. It has two levels as female and male.

Grade level: This is the independent variable, whose scale of measurement is described ordinal. It has three levels in the present study: fifth, sixth and seventh graders.

Perceived Teacher Affective Support: This is the independent variable, whose scale of measurement is considered interval. The variable was measured by Perceived Teacher Affective Support (*PTAS*) scale originally developed by Sakız (2007) in English and

adapted to Turkish by Sakız (2011). The scale has only one dimension. Higher scores on the scale demonstrate high teacher affective support perceived by students.

Relatedness to Peers: This is the independent variable, whose scale of measurement is described interval. The variable was measured by Relatedness to Peers Scale developed by Furrer and Skinner (2003) and adapted into Turkish by the researcher. The scale consists of one dimension with four items. Higher scores on the scale show a high level of peer relatedness.

3.4 Participants of the Study

The target population of the current study consisted of middle school students who studied at private schools in Ankara. However, the eighth grade students were not included in the study. The reason was that the data collected were not enough in number because most of the eighth grade students were not in school the week after taking the TEOG exam. Therefore, the study was limited to the fifth, sixth, and seventh grade students at private schools in Ankara.

The accessible population of the study was identified as the fifth, sixth, and seventh grade students studying at four different private schools from two central districts in Ankara: Çankaya and Yenimahalle. There were two reasons why the private schools were selected for the study. The first reason was the number of hours English language teachers and students spend together was higher in private schools compared to public schools (Kulaksızoğlu, Çakar, & Dılmaç, 1999). It was stated that it becomes difficult to build trustworthy relationships in middle school because of very limited time teachers and students spend together (Bergin & Bergin, 2009). But, the close and trustworthy relationships between pre and primary school teachers and students are easily built, which enables students to have higher grades, develop positive behaviors towards school, participate in classes more and so on (Birch & Ladd, 1997; Hamre & Pianta, 2001). This all means that the number of hours teachers and students spend together matters in order to build trustworthy relationships and experience different

emotions. In public schools, 5th and 6th grade students have English classes for three hours a week, and 7th and 8th grade students have these classes for four hours a week. However, in private schools, these hours extend and reach at least 10 hours a week. Therefore, private school students who have more English language classes were selected for the study. The second reason was the intention to control the school type variable so that internal validity threats could be prevented.

Since it was not possible to have a random sample of individuals, cluster random sampling was used in the study (Fraenkel et al., 2015). According to National Education Statistics Formal Education 2015/2016, there are 171 private middle schools located in Ankara consisting of 53,641 students, of which 44.3% are males (Ministry of National Education [MoNE], 2016). To be able to make sure of representativeness of the accessible population, the number of schools according to the districts was taken into account. Four schools were randomly selected from Çankaya (n = 3) and Yenimahalle (n = 1) as there are more schools in Çankaya district compared to Yenimahalle district. Both the number of items on the scales and the accessible population size were considered to identify the minimum number of the participants. Data were collected from 810 private middle school students from the fifth, sixth, and seventh grade students. There were 417 female students (51%) while there were 397 male students (49%) in the study. Besides, there were 272 fifth grade students forming 33.6% of the sample, 263 sixth grade students constituting 32.5% of the sample, and 275 seventh grade students comprising 34% of the sample. Table 3.1 represents the characteristics of the participants in the study regarding district, gender and grade level.

Table 3.1

Frequency Distributions and Proportions of the Participants Regarding District, Gender, and Grade Level (n = 810)

	Frequency (f)	Percent (%)
District		
Cankaya	648	80
Yenimahalle	162	20
Gender		
Female	417	51
Male	397	49
Grade levels		
5 th grade	272	33.6
6 th grade	263	32.5
7 th grade	275	34

3.5 Data Collection Instruments

Three different instruments were used to collect data in the current study. These are Achievement Emotions Questionnaire (*AEQ*) for English subject matter, Perceived Teacher Affective Support (*PTAS*) Scale, and Relatedness to Peers Scale. In addition, demographic information about participants (e.g., gender and grade level) was asked.

3.5.1 The Achievement Emotions Questionnaire for English Subject Matter (*AEQ-E*)

The Achievement Emotions Questionnaire (*AEQ*) as the original scale with nine emotions was developed by Pekrun, Goetz, and Perry (2005). Then, related items to pupils' emotions in grades from 5 to 10 were derived from the scale in order that it could be adopted to different subject matters at schools (e.g., Mathematics) (Pekrun et al., 2005). The scale for Mathematics was adapted into the Turkish Language by Çalık (2014). In this study, the name of the subject matter- mathematics in the adapted scale was replaced with the English subject matter to evaluate pupils' achievement emotions in the English language classes.

The AEQ as a self-report instrument has a five-point Likert type scale. It ranges from 'strongly disagree' to 'strongly agree'. The scale includes 60 items examining seven different emotions, which are enjoyment, pride, anger, anxiety, shame, hopelessness, and boredom (Pekrun et al., 2005). Sample items are as follows for each emotion dimension: "I look forward to my English language class" (Enjoyment, item 1); "After an English language test, I am proud of myself" (Pride, item 50); "I get angry because the material in English language is so difficult" (Anger, item 13); "When thinking about my English language class, I get nervous" (Anxiety, item 2); "After taking a test in English language, I feel ashamed" (Shame, item 52); "During the English language test, I feel hopeless" (Hopelessness, item 42); "Just thinking of my English homework assignments makes me feel bored" (Boredom, item 18). This multidimensional scale incorporates three sections referring to different emotions that students experience when they attend classes (class-related emotions involving 18 items), study and do homework (learning-related emotions involving 19 items), and take tests and exams (test-related emotions involving 23 items). Furthermore, each section in the scale is divided into three different parts as before class/studying/taking the test-exam, during class/studying/taking the test-exam and after class/studying/taking the test-exam to assess emotional feelings experienced in different time intervals.

Confirmatory Factor Analysis (CFA) was conducted by Pekrun, Goetz, Frenzel, Barchfeld, and Perry (2011) to examine the multidimensional structure of the AEQ. The results pointed out that nine different emotions are experienced by students. Compared to the one-factor model with a poor fit ($\chi^2 (252) = 5647.78$, GFI = .42, CFI = .81, RMSEA = .025), the nine-emotion factor model presented a better fit but still not satisfactory ($\chi^2 (217) = 2349.25$, GFI = .64, CFI = .92, and RMSEA = .017). When both the differences between achievement emotions and these emotions occurring in achievement settings are taken into consideration, the achievement emotions and the relationships among these emotions were explained better with the two-facet emotion x setting model illustrating a reasonable fit ($\chi^2 (134) = 370.78$, GFI = .92, CFI = .99, and RMSEA = .07) (Pekrun et al., 2011). Though the factorial structure of the Achievement Emotions Questionnaire was tested by Pekrun et al. (2011), CFA was

not conducted for AEQ for Mathematics and the other subject matters. There were only reliability estimates presented by Pekrun et al., (2005). The Cronbach alpha coefficients for seven emotions were as follows; $\alpha = .90$ for enjoyment with 10 items, $\alpha = .87$ for pride with 6 items, $\alpha = .88$ for anger with nine items, $\alpha = .92$ for anxiety with 15 items, $\alpha = .84$ for shame with 8 items, $\alpha = .89$ for hopelessness with 6 items, and $\alpha = .89$ for boredom with 6 items (Pekrun et al., 2005).

In the current study, the Achievement Emotions Questionnaire- Mathematics adapted into the Turkish language by Çalık (2014) was used by changing the name of the subject matter as English subject matter. In this way, it was aimed to measure achievement emotions that students experience in English language classes. Çalık (2014) also performed CFA to find out if the suggested model with seven emotions fits the data by providing the latent relationships between indicators (items on the scale) and factors (the seven latent variables). By using data collected in both pilot study and main study and by eliminating some of the items, the results of a seven-factor model indicated an acceptable fit, whose fit indices are as follows: CFI = .90, NNFI = .90, and RMSEA = .05. Cronbach Alpha coefficients were as following: $\alpha = .92$ for enjoyment, $\alpha = .89$ for pride, $\alpha = .91$ for anger, $\alpha = .89$ for anxiety, $\alpha = .81$ for shame, $\alpha = .89$ for hopelessness, and $\alpha = .88$ for boredom (Çalık, 2014).

Considering both the requests by the Ministry of Education (MoNE) and suggestions by Çalık (2014), 52 items out of 60 were included in the current study.

3.5.2 Perceived Teacher Affective Support (PTAS) Scale

Perceived Teacher Affective Support (*PTAS*) Scale was a self-report instrument which was both developed and used for the dissertation by Sakız (2007). It includes nine items in English language after some necessary exclusions. Then, a 12-item scale was developed and adapted to the Turkish language by Sakız (2011) to measure both primary and secondary school students' perceived teacher affective support. The scale aims at finding out teachers' affective behaviors such as caring, fair treatment,

encouragement, high expectations, valuing, concern for and interest in students, respect and listening perceived by students in the classroom. In the 12-item scale, the nine items were adapted from the dissertation (Sakız, 2007), and the rest three items were included regarding theory and the related research (Sakız, 2011).

In the scale, students respond each item on a 5-point rating scale, which ranges from 1 'not at all true' to 5 'completely true.' The sample items are as follows: "My teacher encourages me at times when I don't do well in class," "My teacher really cares about me," and "My teacher recognizes and appreciates when I am good at something." Reliability estimate of the scale was found .88 (Sakız, 2011). Though Sakız (2007) provided validity evidence for the nine-item scale (CFI = .99, TLI = .99, RMSEA = .09), it was not provided for the 12-item scale.

3.5.2.1 Pilot Study of Perceived Teacher Affective Support (PTAS) Scale

The pilot study was conducted through pre-test and post-test with a two-week time interval to provide evidence on test-retest reliability of the PTAS scale in Turkish. Data were gathered from one private middle school in Yenimahalle. The 12-item scale was applied to 37 students at seventh and eighth grades. 19 of the participants were female while the rest was males.

Two-week test-retest reliability coefficient was .87, estimated through Pearson correlation. Furthermore, internal consistency estimated by Cronbach's alpha was .96 for pre-test and .98 for post-test.

3.5.3 Relatedness to Peers Scale

Relatedness to Peers Scale was a subscale in Sense of Relatedness Scale developed by Furrer and Skinner (2003) to assess the degree of relatedness students have towards their parents, teachers, and peers. In this subscale, though relatedness to peers was

divided into two sections as classmates and friends with four items for each, the current study focuses on classmates only as peers regarding the purpose of the study.

The scale has four self-report items with a four-point rating scale, which ranges from 1 'not at all true' to 4 'very true.' The sample item is "When I'm with my classmates, I feel accepted." Furrer and Skinner (2003) reported Cronbach's Alpha Coefficient .81 in the study with 641 participants from third to sixth grades in an elementary school. The adaptation process and the pilot study of the scale are presented in the next sections.

3.5.3.1 Adaptation Process of Relatedness to Peers Scale

The Relatedness to Peers Scale was adapted to Turkish by considering the scope of the present study. While the scale was being adapted, following steps were taken into account. To begin with, the items in the scale were translated from English to Turkish by three different English language instructors speaking English fluently and accurately. Then, the items were translated back into English by three other English language instructors. Finally, the original version of the items as well as back translated version were investigated by the researcher, and the translated items to be used in the study were identified.

3.5.3.2 Pilot Study of Relatedness to Peers Scale

In order to provide evidence on reliability of the Relatedness to Peers scale, the pilot study was performed. Data were gathered from one private middle school in Yenimahalle. The 12-item scale was administered to 37 seventh and eighth grade students. The length of the test-retest interval was two weeks. The Pearson correlation coefficient for test-retest reliability was .73 ($p < .01$). Cronbach alpha coefficient was .55 for pre-test and .63 for post-test. The fact that negatively and positively worded items were in a mixed order might be the reason for the low Cronbach alpha level.

That is why, in the main study, the orders of the items 2 and 3 were changed in the way that positively worded items followed each other.

3.6 Data Collection Procedures

In order to carry out the current study the required permissions were received both from METU Human Subjects Ethics Committee and Ministry of National Education (MoNE). Some items were deleted and some were revised at the request of MoNE. Right after the permissions were taken, a pilot study including pre-and post- tests was performed with 37 private middle school students at 7th and 8th grades. The students having participated in the pilot study had the similar background of the target population. Hereby, Relatedness to Peers Scale, adapted to Turkish by the researcher, and Perceived Teacher Affective Support (*PTAS*) Scale, adapted to Turkish by Sakız (2011), were included in the pilot study so that psychometric characteristics could be examined. Then, the main study was carried out with 810 private middle school students at 5th, 6th and 7th grades during the second term of 2015-2016 school year.

It took almost twenty minutes for the participants to answer the questions in the scales. Besides, the researcher and teachers were present in the classes during the administration to observe students carefully. Then, all the participants were informed about the current study, its purpose, the data collection instruments and their administration process in detail. Participants were also reminded that they were asked to participate in the study voluntarily and they had a right to withdraw from the study at any time. Furthermore, they were notified that the identity of participants would be anonymous, any data collected would be confidential and no one else would be able to access the data except the researcher. The students were asked to read and answer questions of each scale carefully and independently.

3.7 Data Analysis

Data analysis was conducted in terms of both descriptive and inferential statistics by using IBM SPSS 22 for windows. Before these statistics, missing data analysis was performed. According to the results, there were no missing values for Perceived Teacher Affective Support (PTAS) and Relatedness to Peer Scales. However, there were three items missing in Achievement Emotions Questionnaire for English subject matter (AEQ-E) and missing value percentages did not exceed 1%. Then, the matter of randomness was checked since the pattern of missing data was more essential compared to missing data amount (Tabachnick & Fidell, 2014). Statistically significant result was found out for AEQ, which indicated missing data was not completely at random ($p < .05$). To deal with this serious matter, deletion of cases was not an appropriate choice. Instead, mean substitution was used for AEQ because of very small missing value proportions (Tabachnick & Fidell, 2014).

On the other hand, Confirmatory Factor Analysis was performed via AMOS 24 (Arbuckle, 2016) in order to examine the seven-factor model of AEQ-M suggested by Pekrun et al., (2005), and confirmed by Çalık (2014), as well as the one-factor model of Perceived Teacher Affective Support (PTAS). As Hair, Black, Babin and Anderson (2010) stated, there should be five or more items for each factor to examine the proposed structure through factor analysis. Therefore, CFA was not run for Peer Relatedness scale as the scale only has four items.

The Chi square (χ^2) statistics, and both absolute fit indices (e.g., RMSEA) and incremental fit indices (e.g., CFI and NNFI) are mainly chosen to estimate the model fit in CFA. Hence, these aforementioned statistics and indices were taken into account in the present study. As the chi square statistics can be affected by sample size (Tabachnick & Fidell, 2014), different fit indices are suggested to be reported besides the chi square statistics. These are Root Mean Square Error of Approximation (RMSEA), which is absolute fit index examining the discrepancy between the model that is suggested and the covariance matrices that exist, and Comparative Fit Index

(CFI) and Non-Normed Fit Index (NNFI), which are incremental fit indices (Byrne, 2009). The values of RMSEA should be .06 or less for a good-fitting model (Hu & Bentler, 1999). Also, it should not be greater than .10 as the value greater than .10 indicates a poor-fitting model (Browne & Cudeck, 1993). In addition to RMSEA values, CFI and NNFI values should be greater than .95 for a good-fitting model (Hu & Bentler, 1999). In addition to construct validity of the scales in the study, the matter of internal consistency was taken into consideration. Reliability was tested through Cronbach Alpha coefficients.

Descriptive statistics were also reported so that the similarities and differences in terms of gender and grade level could be found out by calculating mean scores and standard deviations of the sample. The frequency distributions and proportions of the participants were examined as well.

Besides descriptive statistics, two-way multivariate analysis of variance (MANOVA) was conducted after its assumptions such as independent observations, absence of outliers, univariate and multivariate normal distributions, homogeneity of variance-covariance matrices, linearity among dependent variables, and absence of multicollinearity test (Hair et al., 2010; Tabachnick & Fidell, 2014), were checked. In this way, it was investigated whether there are any gender and/or grade level effects on achievement emotions in English language classes.

Lastly, canonical correlation analysis was performed for the second research question so that the relationship between two sets of variables, achievement emotions as the first set and perceived teacher affective support and peer relatedness as the second set, could be identified. In addition, to answer third questions 'How well do perceived teacher affective support and sense of relatedness to peers predict achievement emotions of middle school students in EFL classrooms by grade level?' three separate canonical correlation analyses were performed. Before conducting the canonical correlation, its assumptions which are normality, linearity, homoscedasticity, absence

of outliers, and absence of multicollinearity (Tabachnick & Fidell, 2014), were examined.

3.8 Limitations of the Study

There are several limitations of the current study that should be taken into account. To begin with, this is a correlational study investigating the relationship between achievement emotions for English subject matter, perceived teacher affective support, and relatedness to peers. Therefore, it is not possible to have cause and effect inferences. Besides, the current study investigates students' own perceptions by using self-report scales. Because of social desirability bias, the students might not present their own ideas and feelings. They also might have different emotional processes during the administration of the data collection instruments. Moreover, the present study is limited to the private middle school students from the fifth, sixth and seventh grades. It is also limited to English subject matter. Hence, the findings cannot be generalized to other educational settings, grade levels, and subject matters. In addition to that, it is not possible to generalize findings to the other cities in Turkey as well as all districts in Ankara because of the fact that students living in different cities might have different backgrounds in respect to socioeconomic status, ethnicity and cultures. As a result of that, the findings can be generalized to the aforementioned districts in Ankara, which limits the ecological generalizability issue of the current study.

3.9 Assumptions of the Study

The assumptions of the present study were as follows: (a) standard conditions were provided to the participants when the data collection instruments were applied; (b) all the items in the data collection instruments were correctly deduced by the participants; (c) the participants sincerely answered the questions without any social desirability bias; (d) the participants responded the questions in the instruments by reflecting their own ideas without any influence of other participants.

CHAPTER IV

RESULTS

The aim of this chapter is to present findings utilizing descriptive and inferential statistics of the study in respect of the research questions. The first section points out validity and reliability of instruments used in the current study. The following section demonstrates the results of descriptive statistics. Then, the next sections present the results of Multivariate Analysis of Variance (MANOVA) conducted to answer the research question 1, and Canonical correlation performed to answer the research questions 2 and 3 so that the relationship among perceived teacher affective support, relatedness to peers and achievement emotions in EFL classrooms could be investigated in detail. Besides, the required assumptions of aforementioned statistical analyses are estimated and the related results are given in these sections.

4.1 Psychometric Characteristics of the Scales

Achievement Emotions Questionnaire for English subject matter (AEQ-E), Relatedness to Peer Scale, and Perceived Teacher Affective Support (PTAS) Scale were applied in the present study to identify any relationships among the variables. The factorial structures of two instruments in the study, AEQ for English subject matter and PTAS Scale, were tested by conducting Confirmatory Factor Analysis (CFA) so that both instruments could be supported with construct related evidence of validity. Nevertheless, Relatedness to Peers Scale was not tested by CFA because the scale includes only four items. As in the related literature, to investigate a proposed structure through factor analysis each factor should have at least five items (Hair, Black, Babin, & Anderson, 2010).

4.1.1 Validity and Reliability Analyses of Achievement Emotions Questionnaire for English Subject Matter (AEQ-E)

Confirmatory Factor Analysis (CFA) was conducted using Analysis of Moment Structures (AMOS 24) (Arbuckle, 2016). Maximum likelihood, which enables pairs of nested models to be tested and compared (Tabachnick & Fidell, 2014), was the chosen estimation to validate the proposed factorial model of AEQ-E with seven dimensions; enjoyment, shame, anger, pride, boredom, hopelessness, and anxiety. With the measurement model specified and estimated, assessing measurement model validity was done through absolute fit indices such as Root Mean Square Error of Approximation (RMSEA), and incremental fit indices such as Comparative Fit Index (CFI) and Non-Normed Fit Index (NNFI). In this way, acceptable levels of goodness-of-fit for the model was established and an evidence of construct validity was found out (Hair et al., 2010).

Before starting CFA, assumptions such as normality on univariate and multivariate levels were checked. On the univariate level of normality, skewness and kurtosis values were under 3 and 10 respectively, which indicated the distribution was normal (Kline, 2011). In addition, the graphical plots such as histograms and Q-Q plots were assessed to make sure normality was not violated (Hair, et al., 2010). The histograms of different dimensions in AEQ-E seemed to be positively or negatively skewed although Q-Q plots showed evidence of normality. Nevertheless, it is stated that a subjective decision in terms of the number and width of the intervals can be made based on how histograms appear (NCSS Statistical Software, 2016). Therefore, the histograms could have inferred subjectively by the researcher. On the other hand, multivariate normality was performed. On that level of normality, Mardia's test value was significant, which means the normality was violated. Therefore, item parceling was performed for each factor as a solution to multivariate non-normality (Little, Cunningham, Shadar, & Widaman, 2002; Williams & O'Boyle, 2008).

To be able to parcel the items, the dimension of the items needs to be determined first. Otherwise, it becomes “an unwarranted practice” for the constructs, which do not present any dimensionality in the literature (Little et al., 2002, p. 165). Then, the unidimensionality and multidimensionality of items should be checked. If there is unidimensional structure, parceling items can be considered (Bandalos & Finney, 2001), which enables item parceling to be effective (Little et al., 2002). Otherwise, using parcels would cause factor structure to obscure, and estimates and fit indices to be biased (Bandalos, 2002, 2008; Hall, Snell, & Singer-Fout, 1999; West, Finch, & Curran, 1995). AEQ-E, as stated in the literature, has seven dimensions. Each dimension is a construct, which has its own unique items. Any items going under a construct are not related to the other constructs in the questionnaire. Therefore, it can be said that there is unidimensionality of items in AEQ and item parceling can be an effective method to use. As a next step, the mean scores of items in AEQ-E were calculated to form indicators called parcels (Williams & O’Boyle, 2008). Then, the items were grouped according to which dimension they belonged to, and how many parcels were needed for each factor was estimated. Each parcel can have at least 2 items (Bandalos, 2002). In the present study, the following parcels were created: enjoyment dimension with 9 items in 3 parcels; pride with 5 items in 2 parcels; anger with 8 items in 2 parcels; anxiety with 11 items in 3 parcels; hopelessness with 5 items in 2 parcels; boredom with 6 items in 2 parcels, and shame with 8 items in 2 parcels. In a study being conducted on the effects of parceling, simulated data were used to see whether CFA solutions could change depending on two (six-item), three (four-item), four (three-item), or six (two-item) parcels (Marsh, Hau, Balla, & Grayson, 1998). Results showed that the solutions based on these parcels offered proper solutions compared to individual items, which were two, three, four or six. Therefore, it seemed that the number of items assigned into each parcel in the present study was appropriate. Next, it should be decided in which parcel the items of a specific construct will be. By using item-to-construct balance, the first two or three items with the highest mean scores were assigned into the first items in each parcel. Then, in an inverted order the next items with the highest mean scores were included in the parcels. This went on till

all the items were assigned into a parcel (Little et al., 2002; Williams & O’Boyle, 2008). In this way, balanced parcels were built (Little et al., 2002).

After items were parceled according to the seven factors in the model, CFA was performed. The chi-square was statistically significant ($\chi^2(83) = 318.931, p < .001$). Then, CFI, NNFI, and RMSEA were investigated to find out the model fit. The values of CFI, NNFI, and RMSEA were .98, .97 and .06 respectively. This indicated a good-fitting model (Hu & Bentler, 1999). Besides, standardized regression weights of each parcel in the model were significant, as illustrated in Table 4.1. The standardized regression weights ranged between .84 to .88 for enjoyment, .89 and .91 for pride, .90 and .91 for anger, .80 to .90 for anxiety, .86 and .91 for boredom, .82 and .89 for hopelessness, and .83 and .86 for shame.

Table 4.1.

Factor Loadings of Items for AEQ-E

Dimension	Parcels	Standardized estimates
Enjoyment	P1	.88
	P2	.84
	P3	.84
Pride	P1	.91
	P2	.89
Anger	P1	.90
	P2	.91
Anxiety	P1	.80
	P2	.87
	P3	.90
Boredom	P1	.91
	P2	.86
Hopelessness	P1	.89
	P2	.82
Shame	P1	.83
	P2	.86

Reliability coefficients of emotion subscales were also estimated. Cronbach alpha coefficients were .82 and above for each dimension as presented in Table 4.2.

Table 4.2.

Reliability Coefficients of Emotion Subscales

Emotion subscales	Number of items	Cronbach alpha coefficients
Enjoyment	9	.88
Pride	5	.87
Anger	8	.89
Anxiety	11	.89
Boredom	6	.86
Hopelessness	5	.87
Shame	8	.82

4.1.2 Validity and Reliability Analyses of Perceived Teacher Affective Support (PTAS) Scale

CFA was conducted to test the model fit of Perceived Teacher Affective Support (PTAS) Scale with one dimension via AMOS 24 (Arbuckle, 2016). The results demonstrated a significant chi-square statistics $\chi^2 (52) = 343.333$, $p < .001$. Then, absolute fit indices such as RMSEA, and incremental fit indices such as CFI and NNFI were investigated and the following values were found out: RMSEA = .08, CFI = .96, NNFI = .95. The value of RMSEA did not indicate a good-fitting model since the value was not .06 or less (Hu & Bentler, 1999). It did not show a poor-fitting model either because it was not larger than .10 (Browne & Cudeck, 1993). Therefore, it seemed to be a fair fit of the model. When considering the results of CFI and NNFI, they revealed a good-fitting model because of values of .95 and above (Hu & Bentler, 1999). Besides, the standardized regression weights of each item in the scale ranged from .65 to .89, which were significant as presented in Table 4.3.

Table 4.3.

Factor Loadings of Items for PTAS

Item	Standardized estimates
Item 1	.71
Item 2	.85
Item 3	.82
Item 4	.87
Item 5	.80
Item 6	.77
Item 7	.87
Item 8	.68
Item 9	.77
Item 10	.65
Item 11	.89
Item 12	.78

In addition, Cronbach alpha coefficient of the PTAS scale was estimated as .95, which revealed an acceptable overall reliability of the scale as it needs to be at least .7 and above (Fraenkel, Wallen, & Hyun, 2015).

4.1.3 Reliability Analysis of Relatedness to Peers Scale

Cronbach alpha coefficient of the Relatedness to Peers Scale (*RPS*) was found to be .74, which indicated an acceptable overall reliability of the scale since the value was higher than .7 (Fraenkel et al., 2015).

4.2 Descriptive Statistics

Descriptive statistics was conducted to examine the profiles of participants in terms of achievement emotions for English subject matter, perceived teacher affective support, and relatedness to peers. Mean scores and standard deviations are presented in Table 4.4.

Table 4.4.

Descriptive Statistics for AEQ-E, PTAS, and RPS

<i>Variables</i>	<i>M</i>	<i>SD</i>
Achievement emotions ¹		
Enjoyment	3.46	0.96
Pride	3.62	1.09
Anger	1.77	0.94
Anxiety	2.30	0.99
Shame	1.98	0.91
Hopelessness	2.11	1.15
Boredom	2.22	1.07
Perceived teacher affective support ¹	4.01	1.01
Relatedness to peers ²	3.32	0.67

Note. ¹Ratings were on a 5-point scale. ²Ratings were on a 4-point scale

When the scores of positive emotions were compared, it was seen the mean value of pride ($M = 3.62$) was greater than the mean value of enjoyment ($M = 3.46$). Considering negative emotions, anxiety mean score ($M = 2.30$) was the highest among all negative emotions. Then, the other negative emotions came in the following order: boredom ($M = 2.22$), hopelessness ($M = 2.11$), shame ($M = 1.98$), and anger ($M = 1.77$). When taking both positive and negative emotions into account, the results revealed that compared to the mean values of negative emotions, positive emotions scores were higher.

Furthermore, the mean and standard deviation scores were found out for relatedness to peers and perceived teacher affective support. Perceived teacher affective support was high with a mean value of 4.01. On a 4-point scale, the mean value of peer relatedness ($M = 3.32$) was also higher at the end of the scale.

4.3 Multivariate Analysis of Variance (MANOVA) for Achievement Emotions Questionnaire for English Subject Matter (AEQ-E)

Two-way (2 x 3) Multivariate Analysis of Variance (MANOVA) was performed via SPSS 22 so as to find an answer for the first research question in the present study: “How do achievement emotions differ by gender and grade level in middle school?” There were two levels of gender as male and female, and three grade levels as 5th, 6th and 7th grades, which were independent variables in the study. On the other hand, achievement emotions with seven dimensions (enjoyment, pride, anger, anxiety, boredom, hopelessness, and shame) were dependent variables. Instead of preferring Analysis of Variance (ANOVA) which neglects to estimate any relationships among dependent variables (Field, 2009), MANOVA was used for multiple dependent variables (achievement emotions) and independent variables (gender and grade level) so that the increase of Type 1 error could be under control and the relationship between dependent variables in the study could be also found out.

4.3.1 Multivariate Analysis of Variance (MANOVA) Assumptions

MANOVA has several essential assumptions to be considered before running it. These are as follows: independent observations, absence of outliers, univariate and multivariate normal distributions, homogeneity of variance-covariance matrices, and absence of multicollinearity (Hair et al., 2010; Tabachnick & Fidell, 2014).

First of all, observations were independent. The researcher and the class teachers were in the classroom during the data collection procedure.

Second, for univariate outliers, z scores of each item in the questionnaire were calculated. According to the results, there were not any univariate outliers since the z scores did not exceed 3.29. Then, Mahalanobis Distance (D^2) was measured to find out multivariate outliers. The critical value was 89.27 ($df = 52, p = .001$). The results revealed 105 cases as multivariate outliers since they exceeded that value. These cases

were not eliminated since Mahalanobis distance can cause either a real outlier to be masked or a normal case to seem an outlier (Tabachnick & Fidell, 2014).

Third, univariate normality was estimated through the values of skewness and kurtosis, some statistical tests such as Kolmogorov-Smirnov and Shapiro-Wilk, and graphical plots such as histograms and Q-Q plots. According to the skewness and kurtosis values, there was a normal distribution in the data since the values were between -3 and +3. However, Kolmogorov-Smirnov and Shapiro-Wilk results were significant, which indicated non-normality in the data. It is stated that such tests are sensitive to the size of sample in studies (Field, 2009). Therefore, these results can be expected. Besides, histograms and Q-Q plots were examined. Though histograms of each achievement emotions seemed positively or negatively skewed, Q-Q plots did not show enough evidence of non-normality. In addition to univariate normal distribution, multivariate normality was tested via Mardia's test. The result was significant ($b_2p = 80.36, p < .001$), revealing non-normality in the data. This situation can occur as the sample size gets larger (Hair et al., 2010; Kline, 2011). Although there are some concerns of non-normality in the data, it is reasonable to continue with the analysis, as sample size was large. MANOVA is reported to be fairly robust to deviations from normality with respect to Type I error rate, particularly with large sample sizes (Stevens, 2002).

Fourth, homogeneity of variance and covariance matrices were investigated through Levene's test and Box's M test respectively. Levene's test (as presented in Table 4.5) showed that homogeneity of variance was violated for four achievement emotion dimensions: enjoyment, pride, anger, and boredom. As the scores for these dimensions show similar variation with SDs ranging between 0.94 and 1.07 (See Table 4.4) and as the sample sizes are large, findings were deemed tenable.

Table 4.5

Levene's Test Results of Achievement Emotions for English Subject Matter

Achievement emotions	<i>F</i>	<i>df1</i>	<i>df2</i>
Enjoyment	2.48*	5	804
Pride	4.20*	5	804
Anger	6.31*	5	804
Anxiety	1.96	5	804
Shame	0.90	5	804
Hopelessness	2.09	5	804
Boredom	3.18*	5	804

* $p < .05$

Then, Box's M test was checked for the homogeneity of covariance. The Box's M result (266.830, $p < .001$) was significant, revealing heterogeneity of covariance. Nevertheless, Box's M test is sensitive to large sample size as well as deviations from multivariate normality (Field, 2009). Therefore, one of the most robust test statistics which is Pillai's trace was selected (Field, 2009).

As the last assumption, absence of multicollinearity was checked via correlation coefficients, tolerance and variance inflation factor (VIF). No concerns appeared for multicollinearity as the values for the relationship among achievement emotions were not greater than .90 (Field, 2009) as illustrated in Table 4.6. Besides, the tolerance values ranged from .22 to .58, which were greater than .10. VIF values ranged from 1.72 to 4.48, which were less than 10. These results revealed absence of multicollinearity in the dependent variables (Myers, 1990).

Table 4.6

Correlation Coefficients for the Relationship Among Achievement Emotions

Dimensions	1	2	3	4	5	6	7
1.Enjoyment	-						
2.Pride	.70*	-					
3.Anger	-.64*	-.51*	-				
4.Anxiety	-.41*	-.53*	.50*	-			
5.Boredom	-.76*	-.55*	.79*	.47*	-		
6.Hopelessness	-.45*	-.56*	.57*	.86*	.51*	-	
7.Shame	-.31*	-.45*	.45*	.76*	.38*	.72*	-

* $p < .01$ **4.3.2 MANOVA Results of AEQ- E by Gender and Grade Level**

The descriptive statistics results including mean values and standard deviations for achievement emotions by gender and grade level were given in the Table 4.7. There were 397 male and 417 female participants included in the analysis. Besides, there were 272 5th grade students, 263 6th grade students and 275 7th grade students participated in the analysis.

Table 4.7.

Descriptive Statistics Results of Achievement Emotions by Gender and Grade Level

Variable	<i>Mean (SD)</i>		<i>Mean (SD)</i>		
	Male	Female	5 th grade	6 th grade	7 th grade
Enjoyment	3.40 (0.94)	3.51 (0.99)	3.73 (0.91)	3.36 (1.05)	3.29 (0.88)
Pride	3.60 (1.06)	3.64 (1.12)	3.75 (0.99)	3.56 (1.21)	3.54 (1.06)
Anger	1.85 (0.94)	1.69 (0.94)	1.60 (0.81)	1.91 (1.08)	1.80 (0.90)
Anxiety	2.28 (0.99)	2.30 (1.01)	2.24 (0.91)	2.36 (1.05)	2.28 (1.03)
Boredom	2.27 (1.04)	2.17 (1.11)	2.00 (0.95)	2.29 (1.17)	2.36 (1.06)
Hopelessness	2.11 (1.12)	2.10 (1.19)	2.01 (1.06)	2.20 (1.23)	2.12 (1.17)
Shame	1.98 (0.89)	1.99 (0.93)	1.98 (0.89)	2.14 (0.94)	1.84 (0.88)

The results revealed that when the positive emotions were considered, enjoyment and pride scores of female students were higher compared to male students. Taking into negative emotions account, it was seen that the anxiety and shame scores of female students were higher than male students' scores. However, for anger, boredom, and

hopelessness, male students had higher scores than female students did. Moreover, according to the grade level there was a decreasing pattern for positive emotions as grade levels were getting higher while boredom, one of the negative emotions, had an increasing pattern. The other four negative emotions (anger, anxiety, hopelessness and shame) had higher scores for students at 6th grade than the ones at 5th and 7th grades.

2 x 3 MANOVA was conducted with Pillai's Trace because Box's M test was significant as it was mentioned before. The findings as illustrated in Table 4.8 revealed a non-significant multivariate main effect for gender, $F(1, 436) = 0.12, p > .05$, a significant multivariate main effect for grade level, $F(5, 239) = 0.09, p < .05, \eta^2 = .04$, and a significant multivariate interaction between gender and grade level, $F(1, 682) = 0.03, p < .05, \eta^2 = .02$. The multivariate main effect for grade level and the interaction between gender and grade level had a small to medium effect size when Cohen's multivariate eta-squared effect size was considered. Besides, each achievement emotion by gender and grade level was examined through univariate ANOVA statistics. In this way, it was estimated which achievement emotions could differ according to gender and grade level, as presented in Table 4.8. In order not to have an increase in experiment wise error rate (type 1 error rate) because of estimating multiple ANOVAs, Bonferroni correction was conducted. For Bonferroni correction alpha level should be divided by the number of dependent variables. Therefore, the alpha level (.05) was divided by seven as there were seven achievement emotions. The new alpha value with .007 was set.

Table 4.8.

*MANOVA and ANOVA Results of Gender x Grade Level Effects on Achievement**Emotions*

Variable	MANOVA	ANOVA						
		AE1	AE2	AE3	AE4	AE5	AE6	AE7
Gender	0.12	2.87	34	5.80	0.02	1.95	0.01	0.03
Grade level	0.09*	17.02**	3.22	7.79**	0.95	8.63**	1.86	7.26**
Interaction	0.03*	3.13	3.77	0.19	1.56	4.2	1.03	0.82

Note. F ratio is Pillai's Trace approximation. AE1 = Enjoyment; AE2 = Pride; AE3 = Anger; AE4 = Anxiety; AE5 = Boredom; AE6 = Hopelessness; AE7 = Shame. *p <.05. **p <.007.

The results of univariate ANOVA as illustrated in Table 4.8 yielded there was not a significant difference between genders in terms of achievement emotions. In addition, there was not a significant difference among grade levels in pride, anxiety, and hopelessness. What's more, non-significant difference was found in each achievement emotion regarding gender and grade level together. Nevertheless, there was a significant grade level effect in enjoyment, $F_{enjoyment}(2, 804) = 17.02, p < .007, \eta^2 = .04$, small to medium effect (Cohen, 1988). There was, also, a significant difference found in anger by grade level, $F_{anger}(2, 804) = 7.79, p < .007, \eta^2 = .02$, indicating small effect (Cohen, 1988). Besides, boredom by grade level differed significantly, $F_{boredom}(2, 804) = 8.63, p < .007, \eta^2 = .02$, revealing small effect (Cohen, 1988). Furthermore, a significant difference was found in shame by grade level, $F_{shame}(2, 804) = 7.26, p < .007, \eta^2 = .02$, demonstrating small effect (Cohen, 1988). In general, the results showed that though students did not have a significant difference in pride, anxiety, and hopelessness, they significantly differ in one of the positive emotions, enjoyment, and some of the negative emotions such as anger, boredom and shame regarding grade levels.

Post-hoc comparisons of achievement emotions regarding grade levels, as presented in Table 4.9, were made with Scheffe test so that the significant difference among grade levels could be determined in detail. Findings revealed that the fifth grade

students' enjoyment scores in English lesson ($M = 3.73$) were significantly greater than the sixth graders' scores ($M = 3.36$) as well as the seventh graders' scores ($M = 3.29$). However, the fifth grade students' anger scores in English lesson ($M = 1.60$) were significantly lower than the sixth grade students' scores ($M = 1.91$). Similarly, the fifth grade students' boredom scores in English lesson ($M = 2.00$) were significantly lower than the seventh grade students' scores ($M = 2.36$). Finally, there was a significant difference found between the sixth ($M = 2.14$) and seventh graders ($M = 1.84$) for the feeling of shame in English lesson, which revealed the sixth grade students had significantly higher scores than the seventh grade students.

Table 4.9.

Post Hoc Comparisons of Achievement Emotions by Grade Levels

Grade levels	Achievement Emotions Measures						
	AE1	AE2	AE3	AE4	AE5	AE6	AE7
5 th grade (1)	3.73	3.75	1.60	2.24	2.00	2.01	1.98
6 th grade (2)	3.36	3.56	1.91	2.36	2.29	2.20	2.14
7 th grade (3)	3.29	3.41	1.80	2.28	2.36	2.12	1.84
Post Hoc	1>2>3		2>1		3>1		2>3

Note. Only significant differences are presented through Post Hoc. AE1 = Enjoyment; AE2 = Pride; AE3 = Anger; AE4 = Anxiety; AE5 = Boredom; AE6 = Hopelessness; AE7 = Shame.

4.4 Canonical Correlation for the Relationship among AEQ-E, PTAS, and Relatedness to Peers

Canonical correlation analysis, as its graphical figure presented in Figure 4.1, was conducted for the second research question so that the relationships between two sets of variables could be examined. The first set consisted of perceived teacher affective support, and relatedness to peers. On the other hand, the second variable set included seven dimensions of achievement emotions, which are enjoyment, pride, anger, anxiety, boredom, hopelessness, and shame.

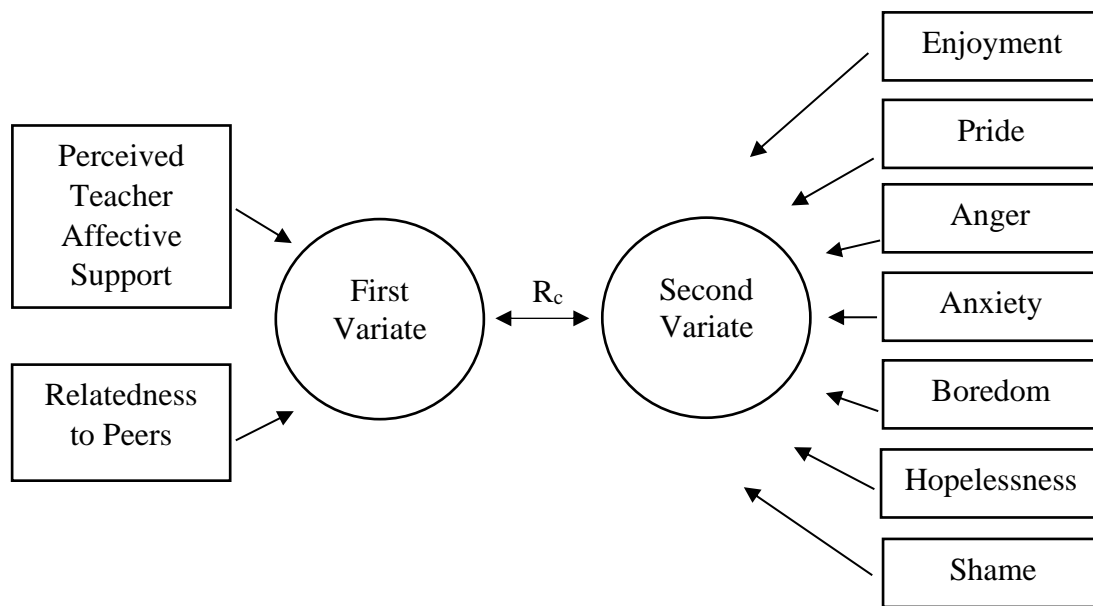


Figure 4.1 Diagram of the Canonical Correlation

There are several assumptions that should be met before running the canonical correlation. These are normality, absence of outliers, and absence of multicollinearity (Tabachnick & Fidell, 2014).

Univariate normality was investigated through skewness and kurtosis values, Kolmogorov-Smirnov and Shapiro-Wilk tests, histograms and Q-Q plots. Findings regarding skewness and kurtosis values revealed a normal distribution for the first set of variables, perceived teacher affective support and relatedness to peers, as the values were between -3 and +3. Nevertheless, there was a significant result in Kolmogorov-Smirnov and Shapiro-Wilk tests, which showed non-normal distribution in the data. It is stated that such tests are sensitive to the size of sample in studies (Field, 2009), which could result in violation of these tests. Additionally, histograms and Q-Q plots were generated. Accordingly, histograms for the first set of variables were negatively skewed though in Q-Q plots there was not any serious violation of normality observed. Then, multivariate normality was estimated through Mardia's test. According to the results, multivariate normality was violated. It is stated that when the sample size gets larger, there could be violation in multivariate normality (Hair et al., 2010). That could

be the reason of the violation in the study. As the sample size was large, analysis was continued with caution.

Additionally, multicollinearity between two sets was examined through correlation coefficients and tolerance and variance inflation factor (VIF) values. The correlation coefficients were below .90. Besides, the tolerance values were greater than .10, and the VIF values were less than 10. These results demonstrated absence of multicollinearity among the variables in the two sets (Field, 2009).

Two canonical solutions were suggested. The first canonical correlation was .70, which means the two variates had 49% shared variance ($\chi^2 (14) = 628.436, p < .001$). Besides, the second one was .32, indicating the two variates with 10% shared variance ($\chi^2 (6) = 87.905, p < .001$). Since both canonical correlations were greater than .30 with more than a 10% overlapping variance and were significant, both solutions are suggested to be interpreted (Tabachnick & Fidell, 2014). Data on the first and the second canonical variates were demonstrated through the canonical correlations, standardized canonical coefficients, variance percentages and redundancies in Table 4.10. The cut off correlation value was .30 (Tabachnick & Fidell, 2014), and accordingly the canonical loadings were investigated.

According to the first canonical variate results, the variables in the first set, which were perceived teacher affective support and relatedness to peers, were negatively correlated with the first canonical variate. Besides, all the variables in the achievement emotions set, except enjoyment and pride, were positively correlated with the canonical variate. That is to say, the directions of relationship with perceived teacher affective support and relatedness to peers in the first set, and enjoyment and pride in the second set were the same, indicating lower levels of perceived teacher affective support and relatedness to peers were associated with lower levels of enjoyment and pride in English lesson. However, the variables in the first set and the negative achievement emotions in the second set did not have the same sign. Specifically, lower

levels of perceived teacher affective support and relatedness to peers were correlated with higher levels of anxiety, anger, boredom, hopelessness, and shame.

Moreover, according to the first canonical variate, percentage of variance values was investigated. Perceived teacher affective support and relatedness to peers had 62% of variance in the first set; on the other hand, achievement emotions in the second set had 50% of variance. Besides, the redundancy values were examined. They revealed that perceived teacher affective support and relatedness to peers in the first set accounted for 30% of variance in the achievement emotions while the achievement emotions explained 24% of variance in these variables.

When the second canonical solution was considered, relatedness to peers was correlated to the second canonical variate. However, perceived teacher affective support was not associated with the second canonical variate. Besides, achievement emotions, except enjoyment, anger, and boredom, were associated with the second canonical variate, that is, they were above .30 criterion. Relatedness to peers had the same sign as pride, but the opposite sign with anxiety, hopelessness, and shame. These results indicated that higher level of relatedness to peers was related to higher level of pride and lower levels of anxiety, hopelessness, and shame.

Furthermore, the percentage of variance values was examined. They demonstrated relatedness to peers had 38% of variance while achievement emotions except enjoyment, anger and boredom had 20% of variance. On the other hand, redundancy values were checked. They showed relatedness to peers explained 4% of variance in pride, anxiety, hopelessness and shame while these emotions accounted for 2% of variance in relatedness to peers.

Table 4.10
Canonical Correlation Result among Achievement Emotions for English Subject Matter, Perceived Teacher Affective Support, and Relatedness to Peers

	First canonical variate		Second canonical variate	
	Correlation	Coefficient	Correlation	Coefficient
Perceived teacher affective support	-.99	-.93	-.14	-.54
Relatedness to peers	-.50	-.15	.87	1.07
Percentage of variance	.62		.38	
Redundancy	.30		.04	
Achievement emotions				
Enjoyment	-.93	-.54	-.02	-.23
Pride	-.76	-.21	.35	.34
Anger	.85	.45	.00	.34
Anxiety	.44	-.20	-.62	-.40
Boredom	.83	.00	.03	.11
Hopelessness	.53	.05	-.44	.43
Shame	.40	.05	-.85	-.96
Percentage of variance	.50		.20	
Redundancy	.24		.02	
Canonical correlation	.70		.32	

4.5 Canonical Correlation for the Relationship among AEQ-E, PTAS, and Relatedness to Peers by Grade Level

Canonical correlation was performed to examine the relationship between achievement emotions, perceived teacher affective support and relatedness to peers by grade levels. The first set included perceived teacher affective support and relatedness to peers. The second set, on the other hand, consisted of achievement emotions; enjoyment, pride, anger, anxiety, boredom, hopelessness, and shame. Analyses were repeated three times using data collected from the fifth grade students ($n = 272$), the sixth grade students ($n = 263$), and the seventh grade students ($n = 275$).

According to the results of canonical correlation with respect to grade levels (Table 4.11), the first canonical correlation for fifth grade was .61, indicating two sets had approximately 37% shared variance. It was .76 for the sixth grade with 58% shared variance in both sets, and .72 for the seventh grade with 52% shared variance in both sets. Then, the second canonical correlations were investigated. These were .30 for the fifth grade with 9% shared variance, .24 for the sixth grade with 6% shared variance, and .47 for the seventh grade with 22% shared variance in both sets. Considering the cut off correlation value that is .30 (Tabachnick & Fidell, 2014), both solutions were interpreted for fifth and seventh grade and only the first canonical solution was interpreted for the sixth grade.

Looking at the first solution coefficients, perceived teacher affective support and relatedness to peers were positively associated with enjoyment and pride while these variables in the first set were negatively correlated with anger, anxiety, boredom, hopelessness, and shame. Specifically, lower levels of perceived teacher support and relatedness to peers were associated with lower levels of enjoyment and pride in English lesson. Nevertheless, lower levels of perceived teacher support and relatedness to peers were correlated with higher levels of negative emotions in English lesson. The same pattern was observed for fifth, sixth, and seventh graders. According to the first canonical solution, perceived teacher affective support and relatedness to peers in the

first set indicated that both the fifth and sixth grade had 63% of variance while the seventh grade had 60% of it. Besides, all achievement emotions in the second set had 50% of variance for the fifth grade, 54% of variance for the sixth grade, and 45% of variance for the seventh grade.

In the second solution, where canonical correlations of the fifth and seventh grades were only interpreted, it was seen that relatedness to peers was negatively associated with anxiety, hopelessness, and shame for the fifth grade students. For the seventh grade students, relatedness to peers was correlated with pride, anxiety, and hopelessness. On the contrary, perceived teacher affective support was not correlated with the second canonical variate for both fifth and seventh grade students since its overlapping variance was lower than 10% (Tabachnick & Fidell, 2014).

The second canonical solution showed that the first set variables had 37% of variance for the fifth grade while it was 41% of variance for the seventh grade. Furthermore, all achievement emotions in the second set had 19% of variance for the fifth grade, and 20% of variance for the seventh grade.

Table 4.11

Canonical Correlation Result among Achievement Emotions for English Subject Matter, Perceived Teacher Affective Support and Relatedness to Peers regarding Grade Levels

	First canonical variate					
	5 th Grade		6 th Grade		7 th Grade	
	Correlation	Coefficient	Correlation	Coefficient	Correlation	Coefficient
Perceived teacher affective support	-.99	-.92	-1.00	-.98	-.69	-.88
Relatedness to peers	-.53	-.18	-.51	-.04	-.38	-.31
Percentage of variance	.63		.63		.60	
Redundancy	.24		.36		.31	
Achievement emotions						
Enjoyment	-.90	-.48	-.94	-.50	-.91	-.59
Pride	-.79	-.30	-.86	-.32	-.65	-.15
Anger	.74	.22	.86	.46	.84	.49
Anxiety	.50	-.23	.47	-.09	.40	-.30
Boredom	.77	.11	.85	-.07	.79	-.04
Hopelessness	.55	-.06	.52	-.09	.54	.21
Shame	.58	.41	.44	.03	.33	.01
Percentage of variance	.50		.54		.45	
Redundancy	.19		.31		.23	
Canonical correlation	.61		.76		.72	

Table 4.11 (cont'd)

Canonical Correlation Result among Achievement Emotions for English Subject Matter, Perceived Teacher Affective Support and Relatedness to Peers regarding Grade Levels

	Second canonical variate			
	5 th Grade		7 th Grade	
	Correlation	Canonical Coefficient	Correlation	Canonical Coefficient
Perceived teacher affective support	-.17	-.58	-.30	-.55
Relatedness to peers	.85	1.07	.85	.98
Percentage of variance	.37		.41	
Redundancy	.03		.09	
Achievement emotions				
Enjoyment	-.24	-.32	.10	.12
Pride	.09	.12	.51	.25
Anger	.08	.33	.11	.42
Anxiety	-.53	.14	-.55	-.31
Boredom	.24	.32	.07	.12
Hopelessness	-.60	-.66	-.35	.49
Shame	-.72	-.68	-.85	-.96
Percentage of variance	.19		.20	
Redundancy	.02		.04	
Canonical correlation	.30		.47	

4.6 Summary of Results

The current study mainly concentrated on the association among three issues which were achievement emotions, perceived teacher affective support, and relatedness to peers. In addition to that, these variables were examined with respect to gender and grade levels.

First of all, confirmatory factor analysis for AEQ-E was conducted so that the factor structure could be examined and confirmed. The findings demonstrated the proposed factor structure with seven dimensions. Each factor had considerably high Cronbach alpha coefficients ranging from .82 to .89. Then, CFA was examined for PTAS, which revealed one-factor structure. Cronbach alpha coefficient was .95. Besides, relatedness to peers scale with four items and one-factor structure had an acceptable Cronbach alpha coefficient of .74.

Moreover, the results of MANOVA showed that students' achievement emotions in English lesson differed by grade level and the interaction between grade level and gender while they were not significant by gender. Particularly, the fifth grade students seemed to enjoy more than the other students at sixth and seventh grades. Also, they showed less anger than the sixth grade students. Besides, they experienced more boredom than the seventh grade students. However, the sixth grade students appeared to be more ashamed towards English than the ones at the seventh grade. These findings as a whole indicated as grade levels got higher, the level of enjoyment decreased. On the other hand, boredom increased as students passed from lower grades to upper grades. Anger and shame were higher for students at 6th grade. Nevertheless, pride, anxiety, and hopelessness did not differ significantly regarding grade level.

Taking the first solution into account in the canonical correlation analysis, there was a significant relationship found among the variables in the study: achievement emotions, perceived teacher affective support, and relatedness to peers. The findings were parallel to the expectations in the literature. Specifically, perceived teacher affective

support and relatedness to peers were positively associated with enjoyment and pride while these variables were negatively correlated with anger, anxiety, boredom, shame, and hopelessness. So, higher level of teacher affective support and peer relatedness resulted in higher level of positive emotions and lower level of negative emotions. Same pattern was observed for each grade level.

CHAPTER V

DISCUSSION

The aim of the last chapter is to present a critical analysis of the findings of the present study in relation to the findings in the related literature. First of all, the results of the present study are compared to better understand to what extent the findings relate to the previous research. The following section points to the implications of the findings for educational practices. The very last section of this chapter presents recommendations for further research.

5.1 Conclusion of the Results

The results of the present study shed light on understanding achievement emotions experienced in English language learning classes, and the roles of learning environments in middle school learners' achievement emotions. First of all, English achievement emotions that learners experience were represented by the current study regarding gender and grade level variables. In this way, the current study would be able to extend knowledge in the association between middle school students' English achievement emotions and gender and grade level. Moreover, the evidence of the relationship between achievement emotions and learning environments comprised of perceived teacher affective support and relatedness to peers was provided to realize the importance of constructing positive affective learning environments in educational settings. In this sense, the current study aimed to enlighten the affective domain of language learning with regards to achievement emotions and affective learning environments.

Considering achievement emotions in relation to gender, the present study found out that there were no gender differences in English achievement emotions of middle

school students. This result is consistent with the findings of Ismail (2015) in respect of achievement emotions (anger, anxiety, hope, pride, hopelessness, boredom, and shame; except for enjoyment) and gender. Despite the differences between population characteristics of the current study and Ismail's (2015) study in terms of grade level, both examined English achievement emotions and results revealed concurrence. Moreover, the findings are slightly comparable with the results of Yükselir and Harputlu's (2014) study. Yükselir and Harputlu (2014) examined Turkish university students English achievement emotions (enjoyment, hope, pride, relief, anger, anxiety, shame, hopelessness, and boredom) and found no significant gender differences in *before* and *during* tests except for anxiety, and *after* test emotions. Furthermore, there were not any significant gender differences found in *after* learning emotions except for enjoyment and pride and *before* learning emotions. For *during* learning emotions, hope, anger, hopelessness, and boredom were not found to be significant with respect to gender. What is more, the findings are aligned with the results of Fong Lam, Chen, Zhang, and Liang's (2015) study regarding emotions and gender. Although domain specificity was not indicated in the study, Fong Lam et al. (2015) failed to find a significant difference between middle school students' emotions such as hope, relief, anxiety, anger, boredom, shame, and gender. Unfortunately, gender difference in English achievement emotions is not a well-defined and measured construct because of few research studies available. On the contrary, there are several research studies on language learning anxiety with respect to gender (Aydın, 2013; Cui, 2011; Goetz, Frenzel, Hall, & Pekrun, 2008; Nemati, 2012; Öztürk & Gürbüz, 2013; Özüttürk & Hürsen, 2013; Park & French, 2013). Due to that reason, further research is needed to confirm the findings of the current study and make clear of the relation between English achievement emotions and gender difference.

On the other hand, grade level variable was found to be significant for English achievement emotions: enjoyment, anger, boredom, and shame. The findings showed that when the grade level increased, the levels of English enjoyment and shame decreased constantly. Moreover, there was a rise in the levels of English anger and boredom when learners passed upper classes. These results are comparable with the

findings of Vierhaus, Lohaus, and Wild's (2016) study with German middle school students' achievement emotions (e.g. enjoyment and boredom), Normak and Taltz's (2009) study with Estonian middle and high school students' achievement emotions (e.g., enjoyment, hope, and shame), Raccanello, Brondino, and Bernardi's (2013) study with 4th, 7th, and 11th grade students' Italian and math achievement emotions (e.g., enjoyment, anger, and boredom), and Çalık's (2014) study with Turkish middle school students' math achievement emotions (e.g., enjoyment, anger, and boredom). Due to the transition from elementary to middle school, from the beginning of early adolescence, learners may perceive classroom environment less supportive, personal and positive teacher-student relationships when they pass upper grades (Eccles et al., 1993). This might be the reason why the levels of boredom and anger increased and the levels of enjoyment decreased from 5th to 7th grades. In addition to that, main indicators of academic success become numerical grades in middle school, which identifies attitudes towards learners in educational settings, at home, even in public and media. Students may not deal with the curriculum requirements as the grade levels increase and may feel the pressure more because of overestimated importance of grades (Normak & Taltz, 2009). As a result, they may experience lower levels of positive emotions and higher levels of negative emotions.

Considering teacher affective support analyzed in the current study, it was observed that teacher affective support is a strong predictor of achievement emotions. The findings pointed to the strong influence of teachers on emotions experienced in achievement settings. Students who experience lower teacher affective support reported lower levels of enjoyment and pride, but higher levels of hopelessness, anxiety, anger, boredom, and shame, which indicated perceived teacher affective support positively predicted positive emotions, but negatively predicted negative emotions. In other words, high levels of teacher affective support predicted positive achievement emotions that students experience in English classes; whereas low levels of teacher affective support predicted negative achievement emotions. These results are slightly consistent with the findings of Sakız, Pape, and Hoy's (2012) study with 7th and 8th grade American students' perceived teacher affective support and its relation

to math enjoyment and hopelessness, and Sakız's (2015, 2017) studies concentrating on perceived teacher affective support and its roles in Turkish elementary school students' science enjoyment, anxiety, and hopelessness. Despite the fact that these studies and the current study are different with respect to subject matters and number of the achievement emotions included, the results revealed alignment with each other. In the relevant literature there are other studies examining teacher support including teacher reinforcement, teacher punishment, teacher helpfulness and friendliness and quality of instruction in relation to achievement emotions (Ahmed, Minnaert, Van der Werf, & Kuyper, 2010; Frenzel, Pekrun, & Goetz, 2007; Goetz, Frenzel, Pekrun, & Hall, 2006). Although these studies did not include affective domain of teacher support specifically, the findings implied the importance of teacher support to foster positive emotions and dampen negative ones. At this point, more research is needed to advance our knowledge in predictor role of perceived teacher affective support in various achievement emotions and to confirm the current findings.

Additionally, the current study revealed that relatedness to peers is a significant predictor of English achievement emotions. The findings showed that relatedness to peers is positively associated with positive emotions such as enjoyment and pride, but negatively linked to negative emotions such as anger anxiety, boredom, hopelessness, and shame. Unfortunately, the relationship between relatedness to peers and achievement emotions has not been fully explored yet. There are only a few studies whose findings are seen comparable with the findings of the current study. For instance, King (2015) examined the sense of middle school students' peer relatedness in relation to positive and negative emotions (e.g., being excited and upset) and it was found out that peer relatedness is a positive predictor of learners' excitement and negative predictor of learners' upset. Moreover, perceived peer support, peer acceptance and friendship quality, need satisfaction in terms of peer relatedness in different subject domains (physics, math, and sport) and their roles in emotions such as joy, enjoyment, worry, excitement, upset were investigated and the findings indicated that peer support, acceptance, friendship quality, and peer relatedness positively predicted positive emotions and negatively predicted negative emotions

(Ahmed et al., 2010; Cox, Duncheon, & McDavid, 2009; Flunger, Pretsch, Schmitt, & Ludwig, 2013; Ullrich-French & Smith, 2006). Despite the fact that these aforementioned studies differed in terms of achievement emotions included, they emphasized that feeling rejected or ignored by peers can cause perceived lack of support and perceived lack of control over activities. These perceptions can result in the failure to fulfill the psychological needs such as relatedness, competence, and autonomy considering the perspective of self-determination theory (Deci & Ryan, 1985). As a result of this sense of failure, learners can experience boredom, depression, and helplessness (Fong Lam et al., 2015). Unfortunately, there is a lack of research in the relationship between relatedness to peers and various achievement emotions and more research is needed to advance our knowledge in predictor role of the variable in achievement emotions and to confirm the current findings.

All in all, the current study confirmed the roles of learning environments as distal antecedents of achievement emotions as it is stated in the control and value theory (Pekrun, 2006; Pekrun, Frenzel, Goetz, & Perry, 2007). Perceived teacher affective support and peer relatedness were found to play a significant role in middle school students' English achievement emotions.

5.2 Implications for Practice

The current study aimed at describing the roles of perceived teacher affective support and relatedness to peers in middle school students' English achievement emotions. The results of the study provided evidence that both variables influence learners' emotions in achievement settings. Hence, it is necessary to make several recommendations, which helps educators in the field of English language teaching to have positive classroom learning environments where learners feel accepted, special and supported by their teachers and peers.

To begin with, the psychological climate and social characteristics of learning environments significantly affect students' emotional functioning and academic

achievement (Murray & Malmgren, 2005). Therefore, creating affective learning environments where learners feel belonged to the classroom and school, related to their peers, and supported by their enthusiastic teachers needs to gain more attention compared to other competitive learning environments.

In order to build affective learning environments at class level, learners should be encouraged by their teachers to express themselves through different language learning activities including classroom discussions. In fact, such activities can help teachers to arouse and sustain attention and curiosity of learners, which in turn increases learners' interest, involvement in the class, and positive emotional experiences. Additionally, teachers should give opportunities to learners by building secure learning environments where they can freely elaborate on their ideas and thoughts (Hall & Walsh, 2002). Besides, rather than negative feedback, teachers should provide effective feedback with informative comments and constructive criticisms on learners' answers or responses by considering different ages, backgrounds, proficiency levels and different contexts in language learning (Dörnyei, 2007). What is more, teachers should be empathic and understand learners' feelings. They need to make learners feel valuable and special by listening to them, caring about their needs, respecting their ideas, treating them fairly no matter what circumstances they are through, concerning for them, and having high expectations about them (Sakız, 2007). Since the quality of students' relationships is of importance to create affective learning environments, teachers should also give priority to build positive student-peer relationships in the classroom as well (Furrer & Skinner, 2003). In order to feel related to their peers, teachers should let students learn about each other by sharing personal information. It is indicated that acceptance by any social partner does not happen unless individuals know each other well (Dörnyei, 2007). Teachers should create moments when learners contact and interact with each other in order to create shared group history, which in turn makes learners in the same class have a strong bonding. Besides, teachers are seen as role models. When teachers are friendly and supportive, it becomes infectious among the students and their peer relations are fostered (Dörnyei, 2007).

In order to create affective learning environments at whole school level, on the other hand, positive school atmosphere should be emphasized. Principals are seen as central personnel in schools, their actions identify different social partners' responses and affect school atmosphere (Price, 2012). If they take actions towards fostering cooperative, collaborative and trusting school environments where staff members are welcomed to share their ideas and thoughts and respect one another (Hoy, Smith, & Sweetland, 2002), then shared group history can be generated, which in turn creates higher levels of satisfaction and commitment. When satisfied and committed educators feel their actions and efforts influence learners positively, they prosper. When these educators and principals invest enough time and effort into learners' educational development, learners prosper (Hulpia, Devos, & Rosseel, 2009; Price, 2012). In this way, positive school climates where each member of the school community prospers can be generated, which in turn affects affective learning environments in schools.

On the other side, there should be interventions by schools, which should target not only one social partner. Relatedness to any social key partners such as teachers, peers and parents and feeling affectively supported by them are unique and of importance (Furrer & Skinner, 2003). To promote the quality of the relationships among teachers, students, and parents, there should be seminars on their roles in learners' emotions in academic settings and, in turn, academic achievement. As the present study indicated the differences between emotions and grade levels, such interventions can be also constructed according to the grade levels. In that regard, key social partners in learning environments affecting learners' emotional functioning and academic achievement can be aware of their effects on achievement emotions and the different emotional experiences by grade levels.

Taken all these recommendations altogether, both pre-service and in-service teacher preparation programs should be designed accordingly so that more time can be dedicated to such important factors and the awareness of affective domain in language learning can increase. Moreover, such programs should concern teachers' emotions. Learners' and teachers' emotions affect each other reciprocally over time. When

teachers' sense of well-being is high, they are more likely to provide affective support to learners effectively, which in turn influences learners' achievement emotions. When teachers are more enthusiastic and passionate about their students and their profession, learners become more enthusiastic and experience more positive emotions (Dörnyei & Ushioda, 2013). That makes a remarkable difference in learners' development. As it is indicated by Csikszentmihalyi (1997), the most influential teachers are not the ones with most power, intelligence or knowledge, but the ones who love their profession and show their passion in such a way that there is nothing else on earth they would like to do. Those teachers are the ones remembered by their students and make a difference in their development.

5.3 Recommendations for Further Research

As there is a lack of research in English achievement emotions in relation to affective learning environments, further research can concentrate on examining perceived teacher affective support and relatedness to peers and their effects on emotional outcomes in English language classes in detail. In fact, the findings of the current study can be replicated by including different districts in Ankara, different cities in Turkey, samples with diverse developmental stages and cultural background so that the findings of the current study can be generalized to broader group. Furthermore, contrary to the current study future research studies can include samples from public schools because achievement emotions, perceived teacher affective support and relatedness to peers might differ depending on the school type variable.

The future research studies can also investigate the proposed gender effects on achievement emotions, as there is an inconsistency with the results still standing in the related literature. Also, in the current study, there are seven achievement emotions included. Nevertheless, there are several others (e.g., frustration, joy, sadness, and disappointment) that students experience in achievement settings. Therefore, the future studies can consider different emotional experiences of students in relation to affective learning environments regarding gender.

Furthermore, the current study was limited to the certain variables such as perceived teacher affective support and relatedness to peers in relation to achievement emotions. It can be contributive to the relevant literature to include other variables such as academic engagement, school belongingness and adjustment which seem to be associated with emotions.

In addition, the current study was a correlational study as it aimed to investigate the roles of distal socio-environmental antecedents of achievement emotions. Perceived teacher affective support and relatedness to peers were examined to find out their influence on middle school students' English achievement emotions. As it is stated in Pekrun's (2006) control and value theory of achievement emotions, emotions and their antecedents are tied to each other with a reciprocal causation. However, because the current study is designed as correlational, it cannot explain the proposed reciprocal causation among the variables. Therefore, it can be fruitful to perform experimental research studies to examine cause and effect inferences among the variables in detail. In this way, it can be found out how the relationship between perceived teacher affective support, relatedness to peers and achievement emotions arise, how these variables reciprocally influence each other, and what other factors affect these relationships.

Moreover, the further research can focus on longitudinal studies to deeper understand the effect of the variables on achievement emotions in the long run. Besides, these studies can take control and value appraisals of achievement emotions and their mediating roles between distal antecedents and achievement emotions into account. In that regard, it can be enlightened how these cognitive appraisals mediate distal socio-environmental antecedents and achievement emotions. Additionally, achievement as one of the outcomes of emotions can be investigated in relation to perceived affective learning environments to extend our knowledge of how these learning environments indirectly affect achievement through emotions.

Additionally, different data collection instruments other than self-report scales can be used to assess emotions and variables relating to learning environments. For example, direct observations can be made to triangulate the findings. This study examined how learners perceive their learning environments. However, there can be differences between perceptions of learners and the reality. Observations would provide further evidence. Moreover, by making class observations different components of emotions such as expressive and physiological outcomes of emotions can be closely observed as well. Interviews can be also made individually to get detailed responses of participants.

To conclude, though the current study contributes to the relevant literature in terms of the roles of perceived teacher affective support and relatedness to peers in English achievement emotions, further research needs to be done by educational researchers by taking the aforementioned recommendations into consideration.

REFERENCES

- Abela, J. R. Z., & Hankin, B. L. (2008). Cognitive vulnerability to depression in children and adolescents: A developmental psychopathology perspective. In J. R. Z. Abela & B. L. Hankin (Eds.), *Handbook of depression in children and adolescents* (pp. 35-78). New York, NY: Guilford Press.
- Ahmed, W., Minnaert, A., Van der Werf, G., & Kuyper, H. (2010). Perceived social support and early adolescents' achievement: The mediational roles of motivational beliefs and emotions. *Journal of Youth and Adolescence*, 39(1), 36-46. Doi: 10.1007/s10964-008-9367-7
- Anderson, C. S. (1982). The search for school climate: A review of the research. *Review of Educational Research*, 52(3), 368-420. Doi: 10.3102/00346543052003368
- Aragão, R. (2011). Beliefs and emotions in foreign language learning. *System*, 39(3), 302-313. Retrieved from <https://doi.org/10.1016/j.system.2011.07.003>
- Arbuckle, J. L. (2016). *Amos 24 [Computer software]*. Chicago: SPSS.
- Arnold, J., & Brown, D. H. (1999). A map of the terrain. In J. Arnold (Ed.), *Affect in language learning* (pp. 1-24). Cambridge, UK: Cambridge University Press.
- Aydın, S. (2013). Factors affecting the level of test anxiety among EFL learners at elementary schools. *E-international Journal of Educational Research*, 4(1), 63-81. Retrieved from <http://dergipark.gov.tr/download/article-file/89777>
- Bandalos, D. L. (2002). The effects of item parceling on goodness-of-fit and parameter estimate bias in structural equation modeling. *Structural Equation Modeling*, 9(1), 78-102. Retrieved from <http://digitalcommons.unl.edu/edpsychpapers/65>
- Bandalos, D. L. (2008). Is parceling really necessary? A comparison of results from item parceling and categorical variable methodology. *Structural Equation Modeling*, 15(2), 211-240. Doi: 10.1080/10705510801922340

- Bandalos, D. L., & Finney, S. J. (2001). Item parceling issues in structural equation modeling. In G. A. Marcoulides & R. E. Schumacker (Eds.), *New developments and techniques in structural equation modeling* (pp. 269-296). Hillsdale, N.J.: Lawrence Erlbaum Associates.
- Bergin, C. A., & Bergin, D. A. (2009). Attachment in the classroom. *Educational Psychology Review*, 21(2), 141-170. Doi: 10.1007/s10648-009-9104-0
- Birch, S. H., & Ladd, G. W. (1997). The teacher-child relationship and children's early school adjustment. *Journal of School Psychology*, 35(1), 61-79. Doi:10.1016/S0022-4405(96)00029-5.
- Birgin, O., Baloğlu, M., Çatlıoğlu, H., & Gürbüz, R. (2010). An investigation of mathematics anxiety among sixth through eighth grade students in Turkey. *Learning and Individual Differences*, 20, 654-658. Doi: 10.1016/j.lindif.2010.04.006
- Boekaerts, M. (2007). Understanding students' affective processes in the classroom. In P. Schutz & R. Pekrun (Eds.), *Emotion in education* (pp. 37-56). San Diego: Academic Press. Doi: 10.1016/B978-012372545-5/50004-6
- Bown, J., & White, C. J. (2010). Affect in a self-regulatory framework for language learning. *System*, 38(3), 432-443. Retrieved from <https://doi.org/10.1016/j.system.2010.03.016>
- Browne, M. W., & Cudeck, R. (1993). Alternative ways of assessing model fit. In K. A. Bollen & J. S. Long (Eds.), *Testing structural equation models* (pp. 136-162). Thousand Oaks, CA: Sage.
- Byrne, B. M. (2009). *Structural equation modeling with AMOS: Basic concepts, applications and programming* (2nd ed.). New York: Taylor & Francis Group.
- Carlson, D. L. (2000). *Overcoming hurts & anger: Finding freedom from negative emotions*. Eugene, Oregon: Harvest House Publishers.

- Chiang, W. & Liu, C. (2014). Scale of academic emotion in science education: Development and validation. *International Journal of Science Education*, 36 (6), 908-928. Doi: 10.1080/09500693.2013.830233
- Council of Europe (2001). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge, UK: Cambridge University Press.
- Connell, J. P., & Wellborn, J. G. (1991). Competence, autonomy, and relatedness: A motivational analysis of self- system processes. *Minnesota Symposia on Child Psychology*, 23, 43-77. Retrieved from <http://psycnet.apa.org/record/1991-97029-002>
- Cox, A., Duncheon, N., & McDavid, L. (2009). Peers and teachers as sources of relatedness perceptions, motivation, and affective responses in physical education. *Research Quarterly for Exercise and Sport*, 80(4), 765-773. Doi: 10.1080/02701367.2009.10599618
- Csikszentmihalyi, M. (1997). *Finding flow: The psychology of engagement with everyday life*. New York, NY: Basic Books.
- Cui, J. (2011). Research on high school students' English learning anxiety. *Journal of Language Teaching and Research*, 2(4), 875-880. Doi: 10.4304/jltr.2.4.875-880
- Çalık, B. (2014). *The relationship between mathematics achievement emotions, mathematics self-efficacy, and self-regulated learning strategies among middle school students* (Unpublished master's thesis). METU, Ankara.
- Davidson, A. J. (2009). *Relatedness with parents, peers, teachers, and mentors in middle childhood and early adolescence: Person-oriented and variable-oriented approaches* (Unpublished doctoral dissertation). The Pennsylvania State University, Pennsylvania. Retrieved from https://etda.libraries.psu.edu/files/final_submissions/155
- Davis, H. A. (2001). The quality and impact of relationships between elementary school students and teachers. *Contemporary Educational Psychology*, 26(4), 431-453. Doi: 10.1006/ceps.2000.1068

- Deci, E. L., & Ryan, R. M. (1985). The general causality orientations scale: Self-determination in personality. *Journal of Research in Personality*, 19(2), 109-134. Doi: 10.1016/0092-6566(85)90023-6
- Deci, E. L., & Ryan, R. M. (1991). A motivational approach to self: Integration in personality. In R. A. Dienstbier (Ed.), *Perspectives on motivation* (vol. 38, pp. 237-288). Lincoln, NE: University of Nebraska Press. <http://psycnet.apa.org/record/1991-98255-005>
- Deci, E. L., & Ryan, R. M. (Eds.). (2002). *Handbook of self-determination research*. Rochester, NY: University Rochester Press.
- Della Chiesa, B., Scott, J., & Hinton, C. (Eds.) (2012). *Languages in a Global World: Learning for Better Cultural Understanding*. Paris: OECD Publishing. Doi: 10.1787/9789264123557-en
- Dewaele, J. M., MacIntyre, P. D., Boudreau, C., & Dewaele, L. (2016). Do girls have all the fun? Anxiety and enjoyment in the foreign language classroom. *Theory and Practice of Second Language Acquisition*, 2(1), 41-63. Retrieved from <http://www.journals.us.edu.pl/index.php/TAPSLA/article/view/3941>
- Dewaele, J. M., Witney, J., Saito, K., & Dewaele, L. (2017). Foreign language enjoyment and anxiety: The effect of teacher and learner variables. *Language Teaching Research*. Doi: 10.1177/1362168817692161
- Dörnyei, Z. (2007). Creating a motivating classroom environment. In J. Cummins & C. Davison (Eds.), *International handbook of English language teaching* (pp. 719-731). New York: Springer Science-Business Media, Inc. Doi: 10.1007/978-0-387-46301-8_47
- Dörnyei, Z., & Ushioda, E. (2013). Teacher motivation. In C. N. Candlin & D. R. Hall (Eds.), *Teaching and researching: Motivation* (pp. 158-192). New York, NY: Routledge.
- Duncan, G. R. (2006). *The effects of climate, autonomy, relatedness and competency on self-determination in college athletes* (Unpublished doctoral dissertation). Walden University, Minneapolis.

- Eccles, J. S., Midgley, C., Wigfield, A., Buchanan, C. M., Reuman, D., Flanagan, C., & Mac Iver, D. (1993). Development during adolescence: The impact of stage-environment fit on young adolescents' experiences in schools and in families. *American Psychologist*, *48*(2), 90. Doi: 10.1037/0003-066X.48.2.90
- Epstein, S. (1972). The nature of anxiety with emphasis upon its relationship to expectancy. In C. D. Spielberger (Ed.), *Anxiety: Current trends in theory and research* (Vol. 2, pp. 291-337). New York, NY: Academic Press.
- Erden, M., & Akgül, S. (2010). Predictive power of math anxiety and perceived social support from teacher for primary students' mathematics achievement. *Journal of Theory & Practice in Education*, *6*(1), 3-16. Retrieved from <http://dergipark.gov.tr/download/article-file/63294>
- Eroğlu, S. E., Işıklar, A., & Bozgeyikli, H. (2006). Research of university students' academic emotions regarding some variables: Selçuk University faculty of education sample. *Education Sciences and Psychology*, *2*(9), 33-42. Retrieved from gesj.internet-academy.org.ge/download.php?id=1281.pdf
- Field, A. (2009). *Discovering statistics using SPSS*. New Delhi: Sage publications.
- FitzSimmons, V. C. (2006). *Relatedness: The foundation for the engagement of middle school students during the transitional year of sixth grade* (Unpublished doctoral dissertation). Hofstra University, New York.
- Flunger, B., Pretsch, J., Schmitt, M., & Ludwig, P. (2013). The role of explicit need strength for emotions during learning. *Learning and Individual Differences*, *23*, 241-248. Doi: 10.1016/j.lindif.2012.10.001
- Fong Lam, U., Chen, W. W., Zhang, J., & Liang, T. (2015). It feels good to learn where I belong: School belonging, academic emotions, and academic achievement in adolescents. *School Psychology International*, *36*(4), 393-409. Retrieved from <http://journals.sagepub.com/doi/abs/10.1177/0143034315589649>
- Folkman, S., & Lazarus, R. S. (1985). If it changes it must be a process: study of emotion and coping during three stages of a college examination. *Journal of Personality and Social Psychology*, *48*(1), 150-170. Doi: 10.1037/0022-3514.48.1.150

- Fraenkel, J. R., Wallen, N. E. & Hyun, H. H. (2015). *How to design and evaluate research in education* (9th ed.). New York, NY: McGraw-Hill.
- Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, *56*, 218-226. Doi: 10.1037//0003-066X.56.3.218
- Frenzel, A. C., Pekrun, R., & Goetz, T. (2007). Perceived learning environment and students' emotional experiences: A multilevel analysis of mathematics classrooms. *Learning and Instruction*, *17*(5), 478-493. <https://doi.org/10.1016/j.learninstruc.2007.09.001>
- Furrer, C., & Skinner, E. (2003). Sense of relatedness as a factor in children's academic engagement and performance. *Journal of Educational Psychology*, *95*(1), 148-162. Doi: 10.1037/0022-0663.95.1.148
- Furrer, C., Skinner, E., & Pitzer, J. (2014). The influence of teacher and peer relationships on students' classroom engagement and everyday motivational resilience. *National Society for the Study of Education*, *113*(1), 101-123. Retrieved from https://www.researchgate.net/publication/248702173_The_Influence_of_Teacher_and_Peer_Relationships_on_Students'_Classroom_Engagement_and_Everyday_Resilience
- Gardner, R. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. London, UK: Edward Arnold.
- Garret, P., & Young, R. F. (2009). Theorizing affect in foreign language learning: An analysis of one learner's responses to a communicative Portuguese course. *The Modern Language Journal*, *93*(2), 209-226. Doi: 10.1111/j.1540-4781.2009.00857.x
- Gest, S. D., Welsh, J. A., & Domitrovich, C. E. (2005). Behavioral predictors of changes in social relatedness and liking school in elementary school. *Journal of School Psychology*, *43*(4), 281-301. <https://doi.org/10.1016/j.jsp.2005.06.002>

- Goetz, T., Bieg, M., Lüdtke, O., Pekrun, R., & Hall, N. C. (2013). Do girls really experience more anxiety in mathematics? *Psychological Science*, *24*(10), 2079-2087. Doi: 10.1177/0956797613486989
- Goetz, T., Cronjaeger, H., Frenzel, A. C., Lüdtke, O., & Hall, N. C. (2010). Academic self-concept and emotion relations: Domain specificity and age effects. *Contemporary Educational Psychology*, *35*(1), 44-58. Doi: 10.1016/j.cedpsych.2009.10.001
- Goetz, T., Frenzel, A. C., Hall, N. C., & Pekrun, R. (2008). Antecedents of academic emotions: Testing the internal/ external frame of reference model for academic enjoyment. *Contemporary Educational Psychology*, *33*, 9-33. <https://doi.org/10.1016/j.cedpsych.2006.12.002>
- Goetz, T., Frenzel, A. C., Pekrun, R., & Hall, N. C. (2006). The domain specificity of academic emotional experiences. *The Journal of Experimental Education*, *75*(1), 5-29. Doi: 10.3200/JEXE.75.1.5-29
- Goetz, T., Frenzel, A. C., Pekrun, R., Hall, N. C., & Lüdtke, O. (2007). Between- and within-domain relations of students' academic emotions. *Journal of Educational Psychology*, *99*(4), 715-733. Doi: 10.1037/0022-0663.99.4.715
- Goetz, T., Frenzel, A. C., Stoeger, H., & Hall, N. C. (2010). Antecedents of everyday positive emotions: An experience sampling analysis. *Motivation and Emotion*, *34*(1), 49-62. Doi: 10.1007/s11031-009-9152-2
- Goetz, T., Nett, U. E., Martiny, S. E., Hall, N. C., Pekrun, R., Dettmers, S., & Trautwein, U. (2012). Students' emotions during homework: Structures, self-concept antecedents, and achievement outcomes. *Learning and Individual Differences*, *22*(2), 225-234. Doi: 10.1016/j.lindif.2011.04.006
- Goetz, T., Pekrun, R., Hall, N., & Haag, L. (2006). Academic emotions from a social-cognitive perspective: Antecedents and domain specificity of students' affect in the context of Latin instruction. *British Journal of Educational Psychology*, *76*(2), 289-308. Doi: 10.1348/000709905X42860
- Good, T. J., and J. Brophy. 2000. *Looking in classrooms* (8th ed). New York: Longman.

- Guntzviller, L. M., Yale, R. N., & Jensen, J. D. (2016). Foreign language communication anxiety outside of a classroom: Scale validation and curvilinear relationship with foreign language use. *Journal of Cross-Cultural Psychology*, 47(4), 605-625. Doi: 10.1177/0022022116635743
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E., & (2010). *Multivariate Data Analysis: A global perspective* (7th ed.). New Jersey: Pearson Education, Inc.
- Hall, N. C., Sampasivam, L., Muis, K. R., & Ranellucci, J. (2016). Achievement goals and emotions: The mediational roles of perceived progress, control, and value. *British Journal of Educational Psychology*, 86(2), 313-330. Doi: 10.1111/bjep.12108
- Hall, R. J., Snell, A. F., & Foust, M. S. (1999). Item parceling strategies in SEM: Investigating the subtle effects of unmodeled secondary constructs. *Organizational Research Methods*, 2(3), 233-256. Doi: 10.1177/109442819923002
- Hall, J. K., & Walsh, M. (2002). Teacher-student interaction and language learning. *Annual Review of Applied Linguistics*, 22, 186-203. Doi: 10.1017/S0267190502000107
- Hamre, B. K., & Pianta, R. C. (2001). Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade. *Child Development*, 72(2), 625-638. Doi: 10.1111/1467-8624.00301
- Hamzaoglu, H., & Koçoğlu, Z. (2016). The application of podcasting as an instructional tool to improve Turkish EFL learners' speaking anxiety. *Educational Media International*, 53(4), 313-326. Doi: 10.1080/09523987.2016.1254889
- Hembree, R. (1988). Correlates, causes, effects and treatment of test anxiety. *Review of Educational Research*, 58, 47-77. Retrieved from http://sonievents.com/yahoo_site_admin/assets/docs/Hembree.34055505.pdf
- Hosan, N. E., & Hoglund, W. (2017). Do teacher-child relationship and friendship quality matter for children's school engagement and academic skills? *School Psychology Review*, 46(2), 201-218. Doi: 10.17105/SPR-2017-0043.V46-2

- Hoy, W. K., Smith, P. A., & Sweetland, S. R. (2002). The development of the organizational climate index for high schools: Its measure and relationship to faculty trust. *High School Journal*, 86(2), 38-49. Retrieved from <http://psycnet.apa.org/record/2002-11682-003>
- Hu, L., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling: A Multidisciplinary Journal*, 6 (1), 1-15. Doi: 10.1080/10705519909540118
- Hulpia, H., Devos, G., & Rosseel, Y. (2009). The relationship between the perception of distributed leadership in secondary schools and teachers' and teacher leaders' job satisfaction and organizational commitment. *School Effectiveness and School Improvement*, 20, 291-317. Doi: 10.1080/09243450902909840
- Imai, Y. (2010). Emotions in SLA: New insights from collaborative learning for an EFL classroom. *The Modern Language Journal*, 94(2), 278-292. Doi: 10.1111/j.1540-4781.2010.01021.x
- Ismail, N. M. (2015). EFL Saudi students' class emotions and their contributions to their English achievement at Taif University. *International Journal of Psychological Studies*, 7(4), 19-42. Doi: 10.5539/ijps.v7n4p19
- King, R. B. (2015). Sense of relatedness boosts engagement, achievement, and well-being: A latent growth model study. *Contemporary Educational Psychology*, 42, 26-38. Doi: 10.1016/j.cedpsych.2015.04.002
- Kingery, J. N., Erdley, C. A., & Marshall, K. C. (2011). Peer acceptance and friendship as predictors of early adolescents' adjustment across the middle school transition. *Merrill-Palmer Quarterly*, 57(3), 215-243. Doi: 10.1353/mpq.2011.0012
- Kline, R. B. (2011). *Principles and Practice of Structural Equation Modeling* (3rd ed.). New York, NY: The Guilford Press.
- Kulaksızoğlu, A., Çakar, M., & Dilmaç, B. (1999). Türkiye'de ve dünyada özel okulların yapısı ve işleyişi. *Eğitim Bilimleri Dergisi*. Retrieved from <http://hdl.handle.net/11424/3393>

- Ladd, G. W., Birch, S. H., & Buhs, E. S. (1999). Children's social and scholastic lives in kindergarten: Related spheres of influence? *Child Development, 70*(6), 1373-1400. Doi: 10.1111/1467-8624.00101
- Lichtenfeld, S., Pekrun, R., Stupnisky, R. H., Reiss, K., & Murayama, K. (2012). Measuring students' emotions in the early years: The achievement emotions questionnaire-elementary school (AEQ-ES). *Learning and Individual Differences, 22*(2), 190-201. Doi: 10.1016/j.lindif.2011.04.009
- Limprecht, S., Janko, T., & Gläser-Zikuda, M. (2014). Achievement emotions of boys and girls in physics instruction: Does a portfolio make a difference? *Orbis Scholae, 7*(2), 43-66.
- Little, T. D., Cunningham, W. A., Shahar, G., & Widaman, K. F. (2002). To parcel or not to parcel: Exploring the question, weighing the merits. *Structural Equation Modeling, 9*(2), 151-173. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.118.6289&rep=rep1&type=pdf>
- Marsh, H. W., Hau, K. T., Balla, J. R., & Grayson, D. (1998). Is more ever too much? The number of indicators per factor in confirmatory factor analysis. *Multivariate Behavioral Research, 33*(2), 181-220. Doi: 10.1207/s15327906mbr3302_1
- Martin, A. J., & Dowson, M. (2009). Interpersonal relationships, motivation, engagement, and achievement: Yields for theory, current issues, and educational practice. *Review of Educational Research, 79*(1), 327-365. Doi: 10.3102/0034654308325583
- McDonough, M. H. (2006). *The role of relatedness in physical activity motivation, behaviour, and affective experiences: A self-determination theory perspective* (Unpublished doctoral dissertation). The University of British Columbia, Vancouver.
- Myers, R. H. (1990). *Classical and modern regression with applications* (2nd ed.). Duxbury Classic Series.

- Méndez López, M. G. (2011). The motivational properties of emotions in foreign language learning. *Colombian Applied Linguistics Journal*, 13(2), 43-59. Retrieved from <http://eprints.nottingham.ac.uk/13175/1/555352.pdf>
- Méndez López, M. G., & Peña Aguilar, A. (2013). Emotions as learning enhancers of foreign language learning motivation. *Profile Issues in Teachers Professional Development*, 15(1), 109-124. Retrieved from <https://eric.ed.gov/?id=EJ1053728>
- Meyer, D. K., & Turner, J. C. (2002). Discovering emotion in classroom motivation research. *Educational Psychologist*, 37(2), 107-114. Doi: 10.1207/S15326985EP3702_5
- Meyer, D. K., & Turner, J. C. (2006). Re-conceptualizing emotion and motivation to learn in classroom contexts. *Educational Psychology Review*, 18(14), 377-390. Doi: 10.1007/s10648-006-9032-1
- Mikulas, W. L., & Vodanovich, S. J. (1993). The essence of boredom. *The Psychological Record*, 43, 3-12. Retrieved from <http://psycnet.apa.org/record/1993-28333-001>
- Ministry of National Education (MoNE). (2016). *National education statistics: Formal education 2015-2016*. Retrieved from <http://sgb.meb.gov.tr/www/resmi-istatistikler/icerik/64>.
- Murray, C., & Malmgren, K. (2005). Implementing a teacher-student relationship program in a high-poverty urban school: Effects on social, emotional, and academic adjustment and lessons learned. *Journal of School Psychology*, 43(2), 137-152. Doi: 10.1016/j.jsp.2005.01.003
- NCSS Statistical Software (2016). *Histograms*. Retrieved from <https://ncss-wpengine.netdna-ssl.com/wp-content/themes/ncss/pdf/Procedures/NCSS/Histograms.pdf>
- Nemati, A. (2012). On the dimensions of test anxiety and foreign language learners. *International Journal of English and Literature*, 3(4), 97-102. Doi: 10.5897/IJEL11.116

- Normak, M., & Talts, L. (2009). Adolescents' test-related emotions in Estonian schools. *Problems of Education in the 21st Century*, 18, 128-137. Retrieved from <http://oaji.net/articles/2014/457-1399916260.pdf>
- O'Connor, E., & McCartney, K. (2007). Examining teacher-child relationships and achievement as part of an ecological model of development. *American Educational Research Journal*, 44(2), 340-369. Doi: 10.3102/0002831207302172
- Önem, E. (2010). The relationship among state-trait anxiety, foreign language anxiety and test anxiety in an EFL setting. *Dil Dergisi*, 148, 17-36. Retrieved from <http://dergiler.ankara.edu.tr/dergiler/27/1605/17286.pdf>
- Öztürk, G., & Gürbüz, N. (2013). The impact of gender on foreign language speaking anxiety and motivation. *Procedia - Social and Behavioral Sciences*, 70, 654-665. Doi: 10.1016/j.sbspro.2013.01.106
- Özütürk, G., & Hürsen, Ç. (2013). Determination of English language learning anxiety in EFL classrooms. *Procedia-Social and Behavioral Sciences*, 84, 1899-1907. Doi: 10.1016/j.sbspro.2013.07.055
- Park, G. P., & French, B. F. (2013). Gender differences in the foreign language classroom anxiety scale. *System*, 41(2), 462-471. Retrieved from <https://doi.org/10.1016/j.system.2013.04.001>
- Pekrun, R. (1992a). The expectancy-value theory of anxiety: Overview and implications. In D. G. Forgays, T. Sosnowski, & K. Wrzesniewski (Eds.), *Anxiety: Recent developments in self-appraisal, psychophysiological and health research* (pp. 23-41). Washington, DC: Hemisphere.
- Pekrun, R. (1992b). The impact of emotions on learning and achievement: Towards a theory of cognitive/ motivational mediators. *Applied Psychology*, 41, 359-376. Doi: 10.1111/j.1464-0597.1992.tb00712.x
- Pekrun, R. (2006). The control-value theory of achievement emotions: Assumptions, corollaries, and implications for educational research and practice. *Educational Psychology Review*, 18, 315-341. Retrieved from <https://eric.ed.gov/?id=EJ757715>

- Pekrun, R., Elliot, A. J., & Maier, M. A. (2009). Achievement goals and achievement emotions: Testing a model of their joint relations with academic performance. *Journal of Educational Psychology, 101*(1), 115-135. Doi: 10.1037/a0013383
- Pekrun, R., Frenzel, A., Goetz, T., & Perry, R. P. (2007). The control-value theory of achievement emotions: An integrative approach to emotions in education. In P.A. Schutz & R. Pekrun (Eds.), *Emotions in education* (pp. 13–36). San Diego: Academic Press.
- Pekrun, R., Goetz, T. & Frenzel, A. C. (2005). *Achievement emotions questionnaire-mathematics (AEQ-M). User's manual*. Department of Psychology, University of Munich.
- Pekrun, R., Goetz, T., Frenzel, A. C., Barchfeld, P., & Perry, R. P. (2011). Measuring emotions in students' learning and performance: The Achievement Emotions Questionnaire (AEQ). *Contemporary Educational Psychology, 36*, 36–48. Doi: 10.1016/j.cedpsych.2010.10.002
- Pekrun, R., Goetz, T., & Perry, R. P. (2005). *Academic emotions questionnaire (AEQ). User's manual*. Department of Psychology, University of Munich.
- Pekrun, R., Goetz, T., Titz, W., & Perry, R. P. (2002). Academic emotions in students' self-regulated learning and achievement: A program of qualitative and quantitative research. *Educational Psychologist, 37*(2), 91-105. Doi: 10.1207/S15326985EP3702_4
- Pekrun, R., Hall, N. C., Goetz, T., & Perry, R. P. (2014). Boredom and academic achievement: Testing a model of reciprocal causation. *Journal of Educational Psychology, 106*(3), 696-710. Doi: 10.1037/a0036006
- Pekrun, R., Lichtenfeld, S., Marsh, H. W., Murayama, K., & Goetz, T. (2017). Achievement emotions and academic performance: Longitudinal models of reciprocal effects. *Child Development*. Doi: 10.1111/cdev.12704
- Pekrun, R., & Linnenbrink-Garcia, L. (Eds.). (2014). *International handbook of emotions in education*. New York, NY: Routledge.

- Pekrun, R., & Stephens, E. J. (2010). Achievement emotions: A control-value approach. *Social and Personality Psychology Compass*, 4(4), 238-255. Doi: 10.1111/j.1751-9004.2010.00259.x
- Peixoto, F., Mata, L., Monteiro, V., Sanches, C., & Pekrun, R. (2015). The achievement emotions questionnaire: Validation for pre-adolescent students. *European Journal of Developmental Psychology*, 12(4), 472-481. Doi: 10.1080/17405629.2015.1040757
- Pishghadam, R., Zabetipour, M., & Aminzadeh, A. (2016). Examining emotions in English language learning classes: A case of EFL emotions. *Issues in Educational Research*, 26(3), 508-527. Retrieved from <https://profdoc.um.ac.ir/articles/a/1057838.pdf>
- Price, H. E. (2012). Principal- Teacher interactions: How affective relationships shape principal and teacher attitudes. *Educational Administration Quarterly*, 48(1), 39-85. Doi: 10.1177/0013161X11417126
- Quinlan, K. M. (2016). How emotion matters in four key relationships in teaching and learning in higher education. *College Teaching*, 64(3), 101-111. Doi: 10.1080/87567555.2015.1088818
- Raccanello, D., Brondino, M., & Bernardi, B. (2013). Achievement emotions in elementary, middle, and high school: How do students feel about specific contexts in terms of settings and subject-domains? *Scandinavian Journal of Psychology*, 54(6), 477-484. Doi: 10.1111/sjop.12079
- Ranellucci, J., Hall, N. C., & Goetz, T. (2015). Achievement goals, emotions, learning, and performance: A process model. *Motivation Science*, 1(2), 98-120. Doi: 10.1037/mot0000014
- Ringeisen, T., Raufelder, D., Schnell, K., & Rohrmann, S. (2016). Validating the proposed structure of the relationships among test anxiety and its predictors based on control-value theory: evidence for gender-specific patterns. *Educational Psychology*, 36(10), 1826-1844. Doi: 10.1080/01443410.2015.1072134

- Roorda, D. L., Koomen, H. M., Spilt, J. L., & Oort, F. J. (2011). The influence of affective teacher-student relationships on students' school engagement and achievement: A meta-analytic approach. *Review of Educational Research*, *81*(4), 493-529. Retrieved from <http://journals.sagepub.com/doi/abs/10.3102/0034654311421793>
- Rudasill, K. M., Gallagher, K. C., & White, J. M. (2010). Temperamental attention and activity, classroom emotional support, and academic achievement in third grade. *Journal of School Psychology*, *48*(2), 113-134. Doi: 10.1016/j.jsp.2009.11.002
- Ruzek, E. A., Hafen, C. A., Allen, J. P., Gregory, A., Mikami, A. Y., & Pianta, R. C. (2016). How teacher emotional support motivates students: The mediating roles of perceived peer relatedness, autonomy support, and competence. *Learning and Instruction*, *42*, 95-103. Doi: 10.1016/j.learninstruc.2016.01.004
- Sakız, G. (2007). *Does teacher affective support matter? An investigation of the relationship among perceived teacher affective support, sense of belonging, academic emotions, academic self-efficacy beliefs, and academic effort in middle school mathematics classrooms* (Unpublished doctoral dissertation). The Ohio State University, Ohio. Retrieved from https://etd.ohiolink.edu/!etd.send_file?accession=osu1179794983&disposition=inline
- Sakız, G. (2011). Does perceived teacher affective support matter for elementary school students? A structural analysis in science and technology classrooms. Paper presented at the 119th Annual APA Convention, Washington, D.C., U.S.A.
- Sakız, G. (2015). Perceived teacher factors in relation to students' achievement-related outcomes in science classrooms in elementary school. *European Journal of Science and Mathematics Education*, *3*(2), 115-129. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1107875.pdf>
- Sakız, G. (2017). Perceived teacher affective support in relation to emotional and motivational variables in elementary school science classrooms in Turkey. *Research in Science & Technological Education*, *35*(1), 108-129. Doi: 10.1080/02635143.2017.1278683

- Sakız, G., Pape, S. J., & Hoy, A. W. (2012). Does perceived teacher affective support matter for middle school students in mathematics classrooms? *Journal of school Psychology, 50*(2), 235-255. Doi: 10.1016/j.jsp.2011.10.005
- Scherer, K. R. (2009). The dynamic architecture of emotion: Evidence for the component process model. *Cognition and Emotion, 23*, 1307–1351. Doi: 10.1080/02699930902928969
- Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive Psychology: An introduction. *American Psychologist, 55*(1), 5-14. Retrieved from <http://www.bdp-gus.de/gus/positive-psychologie-aufruf-2000.pdf>
- Sergiovanni, T. J. (1994). *Building community in schools*. San Francisco, CA: Jossey-Bass Inc.
- Shen, B., McCaughtry, N., Martin, J. J., Fahlman, M., & Garn, A. C. (2012). Urban high-school girls' sense of relatedness and their engagement in physical education. *Journal of Teaching in Physical Education, 31*(3), 231-245. Doi: 10.1123/jtpe.31.3.231
- Simonton, K. L. (2016). *Class-Related emotions in physical education: A control-value theory approach* (Unpublished master's thesis). Louisiana State University, Louisiana.
- Skinner, E., Furrer, C., Marchand, G., & Kindermann, T. (2008). Engagement and disaffection in the classroom: Part of a larger motivational dynamic? *Journal of Educational Psychology, 100*(4), 765-781. Doi: 10.1037/a0012840
- Skinner, E. A., & Pitzer, J. R. (2012). Developmental dynamics of student engagement, coping, and everyday resilience. In S. L. Christenson, A. L. Reschly & C. Wylie (Eds.), *Handbook of research on student engagement* (pp. 21-44). Springer US.
- Spielberger, C. D., Anton, W. D., & Bedell, J. (2015). The nature and treatment of test anxiety. In M. Zuckerman & C. D. Spielberger (Eds.), *Emotions and anxiety: New concepts, methods and applications* (pp. 317-344). New York, NY: Psychology Press.

- Stipek, D., Salmon, J. M., Givvin, K. B., Kazemi, E., Saxe, G., & MacGyvers, V. L. (1998). The value (and convergence) of practices suggested by motivation research and promoted by mathematics education reformers. *Journal for Research in mathematics education*, 29(4), 465-488. Doi: 10.2307/749862
- Tabachnick, B. G., & Fidell, L. S. (2013). *Using multivariate statistics* (6th ed.). Pearson Education, Inc.
- Titsworth, S., Quinlan, M. M., & Mazer, J. P. (2010). Emotion in teaching and learning: Development and validation of the classroom emotions scale. *Communication Education*, 59(4), 431-452. Doi: 10.1080/03634521003746156
- Turner, J. C., & Meyer, D. K. (2004). A classroom perspective on the principle of moderate challenge in mathematics. *The Journal of Educational Research*, 97(6), 311-318. Doi: 10.3200/JOER.97.6.311-318
- Turner, J. E., & Schallert, D. L. (2001). Expectancy-value relationships of shame reactions and shame resiliency. *Journal of Educational Psychology*, 93(2), 320-329. Doi: 10.1037/0022-0663.93.2.320
- Ullrich-French, S., & Smith, A. L. (2006). Perceptions of relationships with parents and peers in youth sport: Independent and combined prediction of motivational outcomes. *Psychology of Sport and Exercise*, 7(2), 193-214. Doi: 10.1016/j.psychsport.2005.08.006
- Verschueren, K., & Koomen, H. M. (2012). Teacher-child relationships from an attachment perspective. *Attachment & Human Development*, 14(3), 205-211. Doi: 10.1080/14616734.2012.672260
- Vierhaus, M., Lohaus, A., & Wild, E. (2016). The development of achievement emotions and coping/emotion regulation from primary to secondary school. *Learning and Instruction*, 42, 12-21. Doi: 10.1016/j.learninstruc.2015.11.002
- Yıldırım, İ., Gençtanırım, D., Yalçın, İ., & Baydan, Y. (2008). Sınav kaygısının yordayıcıları olarak akademik başarı, mükemmelliyeçilik ve sosyal destek. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 34, 287-296.

- Yükselir, C., & Harputlu, L. (2014). An investigation into EFL prep-class students' academic emotions. *Journal of Language & Linguistics Studies*, 10(2), 100-119.
- Walden, J. L. (2009). *Modeling and benchmarking supply chain leadership: setting the conditions for excellence*. Boca Raton, FL: CRC Press.
- Weiner, B. (1985). An attributional theory of achievement motivation and emotion. *Psychological Review*, 92, 548-573. Doi: 10.1037/0033-295X.92.4.548
- Wentzel, K. R. (1997). Student motivation in middle school: The role of perceived pedagogical caring. *Journal of Educational Psychology*, 89(3), 411-419. Doi: 10.1037/0022-0663.89.3.411
- Wentzel, K. R. (2002). Are effective teachers like good parents? Teaching styles and student adjustment in early adolescence. *Child Development*, 73(1), 287-301. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.514.109&rep=rep1&type=pdf>
- Wentzel, K. R., Russell, S., & Baker, S. (2016). Emotional support and expectations from parents, teachers, and peers predict adolescent competence at school. *Journal of Educational Psychology*, 108(2), 242-255. Doi: 10.1037/edu0000049
- Wentzel, K. R., & Watkins, D. E. (2002). Peer relationships and collaborative learning as contexts for academic enablers. *School Psychology Review*, 31(3), 366-377. Retrieved from <http://www.nasponline.org/publications/periodicals/spr/volume-31/volume-31-issue-3/peer-relationships-and-collaborative-learning-as-contexts-for-academic-enablers>
- West, S. G., Finch, J. F., & Curran, P. J. (1995). Structural equation models with nonnormal variables: Problems and remedies. In R. H. Hoyle (Ed.), *Structural equation modeling: Concepts, issues, and applications* (pp. 56-75), Thousand Oaks, California: Sage Publications, Inc.
- Wetherell, M. (2012). *Affect and emotion: A new social science understanding*. Sage Publications.

- Wigfield, A., & Eccles, J. S. (1990). Test anxiety in the school setting. In M. Lewis & S. M. Miller (Eds.), *Handbook of developmental psychopathology* (pp. 237-250). New York, NY: Plenum Press.
- Williams, L. J., & O'Boyle, E. H. (2008). Measurement models for linking latent variables and indicators: A review of human resource management research using parcels. *Human Resource Management Review*, *18*(4), 233-242. Doi: 10.1016/j.hrmr.2008.07.002
- Wurmser, L. (1987). Shame: The veiled companion of narcissism. In D. L. Nathanson (Ed.), *The many faces of shame* (pp. 64-92). New York, NY: Guilford Press.
- Zeidner, M. (1998). *Test anxiety: The state of the art*. New York, NY: Plenum Press.
- Zeidner, M. (2007). Test anxiety in educational contexts: What I have learned so far. In P. A. Schutz & R. Pekrun (Eds.), *Emotion in education* (pp. 165-184). San Diego, CA: Academic Press.

APPENDICES

Appendix A. Sample Items from the Questionnaire in Turkish

Sevgili öğrenciler,

Bu anket okuldaki İngilizce dersine yönelik duygu ve düşüncelerinizi araştırmayı amaçlamaktadır. Lütfen tüm soruları dikkatle okuyunuz. Soruların doğru ya da yanlış cevapları olmadığından tüm soruları cevaplandırınız. Çalışmanın anlamlı ve nitelikli olabilmesi için soruları içtenlikle cevaplamanız çok önemlidir. Çalışma kapsamında bilgileriniz gizli tutulacak ve sadece araştırmacı tarafından değerlendirilecektir. Anket sorularına cevap verildiği sırada sorulan sorulardan ya da herhangi bir uygulama ile ilgili başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakıp çıkma hakkına sahipsiniz. Katkılarınız için çok teşekkür ederim.

Ezgi Hazal KÖK

ODTÜ Eğitim Bilimleri Yüksek Lisans Öğrencisi

e162098@metu.edu.tr

BÖLÜM I

1. **Cinsiyetiniz:** Kız Erkek
2. **Sınıfınız:** 5. sınıf 6. sınıf 7. sınıf 8. Sınıf

BÖLÜM II

İngilizce dersi sırasında sınıf arkadaşlarınızla birlikteyken farklı duygular hissedebilirsiniz. Anketin bu bölümünde İngilizce dersinde yaşanabilecek akran ilişkilerine yönelik görüşlerinizi öğrenmek amacıyla çeşitli sorulara yer verilmiştir. Eğer sorularda verilen ifade sizin için tamamen doğruysa, 4'ü işaretleyiniz. Eğer ifade sizin için hiç doğru değilse, 1'i işaretleyiniz. Bu iki durum dışında ise 1 ve 4 arasında sizi en iyi tanımladığını düşündüğünüz numarayı işaretleyiniz.

	Hiç Doğru Değil	Doğru Değil	Biraz Doğru	Tamamen Doğru
1. Sınıf arkadaşlarımla birlikteyken, kendimi aralarına kabul edilmiş hissederim.	1	2	3	4
3. Sınıf arkadaşlarımla birlikteyken, kendimi <u>önemsiz</u> hissederim.	1	2	3	4

BÖLÜM III

İngilizce derslerine katılım farklı duyguların oluşmasına sebep olabilir. Anketin bu bölümü İngilizce derslerinde yaşayabileceğiniz duyguları içermektedir. Aşağıdaki soruları cevaplamadan önce, lütfen İngilizce dersinde yaşadığınız durumları göz önünde bulundurunuz. Eğer sorularda verilen ifadeye kesinlikle katılıyorsanız, 5'i işaretleyiniz. Eğer ifadeye kesinlikle katılmıyorsanız, 1'i işaretleyiniz. Bu iki durum dışında ise 1 ve 5 arasında sizi en iyi tanımladığını düşündüğünüz numarayı işaretleyiniz.

DERSTEN ÖNCE

Aşağıdaki sorular İngilizce dersine katılmadan önce yaşayabileceğiniz duyguları içermektedir. Lütfen, İngilizce dersinden önce genellikle nasıl hissettiğinizi işaretleyiniz.

	Kesinlikle Katılmıyorum				Kesinlikle Katılıyorum
1. İngilizce dersini dört gözle beklerim.	1	2	3	4	5

DERS SIRASINDA

Aşağıdaki sorular İngilizce dersi sırasında yaşayabileceğiniz duyguları içermektedir. Lütfen, İngilizce dersinde genellikle nasıl hissettiğinizi işaretleyiniz.

9. Bence İngilizce dersi sıkıcıdır.	1	2	3	4	5
-------------------------------------	---	---	---	---	---

DERSTEN SONRA

Aşağıdaki sorular İngilizce dersine katıldıktan sonra yaşayabileceğiniz duyguları içermektedir. Lütfen, İngilizce derslerinden sonra genel olarak nasıl hissettiğinizi işaretleyiniz.

16. Bence İngilizce bilgimle gurur duyabilirim.	1	2	3	4	5
---	---	---	---	---	---

BÖLÜM IV

İngilizce çalışma ve ödevlerini yapma farklı duyguların oluşmasına sebep olabilir. Anketin bu bölümü İngilizce çalışırken ve ödevleri yaparken yaşayabileceğiniz duyguları içermektedir. Eğer sorularda verilen ifadeye kesinlikle katılıyorsanız, 5'i işaretleyiniz. Eğer ifadeye kesinlikle katılmıyorsanız, 1'i işaretleyiniz. Bu iki durum dışında ise 1 ve 5 arasında sizi en iyi tanımladığını düşündüğünüz numarayı işaretleyiniz.

ÇALIŞMADAN ÖNCE

Aşağıdaki sorular İngilizceye çalışmadan ve ödevleri yapmadan önce yaşayabileceğiniz duyguları içermektedir. Lütfen, İngilizceye çalışmaya ya da İngilizce ödevlerini yapmaya başlamadan önce genellikle nasıl hissettiğinizi işaretleyiniz.

	Kesinlikle Katılmıyorum				Kesinlikle Katılıyorum
18. İngilizce ödevlerimi sadece düşündüğümde bile içim sıkılıyor.	1	2	3	4	5

ÇALIŞIRKEN

Aşağıdaki sorular İngilizceye çalışırken ve İngilizce ödevlerini yaparken yaşayabileceğiniz duyguları içermektedir. Lütfen, İngilizceye çalışırken ya da İngilizce ödevlerini yaparken genellikle nasıl hissettiğinizi işaretleyiniz

26. Konuyu tamamen anlayıp anlayamayacağımdan endişe duyarım.	1	2	3	4	5
---	---	---	---	---	---

ÇALIŞTIKTAN SONRA

Aşağıdaki sorular İngilizce çalıştıktan ya da İngilizce ödevlerini yaptıktan sonra yaşayabileceğiniz duyguları içermektedir. Lütfen, İngilizce çalıştıktan sonra genellikle nasıl hissettiğinizi işaretleyiniz.

32. İngilizcedeki bilgi eksikliğimden utanç duyarım.	1	2	3	4	5
--	---	---	---	---	---

BÖLÜM V

İngilizcede test ve sınavlar farklı duyguların oluşmasına sebep olabilir. Anketin bu bölümü İngilizce dersinden sınav olduğumuzda yaşayabileceğiniz duyguları içermektedir. Eğer sorularda verilen ifadeye kesinlikle katılıyorsanız, 5'i işaretleyiniz. Eğer ifadeye kesinlikle katılmıyorsanız, 1'i işaretleyiniz. Bu iki durum dışında ise 1 ve 5 arasında sizi en iyi tanımladığını düşündüğünüz numarayı işaretleyiniz

SINAV OLMADAN ÖNCE

Aşağıdaki sorular İngilizcede sınav olmadan önce yaşayabileceğiniz duyguları içermektedir. Lütfen, İngilizce sınavı olmadan önce genellikle nasıl hissettiğinizi işaretleyiniz.

	Kesinlikle Katılmıyorum				Kesinlikle Katılıyorum
36. İngilizce sınavına girmeden önce bile başarısız olacağımdan endişe duyarım.	1	2	3	4	5

SINAV SIRASINDA

Aşağıdaki sorular İngilizce sınavı olurken yaşayabileceğiniz duyguları içermektedir. Lütfen, İngilizce sınavı olurken genellikle nasıl hissettiğinizi işaretleyiniz

42. İngilizce sınavı esnasında umutsuz hissederim.	1	2	3	4	5
--	---	---	---	---	---

SINAV OLDUKTAN SONRA

Aşağıdaki sorular İngilizce sınavı ya da testi olduktan sonra yaşayabileceğiniz duyguları içermektedir. Lütfen, İngilizce sınavı ya da test olduktan sonra genellikle nasıl hissettiğinizi işaretleyiniz.

52. İngilizce sınavından sonra utanç duyarım.	1	2	3	4	5
---	---	---	---	---	---

BÖLÜM VI

İngilizce dersi sırasında öğretmeninizin farklı yapıcı duygusal desteği ile karşılaşabilirsiniz. Anketin bu bölümünde İngilizce dersinde öğretmeninizden görebileceğiniz farklı yapıcı duygusal destek şekillerini içermektedir. Eğer sorularda verilen ifade sizin için tamamen doğruysa, 5'i işaretleyiniz. Eğer ifade sizin için hiç doğru değilse, 1'i işaretleyiniz. Bu iki durum dışında ise 1 ve 5 arasında sizi en iyi tanımladığını düşündüğünüz numarayı işaretleyiniz.

	Hiç Doğru Değil	Doğru Değil	Biraz Doğru	Doğru	Tamamen Doğru
2. Öğretmenim düşünce ve fikirlerime değer verir.	1	2	3	4	5
3. Öğretmenim söyleyecek bir şeyim olduğunda beni dinler.	1	2	3	4	5
5. Öğretmenim hiçbir ayrıcalık göstermeksizin diğer öğrencilerine olduğu gibi bana da adaletli ve dürüst davranır.	1	2	3	4	5
11. Öğretmenim bana karşı sevgi doludur.	1	2	3	4	5

Appendix B. Turkish Summary / Türkçe Özet

ALGILANAN ÖĞRETMEN DUYUŞSAL DESTEĞİNİN VE AKRAN İLİŞKİSİNİN ORTAOKUL ÖĞRENCİLERİNİN İNGİLİZCE DERSLERİNDEKİ BAŞARI DUYGULARI ÜZERİNDEKİ ROLÜ

Giriş

Araştırmanın amacı ve önemi

Bu araştırma, algılanan öğretmen duyuşsal desteği ve akran ilişkisinin ortaokul öğrencilerinin İngilizce derslerindeki başarı duygularındaki rolünü incelemeyi amaçlamıştır. Bunun yanı sıra, başarı duygularının sınıf seviyesi ve cinsiyet deęişkenlerine göre incelenmesi hedeflenmiştir.

Pekrun ve Linnenbrink-Garcia'nın (2014) dediđi gibi sınıf, duyguların olduđu bir alandır. Bir arada geirilen saatlerde öğretmenler ve öğrenciler birbirlerine yakınlık duyacakları sosyal ilişkiler kurarlar ve böylelikle birçok duygu deneyimi yaşarlar. Bu yüzden, eğitim ortamlarının haz, umut, gurur, öfke, utan, bıkkınlık ve kaygı gibi duygularla var olduğunu söylemek yanlış olmayacaktır (Pekrun ve Linnenbrink-Garcia, 2014).

Bu eğitim ortamlarından biri olan dil öğrenim sınıfları, ülkeler için temel önem taşırlar. Çünkü dil öğrenimi sadece iletişimi pekiştirmenin bir yolu deęil, evrensel anlayışı geliştirmenin de bir yoludur. Bunun yanı sıra, küreselleşme ile beraber iş arayışında olan kişilerin tek bir dil bilmesi dezavantaj oluşturmaktadır. Bu yüzden dil öğrenimi gereklidir. Ancak, yabancı dil öğrenimi birçok farklı faktör sebebiyle sorun olarak görülmeye başlanmış (Della Chiesa, Scott ve Hinton, 2012), bunun üzerine dil öğrenim sınıfları CEFR kriterlerine (Avrupa Konseyi, 2001) göre düzenlenmiştir. Böylelikle yabancı dil öğrenenlerin, küreselleşen dünyadaki deęişimlere ayak uydurabilmek için

gerekli olan bilgi ve becerilerle dili etkili kullanabilmesi hedeflenmiştir. Bunun yanısıra, öğrenciler yabancı dil sınav kaygısını deneyimlediklerinden dolayı duyuşsal faktörler gibi farklı faktörler de CEFR kriterleri ile birlikte dil öğrenim sınıflarında önem kazanmıştır (Avrupa Konseyi, 2001). Ancak, yabancı dil sınıflarında deneyimlenen duygu sadece kaygı değildir. Kaygı duygusunun dışında da birçok olumlu ve olumsuz duygu dil öğrenenler tarafından deneyimlenmektedir (Aragão, 2011; Bown ve White, 2010; Garret ve Young, 2009; Goetz Frenzel, Pekrun ve Hall, 2006; Goetz, Frenzel, Hall ve Pekrun, 2008; Méndez López ve Peña Aguilar, 2013). Bu yüzden, bu araştırma İngilizce'nin yabancı dil olarak öğretildiği dil öğrenim sınıflarındaki başarı duygularını incelemeyi amaçlamıştır. Böylelikle bu araştırma alan yazına İngilizce derslerinde hangi duyguların yaşandığı konusunda katkı sağlayacaktır.

Başarı duygularının öncülleri arasından öğrenme ortamları oldukça önemlidir. Bu ortamlarda, öğretmenlerin ve öğrencilerin arasındaki ilişki duygusal işleyişi etkilediği için çok önemlidir. Örnek vermek gerekirse, öğretmenler iyi bir dinleyici olarak ve öğrencilere yakın olarak algılandığında, öğrencilerin olumlu duygular hissetmesi daha muhtemeldir (Titsworth, Quinlan ve Mazer, 2010). Ne yazık ki, öğretmen duyuşsal desteği ve duygular ile ilgili çalışmalar başarı duygularının kontrol-değer teorisi bakış açısı ile incelendiğinde, çoğu çalışmanın matematik ve fen bilimleri derslerinde yapıldığı görülmektedir (Frenzel, Pekrun ve Goetz, 2007; Sakız, 2015, 2017; Sakız, Pape ve Hoy, 2012). Bu yüzden, İngilizce derslerinde de deneyimlenebilecek başarı duygularını düşünerek algılanan öğretmen duyuşsal desteğini incelemek ilgili alan yazına katkıda bulunacaktır.

Bir diğer taraftan, öğrenme ortamlarında öğrenciler ve akranları arasında ilişki de değer yargılarını ve tutumlarındaki değişiklikler gibi temel öğrenme çıktılarında aracı rolü üstlendiği için (Quinlan, 2016) ve duyguları etkilediği için önemlidir. Alan yazında ilgili çalışma bulguları incelendiğinde akranlarına yakın hissedilen öğrencilerin haz gibi olumlu duyguları daha fazla deneyimlediği görülmektedir (Cox, Duncheon ve McDavid, 2009). Ancak, İngilizce dil sınıfları gibi eğitim ortamları umut, gurur, öfke,

utanç, bıkkınlık ve kaygı gibi diğer duyguları da barındırmaktadır (Pekrun ve Linenbrink-Garcia, 2014). Bu sebepten ötürü, bu araştırma İngilizce derslerindeki akran ilişkisini ve farklı başarı duygularını ele alarak alan yazına katkıda bulunmayı amaçlamıştır.

Öte yandan, alan yazında başarı duygularının sınıf seviyelerine göre ve cinsiyete göre inceleyen ve farklı sonuçlara ulaşan araştırmalar yer almaktadır (Çalık, 2014; Raccanello, Brondino ve Bernardi, 2013; Vierhaus, Lohaus ve Wild, 2016; Öztürk ve Gürbüz, 2013; Pekrun, Hall, Goetz ve Perry, 2014; Pekrun, Lichtenfeld, Marsh, Murayama ve Goetz, 2017; Yükselir ve Harputlu, 2014). Bu yüzden bu çalışma her iki değişkeni araştırarak, eğitimcilerin cinsiyete ve sınıf seviyelerine göre değişebilecek duyguları daha iyi anlamaları ve etkili öğrenme ortamı yaratmak için ona göre duyuşsal destek sağlayabilmeleri yönünden alan yazına katkıda bulunmayı hedeflemiştir.

Araştırma Soruları

1. Başarı duyguları cinsiyet ve sınıf seviyesine göre nasıl değişmektedir?
2. Algılanan öğretmen duyuşsal desteği ve akran ilişkisi ortaokul öğrencilerinin İngilizce derslerindeki başarı duygularını ne derece yordamaktadır?
3. Algılanan öğretmen duyuşsal desteği ve akran ilişkisinin ortaokul öğrencilerinin İngilizce derslerindeki başarı duygularını sınıf seviyesine göre ne derece yordamaktadır?

Literatür Taraması

Duyuş terimi farklı alanlardaki bilim insanları tarafından çeşitli şekilde tanımlanmaktadır. Duyuşlarla ilgilenen bilim insanları bu terimi bedende ve zihinde meydana gelen duygusal durumlar ve ayırt edici değişimler olarak görmektedir (Wetherell, 2012). Boekaerts (2007) ise duyuşu hisleri, duyguları, ruh halini içeren genel bir terim olarak tanımlamaktadır.

Eğitimde insancıl yaklaşım (humanistic approach) ile birlikte, duyuşsal alanın da önemi vurgulanmış (Gardner, 1985), ve duyuş alanı ile ilgili yapılan çalışmalar bu alanda önem kazanmaya başlamıştır. Dil öğrenimi ve ikinci dil edinimi gibi farklı eğitim alalarında da duyuş öğrenme ürünlerinin önemli parçası haline gelmiştir (Aragão, 2011; Imai, 2010).

İkinci yabancı dil ediniminde (Imai, 2010), yabancı dil öğrenimde (Pishghadam, Zabetipour ve Aminzadeh, 2016), öğrenme süreçleri ve motivasyonda (Meyer ve Turner, 2006) duygular, duyuşun temel yapı taşı olarak görülmektedir. Duygular, çoklu etkileşimleri içeren geçmiş deneyimlerden gelir ve duyuşsal, bilişsel, fizyolojik, güdüsel ve psikolojik süreçleri kapsayan çok yönlü bir olgudur (Pekrun, 2006; Pekrun, Goetz, Frenzel, Barchfeld ve Perry, 2011; Pekrun ve Stephens, 2010; Scherer, 2009). Başarı duyguları ise akademik alanda yer alan öğrenme, öğretim ve başarı kavramları ile yakından ilişkili duygular olarak görülmektedir (Pekrun, 2006) ve yabancı / ikinci dil öğrenimi, matematik ve fen bilimleri gibi farklı eğitim alanlarında (Çalık, 2014; Goetz, Cronjaeger, Frenzel, Lüdtke ve Hall, 2010; Goetz vd., 2006; Goetz, Frenzel, Pekrun, Hall ve Lüdtke, 2007; Goetz, Nett, Martiny, Hall, Pekrun, Dettmers ve Trautwein, 2012; Ismail, 2015; Méndez López ve Peña Aguilar, 2013; Pishghadam vd., 2016; Raccanello vd., 2013; Yükselir ve Harputlu, 2014) öğrenme süreçlerini, motivasyonu, etkili öğrenme ve öğretmeyi daha iyi anlamak için gereklidirler (Çalık, 2014; Meyer ve Turner, 2006; Pekrun, Goetz, Titz ve Perry, 2002).

İlgili alan yazın incelendiğinde, kaygı en çok araştırılmış ve raporlanmış başarı duygusudur (Pekrun ve Stephens, 2010) ve sınav kaygısı ile ilgili birçok yapılan araştırma bulunmaktadır (Guntzviller, Yale ve Jensen, 2016; Hamzaoğlu ve Koçoğlu, 2016; Önem, 2010; Wigfield ve Eccles, 1990; Zeidner, 1998, 2007). Ancak öğrenciler tarafından deneyimlenen sınav kaygısından farklı olarak zevk, gurur, öfke, utanç, umutsuzluk ve bıkkınlık gibi diğer başarı duyguları da yaşanmaktadır (Pekrun, 2006).

Bu duygular, Pekrun'u duygular ile ilgili beklenti-değer gibi diğer kuramlara tamamlayıcı olarak sunduğu kontrol-değer (control-value) kuramına dayanmaktadır.

Bu kurama göre, duyguların oluşumunda kontrol ve değer değerlendirmelerini içeren bilişsel değerlendirmeler önemli rol oynamaktadır (Pekrun, 2006; Pekrun vd., 2007; Pekrun vd., 2011; Pekrun ve Stephens, 2010). Kişisel kontrol değerlendirmeleri başarıya ilişkin çalışmaları ve ürünleri bireylerin ne kadar kontrol edilebildikleri, kişisel değer değerlendirmesi ise bu çalışmaların ve ürünlerin onlar için ne kadar önemli olduğu ile alakalıdır (Pekrun, 2006; Pekrun vd., 2007; Pekrun vd., 2011; Pekrun ve Stephens, 2010). Bu bilişsel değerlendirmelerin yanı sıra, başarı duygularını etkileyen farklı öncüller de bulunmaktadır. Bunlardan biri ise öğrenim ortamlarıdır (Pekrun, 2006; Pekrun vd., 2007; Pekrun ve Stephens, 2010) ve ne yazık ki 1930'lu yıllardan beri çalışılan sınav kaygısı dışındaki başarı duyguları ve öğrenme ortamları arasındaki ilişki geniş kapsamlı olarak henüz incelenmemiştir. Bu öğrenim ortamlarında öğrencilerin duygusal işlevselliğini ve akademik başarısını etkileyen iki önemli sosyal ortak olarak görülenler ise öğretmenler ve akranlardır (Furrer ve Skinner, 2003). Bu önemli sosyal ortaklar ile öğrenciler sınıfta birlikte zaman geçirir, sosyal ilişkiler inşa edebilir ve farklı duygular deneyimleyerek bireysel ve toplu olarak yaşamdaki hedeflerini gerçekleştirebilirler (Pekrun vd., 2007). Bu yüzden, öğretmenler ve akranlar öğrencilerin duygularını ve başarılarını etkileyen iki önemli etken olarak görülebilirler.

İlgili alan yazında öğretmen duyuşsal desteği ve başarı duyguları arasındaki ilişkiyi inceleyen araştırmalara göre, duyuşsal destek sağlayan öğretmenlerin bulunduğu eğitim ortamlarında öğrencilerin haz gibi olumlu duyguları daha çok deneyimlerken, umutsuzluk ve kaygı gibi olumsuz duyguları daha az deneyimledikleri ortaya çıkmıştır. Ancak, bu çalışmalar matematik ve fen bilimleri alanlarında gerçekleştirilmiş ve birkaç başarı duygusunu incelemiştir (Sakız, 2015, 2017; Sakız vd., 2012). Bunun yanı sıra ilgili alan yazında, öğrenim ortamlarında bulunan öğretmenlerle ve akranlarla olan ilişkilerin ise duyuşsal tepkiler, motivasyon, akademik katılım ve başarı ile olan ilişkisini inceleyen araştırmalar da yer almaktadır (Cox vd., 2009; FitzSimmons, 2006; Shen, McCaughtry, Martin, Fahlman ve Garn, 2012). Bu araştırmaların sonucunda ise öğrencilerin öğretmenleri ve akranları ile olan ilişkilerininin hem davranışsal hem duygusal katılımları ile ilişkili olduğu, olumlu

ilişkilerin ise öğrencilerin haz duygusunu daha fazla, endişe duygusunu ise daha az seviyede hissetmesindeki önemini vurgulamaktadır. Ne yazık ki, alan yazında algılanan öğretmen duyuşsal desteęi ve akran ilişkisinin çeşitli başarı duygularındaki rolünü inceleyen araştırmaların azlığı yönünden ve var olan çalışmaların ise genellikle matematik ve fen bilimleri derslerine ait olmasından dolayı, bu deęişkenlerin yabancı dil öğrenim sınıfları gibi farklı akademik alanlarda incelenmesi gerekmektedir.

Dahası, belirli duygu düşünömleri ve yaşanan duygunun yoğunluğu gibi süreç içindeki deęişkenlerin bireylere göre farklılık gösterdiği için kontrol-deęer kuramı başarı duygularının cinsiyete göre deęiőeceğini belirtmektedir (Pekrun, 2006). İlgili uluslararası ve ulusal alan yazında ise bu kuramın varsayımını destekleyen yabancı dil öğrenim sınıflarında araştırmalar bulunmaktadır (Cui, 2011; Dewaele, MacIntyre, Boudreau ve Dewaele, 2016; Dewaele, Witney, Saito ve Dewaele, 2017; Goetz vd., 2008; Öztürk ve Gürbüz, 2013; Yükselir ve Harputlu, 2014). Bu araştırmaların bulguları incelendiğinde ise kimi çalışmaların kız öğrencilerinin erkek öğrencilere göre kaygı gibi olumsuz başarı duygularını daha çok deneyimledięi kimi çalışmalarda ise bunun tam tersi yönde olduęu gözlenmiştir. Benzer olarak, kimi araştırmalar haz gibi olumlu başarı duygusunun kız öğrencilerin daha çok deneyimlediğini belirtirken, kimi araştırmalar bu duygunun daha çok erkek öğrenciler tarafından deneyimlendięi sonucuna ulaşmıştır. Ancak bu çalışmaların dışında, alan yazında yer alan kimi ulusal ve uluslararası çalışmalar başarı duygularında herhangi bir cinsiyet farkı bulamamıştır (Aydın, 2013; İsmail, 2015; Nemati, 2012; Öztürk ve Hürsen, 2013).

Alan yazında başarı duygularının sınıf seviyelerine göre deęiőtiğini belirten araştırmalar da yer almaktadır. Ne yazık ki anadil ve yabancı dil sınıflarında (Aydın, 2013; Goetz vd., 2008; Raccanello vd., 2013) yer alan birkaç araştırma dışında bu alanda başarı duyguları incelenmemiştir (Eroęlu, Işıklar ve Bozgeyikli, 2006; Normak ve Taltz, 2009; Vierhaus vd., 2016). Bu araştırmaların sonuçlarına bakıldığında ise sınıf seviyesi yükseldikçe öğrencilerin yaşadığı olumlu başarı duygularının azaldığı olumsuz başarı duygularının ise arttığı gözlenmiştir.

Yöntem

Desen

Bu araştırma korelasyon çalışması olarak planlanmıştır. Veriler Ankara’da bulunan Çankaya ve Yenimahalle merkez ilçelerindeki özel ortaokullarda öğrenim gören beşinci, altıncı ve yedinci sınıf öğrencilerinden toplanmıştır.

Örneklem

Bu araştırmanın hedef evreni, Ankara’da özel okullarda öğrenim gören ortaokul öğrencilerinden oluşmaktadır. Ancak TEOG sınavından sonraki hafta okulda bulunmamalarından ve toplanılan veri sayısının yetersizliğinden dolayı sekizinci sınıf öğrencileri araştırmada yer almamaktadır. Bu yüzden bu çalışma Ankara’daki özel okullarda öğrenim gören beşinci, altıncı ve yedinci sınıf öğrencileri ile sınırlıdır.

Ulaşılabilir evren Ankara’nın iki merkez ilçesi olan Çankaya ve Yenimahalle’deki dört farklı özel okulda öğrenim gören beşinci, altıncı ve yedinci sınıf öğrencilerinden oluşmaktadır. Küme örnekleme yöntemi kullanılarak dört özel ortaokul seçilmiştir. Kullanılan ölçeklerin toplam madde sayısı düşünülerek katılımcı sayısı belirlenmiştir. Böylelikle, 810 beşinci, altıncı ve yedinci sınıfta okuyan ortaokul öğrencisi bu çalışmada yer almıştır. Katılımcıların 417’si kızlardan (%51), 397’si ise erkeklerden (%49) oluşmaktadır. Bunun yanı sıra, katılımcıların 272’si beşinci sınıf öğrencisi (%33.6), 263’ü altıncı sınıf öğrencisi (%32.5) ve 275’i yedinci sınıf öğrencisinden (%34) oluşmaktadır.

Veri Toplama Araçları

Veri toplamak amacı ile araştırmada üç farklı ölçekten ve altı farklı bölümden oluşan bir anket uygulanmıştır. Birinci bölüm çalışmaya katılanların cinsiyet ve sınıf

seviyelerini öğrenmeyi amaçlarken, ikinci bölümde Furrer ve Skinner (2003) tarafından geliştirilen akran ilişkisini ölçmek amacı ile dört maddeden oluşan Akran İlişkisi Ölçeği yer almaktadır. Akran İlişkisi Ölçeği araştırmacı tarafından çalışma kapsamında Türkçe'ye uyarlanmış ve uyarlama sürecince belirli yollar izlenmiştir. Öncelikle ölçek üç farklı İngilizce alanında uzman tarafından Türkçe'ye çevrilmiştir. Ardından, başka üç farklı İngilizce alanında uzman tarafından İngilizce'ye geri çeviri yapılmıştır. Son olarak ise, hem Türkçe'ye hem de İngilizce'ye çevrilen ölçekteki maddeler incelenerek uyumluluğu kontrol edilmiştir.

Anketin üçüncü, dördüncü ve beşinci bölümlerinde ise İngilizce dersindeki sınıf başarı duyguları, öğrenme başarı duyguları ve sınav başarı duygularını üç farklı zaman aralığında ölçen İngilizce Başarı Duyguları Ölçeği bulunmaktadır. Ölçeğin aslı Matematik Başarı Duyguları Ölçeği olarak Pekrun, Goetz ve Frenzel (2005) tarafından ve diğer akademik derslere de uyarlanabilir şekilde geliştirilmiştir. Asıl ölçekte 60 madde bulunurken, Milli Eğitim Bakanlığı'nın isteği ve Çalık (2014) tarafından uyarlanan ölçekte Doğrulamalı Faktör Analizi sonuçları değerlendirildiğinde sekiz madde çıkarılmış, 52 maddeden oluşan ölçek ankete dahil edilmiştir. Bu ölçek yedi farklı başarı duygusunu ölçmeyi amaçlamaktadır. Bu duygular, haz, gurur, kaygı, umutsuzluk, öfke, bıkkınlık ve utanç duygularıdır.

Anketin son bölümü ise, öğretmen duyuşsal desteğini ölçmek amacı ile Sakız (2011) tarafından geliştirilen ve Türkçe'ye uyarlanan on iki maddeden ve tek boyuttan oluşan Öğretmen Yapıcı Duygusal Desteği Ölçeğini içermektedir.

Ana çalışma verileri toplanmadan önce, Öğretmen Yapıcı Duygusal Desteği Ölçeği ve araştırmacı tarafından Türkçe'ye uyarlanan Akran İlişkisi Ölçeğini içeren bir pilot çalışma uygulanmıştır. Pilot çalışma iki haftalık aralık ile uygulanan ön-test ve son-testten oluşmaktadır ve anket 37 yedinci ve sekizinci sınıf öğrencisine uygulanmıştır. İki haftalık test-tekrar test güvenilirlik katsayısı Öğretmen Yapıcı Duygusal Desteği Ölçeği için .87 olarak hesaplanırken, ön-test için Cronbach alfa .96 ve son-test için ise .98 olarak hesaplanmıştır. Akran İlişkisi Ölçeği için ise test-tekrar test güvenilirlik

katsayısı .73, ön-test için Cronbach alfa değeri .55 ve son-test için bu değer .63 olarak hesaplanmıştır. Akran İlişkisi Ölçeği için bulunan bu Cronbach Alfa değerlerinin nedeni ölçekteki olumlu ve olumsuz yüklem içeren cümlelerin karışık sıra ile gelmesi olabileceği düşünüldüğünden, ana çalışmada olumlu yüklem içeren cümleler ve olumsuz yüklem içeren cümleler birbirini ardına gelecek şekilde maddelerin yerleri değiştirilmiştir.

Veri Toplama Süreci

Araştırmayı yürütebilmek için ODTÜ İnsan Araştırmaları Etik Kurulu'ndan ve Milli Eğitim Bakanlığı (MEB)'nden gerekli izinler alınmıştır. Ardından, 37 özel ortaokulda öğrenim gören yedinci ve sekizinci sınıf öğrencisi ile pilot çalışma gerçekleştirilmiştir. Pilot çalışmada, araştırmacı tarafından Türkçe'ye uyarlanan Akran İlişkisi Ölçeği ve Türkçe'ye Sakız (2011) tarafından uyarlanan Öğretmen Yapıcı Duygusal Desteği Ölçeği yer almıştır. Ana çalışma ise 2015-2016 akademik yılı ikinci dönemi içinde yürütülmüştür.

Katılımcıların ölçeklerdeki soruları yanıtlaması yaklaşık olarak yirmi dakika sürmüştür. Bunun yanı sıra, araştırmacı ve öğretmenler öğrencileri dikkatli gözlemlemek için ölçeklerin uygulandığı sıra sınıfta hazır olarak bulunmuştur. Ardından, katılımcılar araştırmanın amacı, kullanılan veri toplama araçları ve uygulama süreci, bu çalışmaya katılmanın gönüllülük esasına dayandığı ve istedikleri herhangi bir zamanda çalışmadan geri çekilebilecekleri konusunda bilgilendirilmiştir. Ek olarak, katılımcı verilerinin gizli tutulacağı, sadece araştırmacı tarafından verilerin kullanılacağı bilgilendirilmesi yapılmıştır. Son olarak ise, katılımcı öğrencilerden soruları dikkatli ve bağımsız şekilde okumaları ve cevaplamaları istenmiştir.

Veri Analizi

Veri analizi IBM SPSS 22 yazılım programı kullanılarak betimsel ve çıkarımsal analiz yöntemi ile yapılmıştır. Bu analizleri uygulamadan önce, kayıp veri analizi

gerçekleştirilmiştir. Bulgulara göre Öğretmen Yapıcı Duygusal Desteği Ölçeğinde ve Akran İlişkisi Ölçeğinde herhangi bir kayıp veri bulunmamıştır. Ancak İngilizce Başarı Duyguları Ölçeğinde oranı %1'i geçmeyen üç kayıp veri bulunmuş, veri örüntüsünü incelemek için rastlantısallık kontrol edilmiş (Tabachnick ve Fidell, 2014) ve istatistiksel olarak fark bulunmuştur ($p < .05$). Bu önemli durum ile baş edebilmek için ve az sayıda kayıp veri olduğu için ortalama değer atama yöntemi kullanılmıştır (Tabachnick ve Fidell, 2014).

Öte yandan, İngilizce Başarı Duyguları Ölçeği'nin Pekrun, Goetz ve Frenzel (2005) tarafından önerilen ve Çalık (2014) tarafından teyit edilen yedi faktörlük yapısını ve Öğretmen Yapıcı Duygusal Desteği Ölçeği'nin tek faktörlük yapısını incelemek için AMOS 24 (Arbuckle, 2016) yazılım programı kullanılarak Doğrulayıcı Faktör Analizi gerçekleştirilmiştir. Hair, Black, Babin ve Anderson'ın (2010) belirttiği üzere, faktör analizi doğrultusunda önerilen bir yapıyı incelemek için her bir faktörün beş ve beşten fazla maddesi olması gereklidir. Bu yüzden, dört maddeden oluşan Akran İlişkisi Ölçeği için Doğrulayıcı Faktör Analizi yapılmamıştır. Bunun yanı sıra, Cronbach alfa katsayısı incelenerek bulguların güvenilirliği incelenmiştir.

Cinsiyet ve sınıf seviyelerine göre benzerlikleri ve farklılıkları araştırmak için ortalama ve standart sapma değerleri hesaplanarak betimsel analiz gerçekleştirilmiştir. Verilerin cinsiyete ve sınıf seviyesine göre sıklık dağılımı ve orantısı da incelenmiştir. Betimsel analizin yanı sıra, çok değişkenli varyans analizi (MANOVA) ile ortaokul öğrencilerinin başarı duyguları cinsiyet ve sınıf seviyesi değişkenlerine göre incelenmiştir. Son olarak ise, algılanan öğretmen duygusal desteği ve akran ilişkisinin İngilizce derslerindeki başarı duyguları üzerindeki rolünü araştırmak ve bu rolü sınıf seviyelerine göre incelemek amacı ile kanonik korelasyon analizi yapılmıştır.

Araştırmanın Sınırlılıkları

Araştırma kapsamında göz önünde bulundurulması gereken birçok sınırlılık bulunmaktadır. İlk olarak, bu araştırma İngilizce dersindeki başarı duyguları, algılanan

öğretmen duyuşsal desteęi ve akran ilişkişi arasındaki baęı inceleyen korelasyon çalıřmasıdır. Bu yüzden, bu çalıřma ile sebep sonuç çıkarımlarında bulunmak mümkün deęildir. Bunun yanı sıra, bu arařtırma öęrenci görüřlerini özbildirim (self-report) kullanarak incelemektedir. Sosyal beęenirlik yanlılıęından dolayı öęrenciler kendi fikirlerini ve duygularını yansıtmamıř olabilirler. Veri toplama ölçeklerinin uygulanma sırasında öęrenciler farklı duygusal süreçlerden de geçiyor olabilir. Buna ek olarak, bu arařtırma özel ortaokullarda öęrenim göre beřinci, altıncı ve yedinci sınıf öęrencileri ile ve İngilizce dersi ile sınırlıdır. O yüzden, bulguları dięer eęitim ortamlarına, sınıf seviyelerine ve derslere genellemek mümkün deęildir. Sosyo-ekonomik durum, etnik ve kültürel yapı bakımından farklı özgeçmiři olabileceęi için arařtırmanın bulgularını farklı řehirlerde yařayan ve Ankara'nın bařka ilçelerindeki öęrencilere genellemek de mümkün deęildir. Bundan dolayı, bulgular yalnızca Ankara'nın daha önceden belirtilen ilçelerine genelleme yapılabilir.

Arařtırmanın Varsayımları

Bu çalıřmanın sayıltıları; (a) veri toplama araçlarının uygulandıęı sırada katılımcılara standart kořullar saęlanmıştıř, (b) veri toplama araçlarındaki tüm maddeler katılımcılar tarafından doęru řekilde anlaşılmıřtıř, (c) katılımcılar sosyal beęenirlik yanlılıęı olmaksızın sorulara içtenlikle cevap vermiřlerdir, (d) katılımcılar hiç kimseden etkilenmeden ölçeklerdeki sorulara kendi fikirlerini yansıtacak řekilde cevap vermiřlerdir.

Bulgular

İngilizce Başarı Duyguları Ölçeęi için Doğrulayıcı Faktör Analizi yapılmıř ve ölçek için belirtilen yedi faktörlük yapının geçerlięi test edilmiřtir. Sonuçlara göre ise Karşılařtırmalı Uyum İndeksi (CFI; Comparative Fit Index) .98, Normlařtırılmamıř Uyum İndeksi (Non-Normed Fit Index; NNFI) .97 ve Yaklařık Hataların Ortalama Karekökü (Root Mean Square Error of Approximation; RMSEA) .06 olarak

hesaplanmıştır. Bu sonuçlara göre, belirtilen yedi boyutlu yapı doğrulanmıştır. Güvenirlik katsayısı ise her bir duygu boyutu için .82 üzerinde bulunmuştur. Bunun yanı sıra, Öğretmen Yapıcı Duygusal Destek Ölçeği için Doğrulayıcı Faktör Analizi yapılmış ve ölçek için belirtilen tek faktörülük yapının geçerliği test edilmiştir. Sonuçlara göre ise Karşılaştırmalı Uyum İndeksi (CFI) .96, Normlaştırılmamış Uyum İndeksi (NNFI) .95 ve Yaklaşık Hataların Ortalama Karekökü (RMSEA) .08 olarak hesaplanmıştır. Bu sonuçlara göre, belirtilen tek boyutlu yapı doğrulanmıştır. Güvenirlik katsayısı ise .95 olarak bulunmuştur. Dört maddeden oluşan Akran İlişkisi Ölçeği için sadece güvenirlik katsayısı hesaplanmıştır. Cronbach alfa değeri (.74) kabul edilebilir düzeyde bulunmuştur.

Betimsel analiz sonuçlarına göre beşinci, altıncı ve yedinci sınıf öğrencileri için İngilizce derslerindeki olumlu başarı duygularının olumsuz başarı duygularından daha yüksek olduğunu göstermiştir. Olumlu başarı duygularından gurur en yüksek ortalamaya sahipken haz daha düşük ortalamaya sahiptir. Olumsuz başarı duygularında ise en yüksek ortalamaya bıkkınlık sahipken, öfke en düşük ortalamaya sahiptir. Akran ilişkisi ve algılanan öğretmen duyuşsal desteği bakımından ortalama değerler de yüksek olarak bulunmuştur (Öğretmen Yapıcı Duygusal Destek Ölçeği = 4.01; Akran İlişkisi Ölçeği = 3.32).

Çok değişkenli varyans analizi (MANOVA) İngilizce başarı duygularının cinsiyet ve sınıf seviyelerine göre değişiklik gösterip göstermediğini incelemek için kullanılmış ve başarı duygularının cinsiyet değişkenine göre anlamlı olarak farklılık göstermediği görülmüştür. Sınıf seviyelerinin ise İngilizce başarı duyguları üzerinde etkili olduğu görülmüştür. Haz başarı duygusunun anlamlı olarak değiştiği ve sınıf seviyesi arttıkça azaldığı gözlenmiştir. Öfke ve bıkkınlık başarı duygularının sınıf seviyeleri arttıkça arttığı, utanç başarı duygusunun ise azaldığı gözlenmiştir.

Son olarak ise, algılanan öğretmen duyuşsal desteği ve akran ilişkisi ile İngilizce başarı duyguları arasındaki ilişkiyi gözlemlemek için kanonik korelasyon yapılmıştır. Sonuçlar algılanan öğretmen duyuşsal desteği ve akran ilişkisinin olumsuz başarı

duygularını negatif yönde, olumlu başarı duygularını ise pozitif yönde yordadığını göstermiştir. Bir diğer deyişle, algılanan öğretmen duyuşsal desteęi ve akran ilişkisi düşük seviyedeysse, haz ve gurur duyguları da düşük seviyede, algılanan öğretmen duyuşsal desteęi ve akran ilişkisi yüksek seviyedeysse, deneyimlenen kaygı, öfke, bıkkınlık, umutsuzluk ve utanç olumsuz başarı duygularının daha düşük seviyede olduęu gözlenmiştir. Bunun yanı sıra, algılanan öğretmen duyuşsal desteęi ve akran ilişkisi deęişkenleri ile İngilizce başarı duyguları arasındaki ilişki sınıf seviyeleri bakımından da incelenmiş ve benzer sonuçlara ulaşılmıştır. Başka bir ifadeyle, beşinci, altıncı ve yedinci sınıftaki öğrenciler öğretmen duyuşsal desteęini ve akran ilişkisini yüksek seviyede deneyimliyorsa, bu öğrencilerin haz ve gurur başarı duygularını daha fazla, kaygı, öfke, bıkkınlık, umutsuzluk ve utanç olumsuz başarı duygularını daha az seviyede deneyimledięi gözlenmiştir.

Sonuç ve Öneriler

Bu araştırmanın bulguları İngilizce dil öğrenim sınıflarında deneyimlenen başarı duygularına, bu duyguların cinsiyet ve sınıf seviyelerine göre deęerlendirilmesi ve öğrenme ortamlarının ortaokul öğrencilerinin başarı duyguları üzerindeki rolünü anlama bakımından ilgili alan yazına ışık tutmaktadır.

Cinsiyet deęişkeni ele alındığında, ortaokul öğrencilerinin İngilizce derslerindeki başarı duygularında manidar bir farklılık görülmedięi sonucu ilgili alan yazında (Ismail, 2015; Yükselir ve Harputlu, 2014; Fong Lam, Chen, Zhang ve Liang, 2015) yer alan bazı çalışmalarla benzerlik göstermektedir. Ne yazık ki az sayıda çalışmanın olmasından dolayı, İngilizce derslerindeki başarı duygularındaki cinsiyet farklılığı iyi tanımlanan ya da ölçülen bir yapı deęildir. Ancak, cinsiyet deęişkeni ve dil öğrenim kaygısını ele alan birçok araştırma yer almaktadır. (Aydın, 2013; Cui, 2011; Goetz vd., 2008; Nemati, 2012; Öztürk ve Gürbüz, 2013; Özütürk ve Hürsen, 2013; Park ve French, 2013). Bu sebepten, İngilizce başarı duyguları ve cinsiyet arasındaki ilişkiyi

incelemek ve bu araştırmanın bulgularını teyit edebilmek için daha fazla çalışma yapılmalıdır.

Bir diğer taraftan, İngilizce derslerindeki haz, öfke, bıkkınlık ve utanç başarı duygularında sınıf seviyelerine göre anlamlı bir fark gözlenmiştir. Bulgular sınıf seviyelerinin arttıkça, İngilizce derslerindeki hazzın ve utanç duygusunun giderek azaldığını, öfke ve bıkkınlığın ise giderek arttığını ortaya çıkarmıştır. Bu bulgular ise alan yazında yer alan kimi çalışmalar (Çalık, 2014; Normak ve Taltz, 2009; Raccanello vd., 2013; Vierhaus vd., 2016) ile uyum içerisindedir. İlkokuldan ortaokula geçiş sırasında, ergenlik döneminin başlarından itibaren, öğrenciler sınıf ortamını destekleyici olarak ve öğretmen öğrenci ilişkisini olumlu olarak algılamayabilir (Eccles vd., 1993). Bu yüzden, öğrencilerin bıkkınlık ve öfke gibi duyguları üst sınıflara geçerken artabilirken haz gibi duyguları azalabilir. Bunun yanı sıra, ortaokulda ders notları akademik başarının göstergesi olarak görülmektedir ki bu durum eğitim alanında, evde, hatta toplum ve medya içerisinde bile öğrencilere karşı olan tutumları belirlemektedir. Çok önem verilen ders notları yüzünden, öğrenciler eğitim programı gerekliliklerini yerine getiremeyebilir, sınıf seviyesi yükseldikçe üzerinde baskı hissediyor olabilirler (Normak ve Taltz, 2009). Sonuç olarak ise, öğrenciler düşük seviyede olumlu duygu yüksek seviyede ise olumsuz duygu deneyimleyebilirler.

Öğretmen duyuşsal desteğin ve akran ilişkisinin İngilizce dersindeki başarı duyguları üzerindeki rolü incelendiğinde, iki değişkenin de İngilizce başarı duygularının güçlü yordayıcıları olduğu saptanmıştır. İlgili alan yazında yer alan öğretmen duyuşsal desteği ile ilgili araştırmalar (Sakız, 2015, 2017; Sakız vd., 2012) öğretmen desteği ile ilgili araştırmalar (Ahmed, Minnaert, Van der Werf ve Kuyper, 2010; Frenzel vd., 2007; Goetz vd., 2006) ve de akran ilişkisi ile duyguları inceleyen çalışmalar (King, 2015; Ahmed vd., 2010; Cox vd., 2009; Flunger, Pretsch, Schmitt ve Ludwig, 2013; Ullrich-French ve Smith, 2006) ile uyum gösteren bu araştırmada, öğretmenin duyuşsal desteğini ve olumlu akran ilişkisini deneyimleyen öğrencilerin olumlu duyguları daha fazla, olumsuz duyguları ise daha az deneyimlediği ortaya çıkmıştır.

Ne yazık ki, birçok farklı başarı duygusu ve belirtilen değişkenler ile ilgili çalışmaların yetersizliğinden dolayı, çalışmalar yapılarak ilgili alan yazına katkı sağlanabilir ve bu araştırmanın sonuçları teyit edilebilir.

Belirtilen araştırma sonuçlarına göre, olumlu öğrenim ortamları yaratmak için araştırma kapsamında birçok öneride bulunmak mümkündür. Öncelikle sınıf düzeyinde duyuşsal eğitim ortamı yaratmak için, öğrencilerin kendilerini ait hissettikleri, öğretmenleri tarafından desteklendikleri duyuşsal öğrenme ortamı yaratmak konusuna dikkat çekilmelidir. Bu ortamları yaratabilmek için farklı dil öğrenim etkinlikleri ile öğretmenler öğrencilerinin kendilerini ifade etmeleri desteklemelidir. Ayrıca, öğretmenler öğrencilerin kendi fikir ve düşüncelerini rahatlıkla ifade edebildikleri güvenli öğrenim ortamları inşa ederek öğrencilere fırsat vermelidir (Hall ve Walsh, 2002). Buna ek olarak, öğretmenler öğrencilerin yaşlarını, özgeçmişlerini, dil öğrenimindeki yeterlilik seviyelerini dikkate alarak öğrencilerin cevaplarına karşılık yapıcı eleştirileri olan etkili geribildirimler sağlamalıdır (Dörnyei, 2007). Yanı sıra, öğretmenler öğrencilerin duygularını anlamaya çalışmalıdır. Onları dinleyerek, ihtiyaçları ile ilgilenerik, fikirlerine saygı duyarak, ne olursa olsun eşit davranarak ve öğrencilerinden yüksek beklentileri olarak onları önemli hissettirebilirler (Sakız, 2007). Akran ilişkileri de duyuşsal öğrenim ortamlarını yaratmak için önemli olduğu için, öğretmenler olumlu öğrenci-akran ilişkisi için öncelik sağlamalıdır (Furrer ve Skinner, 2003). Bunun için öğrencilerin birbirlerini yakından tanımaları için fırsatlar sağlanmalıdır. Böylelikle paylaşımlarda bulunabilir güçlü ilişkiler kurabilirler. Ayrıca öğretmenler rol model olarak algılandığı için, öğretmenlerin içten ve destekleyici olması, öğrenci-akran ilişkisini olumlu yönden etkileyebilir.

Okul düzeyinde duyuşsal eğitim ortamı yaratmak için ise, olumlu okul atmosferi yaratmak önemlidir. Bu ortamlarda idareciler önemlidir (Price, 2012). Eğer onlar çalışanların duygu ve düşüncelerini rahatlıkla paylaştığı, birbirlerine saygı duyduğu, güvenli ve işbirlikçi bir eğitim ortamı oluşturursa (Hoy, Smith ve Sweetland, 2002), iş doyumunu ve bağlılığı gerçekleştirebilmektedir. Bunun sonucunda ise, eğitimciler

öğrencileri olumlu şekilde etkileyebilir, idareciler ve öğretmenleri tarafından yeterince zaman ayrılan ve gayret gösterilen öğrenciler ise başarılı olabilirler (Hulpia, Devos ve Rosseel, 2009; Price, 2012). Böylelikle, herkesin başarılı olduğu olumlu okul ortamı yaratılabilir.

Ayrıca, okullar gerekli müdahalelerde bulunmalı ve öğrenim ortamlarındaki iki sosyal ortamın öneminden bahsetmelidir (Furrer ve Skinner, 2003). Bunun için İngilizce başarı duygularının öneminden, sosyal ilişkilerin etkilerini, sınıf düzeyindeki değişimleri kapsayan seminerler de düzenlenebilir.

Hizmet-öncesi ve hizmet-içi programları hazırlanmalı, dil öğrenim alanındaki duyuş kavramı gibi faktörlere daha da önem gösterilmelidir. Ayrıca öğretmen ve öğrencilerin deneyimlediği duygular zaman içinde birbirlerini etkileyeceği için bu programlar öğretmen duygularını da ele almalıdır (Dörnyei ve Ushioda, 2013).

Yukarıda belirtilen önerilerin dışında, ileride yapılacak çalışmalar için de belirli öneriler de bulunmak mümkündür.

- İngilizce başarı duyguları ve duyuşsal öğrenim ortamları arasındaki ilişkiyi Ankara'daki farklı ilçeleri, Türkiye'deki farklı illeri, öğrencilerin gelişimsel süreçlerini, kültürel geçmişlerini, okudukları okulun türü değişkenlerini dahil ederek daha detaylı olarak inceleyebilirler.
- Tutarsızlık gösteren çalışmalardan dolayı ileriki çalışmalar başarı duyguları ve cinsiyet değişkenini ele alarak bu konunun daha iyi anlaşılmasına yardımcı olabilirler.
- Başarı duyguları akademik meşguliyet, okul aidiyeti ve okula alışma gibi değişkenlerle de incelenebilir.
- Deneysel çalışmalar yapılabilir hatta uzun süreli çalışmalar ile bu değişkenlerin başarı duygularındaki etkisi uzun süreçte nasıl olduğu, bu değişkenlerin birbiri arasında etkisinin nasıl olduğu gibi konular incelenebilir.

Appendix C: Tez Fotokopisi İzin Formu

ENSTİTÜ

Fen Bilimleri Enstitüsü	<input type="checkbox"/>
Sosyal Bilimler Enstitüsü	<input checked="" type="checkbox"/>
Uygulamalı Matematik Enstitüsü	<input type="checkbox"/>
Enformatik Enstitüsü	<input type="checkbox"/>
Deniz Bilimleri Enstitüsü	<input type="checkbox"/>

YAZARIN

Soyadı : KÖK

Adı : EZGİ HAZAL

Bölümü : EĞİTİM PROGRAMLARI VE ÖĞRETİM

TEZİN ADI (İngilizce) : The Role of Perceived Teacher Affective Support and Relatedness to Peers in Achievement Emotions of Middle School Students in EFL Classrooms.

TEZİN TÜRÜ : Yüksek Lisans Doktora

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.
3. Tezimden bir (1) yıl süreyle fotokopi alınamaz.

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: