

T.C.
GAZIANTEP UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES TEACHING
ENGLISH LANGUAGE TEACHING PROGRAM

**AN ANALYSIS OF THE RELATIONSHIPS BETWEEN EFL
STUDENTS' PERCEPTIONS OF EMOTIONAL AND INSTRUMENTAL
SUPPORT AND THEIR MOTIVATIONAL AND EMOTIONAL
RESPONSES: THE CASE OF GAZIANTEP UNIVERSITY**

MASTER OF ARTS THESIS

MURAD OTHMAN

Supervisor: Asst. Prof. Dr. Mehmet KILIÇ

GAZIANTEP
JUNE, 2017

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APPROVAL OF THE JURY

Student : Murad Sherzad Othman
University : Gaziantep University
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RESEARCH ETHICS DECLARATION

The information contained here is, to the best of my knowledge and belief, accurate. I have read the University's current research ethics guidelines, and accept responsibility for the conduct of the procedures set out in the attached application in accordance with these guidelines, the University's policy on conflict of interest and any other condition laid down by the Gaziantep University Research Ethics Committee or its Sub-Committees. I have attempted to identify all the risks related to this research that may arise in conducting this research, and acknowledge my obligations and the rights of the participants.

I have declared any affiliation or financial interest in this research or its outcomes or any other circumstances which might present a perceived, potential or actual conflict of interest, in accordance with Gaziantep University policy on Conflicts of Interest.

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ABSTRACT

AN ANALYSIS OF THE RELATIONSHIP BETWEEN EFL STUDENTS' PERCEPTION OF EMOTIONAL AND INSTRUMENTAL SUPPORT AND THEIR MOTIVATIONAL AND EMOTIONAL RESPONSES: THE CASE OF GAZIANTEP UNIVERSITY

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Emotional and instrumental support has an all-important role in learning language effectively, because it helps students to have a successful response motivationally and emotionally. It leads to decreasing the students' anxiety and increasing their intrinsic motivation, help-seeking behavior, and effort which are the factors of learning a foreign language productively. Thus, this thesis analyzes the relationships between EFL students' perceptions of emotional and instrumental support in relation to their motivational and emotional responses. To conduct the study, 200 students at the School of Foreign Languages in Gaziantep University were determined as the participants of the study. The data were collected in two stages. In the quantitative section, the data were collected through a questionnaire while in the qualitative section, a semi-structured interview was administered. Descriptive and inferential statistics were used to analyze the result of the questionnaire. Pearson product-moment correlation co-efficient was used to detect the relationships between emotional support and instrumental support with anxiety, intrinsic motivation, help-seeking behavior, and effort. Finally, an independent-samples t-test was administered to find out any statistically significant difference between genders of participants in terms of emotional and instrumental support, anxiety, intrinsic motivation, help-seeking behavior, and effort. The results pointed out that there was a positive relationship between emotional support and instrumental support, a negative relationship between emotional and instrumental support with anxiety, and a positive relationship between emotional and instrumental support with intrinsic motivation, help-seeking behavior, and effort. Furthermore, the results showed that there was no statistically significant difference between male and female students concerning emotional support, anxiety, intrinsic motivation, and effort, but there was a statistically significant difference between male and female students concerning instrumental support and help-seeking behavior.

In addition, the findings of the interview supported those of the quantitative analyses in that there was a relationship between emotional support and instrumental support. Also there was a positive relationship between emotional and instrumental support with intrinsic motivation, help-seeking behavior, and effort.

Key words: Emotional and instrumental support, anxiety, intrinsic motivation, help-seeking behavior, effort

ÖZET

İngilizce'yi Yabancı Dil Olarak Öğrenen Öğrencilerin Duygusal ve Araçsal Destek Algıları ile Güdüsel ve Duygusal Tepkileri Arasındaki İlişkinin İncelenmesi: Gaziantep Üniversitesi Örneği

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Duygusal ve araçsal destek, etkili dil öğrenme sürecinde önemli bir rol oynar, çünkü bu destekler öğrencilerin, motivasyon ve duygusal açıdan başarılı tepkiler verebilmelerine yardımcı olur. Duygusal ve araçsal destek, yabancı dil öğrenme sürecindeki etkili faktörler olan öğrencilerin kaygılarını azaltır, içsel motivasyonlarını, yardım arama davranışlarını ve çabalarını artırır. Bu nedenle bu çalışma, İngilizce dili öğrencilerinin, motivasyon ve duygusal tepkileri ile olan ilişkileri bakımından, duygusal ve araçsal destek algıları arasındaki ilişkileri incelemiştir. Çalışmanın katılımcıları, Gaziantep Üniversitesi Yabancı Diller Okuluna devam eden 200 öğrencidir. Çalışmanın verileri iki aşamada toplanmıştır. Nicel kısımda, veriler bir anketle toplanmıştır; nitel kısımda ise öğrencilerle yarı-yapılandırılmış görüşmeler yapılmıştır. Anket sonuçları, betimsel istatistik yöntemleri kullanılarak analiz edilmiştir. Duygusal destek ile araçsal destek arasındaki ilişkileri, kaygı, içsel motivasyon, yardım arama davranışı ve çaba değişkenleri açısından tespit etmek için Pearson momentler çarpımı korelasyon katsayısı kullanılmıştır. Son olarak, katılımcıların duygusal destek ile araçsal destek arasındaki ilişkilerinin, cinsiyete göre istatistiksel olarak anlamlı farklılıklar gösterip göstermediğini görmek için bağımsız örneklem t testi yapılmıştır. Çalışma sonuçlarına göre, duygusal destek ile araçsal destek arasında pozitif; duygusal destek ve araçsal destek ile kaygı arasında negatif; duygusal destek ve araçsal destek ile içsel motivasyon, yardım arama davranışı ve çaba arasında pozitif bir ilişki vardır. Ayrıca, sonuçlar göre, duygusal destek, kaygı, içsel motivasyon ve çaba değişkenleri açısından, erkek ve kadın öğrenciler arasında istatistiksel yönden anlamlı farklılık yoktur, fakat araçsal destek ve yardım arama davranışı açısından, kadın ve erkek öğrenciler arasında istatistiksel yönden anlamlı bir farklılık bulunmuştur.

Bunlara ek olarak, yapılan görüşmeler sonucunda elde edilen bulgular da nicel bulguları destekler yöndedir; duygusal destek ile araçsal destek arasında bir ilişki olduğunu göstermiştir. Ayrıca, içsel motivasyon, yardım arama davranışı ve çaba faktörleri ve duygusal destek ile araçsal destek arasında pozitif bir ilişki olduğu görülmüştür.

Anahtar Kelimeler: Duygusal ve araçsal destek, kaygı, içsel motivasyon, yardım arama davranışı, çaba

Dedication

It is dedicated to all my beloved family especially my respectful parents



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“I’m always thankful for **ALLAH** for everything in my life”

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TABLE OF CONTENTS

APPROVAL OF THE JURY	iii
RESEARCH ETHICS DECLARATION	iv
ABSTRACT	v
ÖZET.....	vi
ACKNOWLEDGEMENTS.....	viii
TABLE OF CONTENTS.....	ix
LIST OF TABLES	xii
LIST OF APPENDICES	xiii
CHAPTER I	2
INTRODUCTION	2
1.1. Presentation	2
1.2. Background of the Study	2
1.3. Statement of the Problem	4
1.4. Aim of the Study	5
1.5. Significance of the Study	5
1.6. Statement of Research Questions	6
1.7. Limitations and Assumptions	7
1.8. Definitions of the Terms and Abbreviations	8
CHAPTER II.....	9
LITERATURE REVIEW.....	9
2.1. Presentation	9
2.2. Emotional Support.....	9
2.3. Instrumental Support	16
2.4. Emotional and Motivational Responses	22
2.4.1. Anxiety.....	22
2.4.2. Intrinsic Motivation	25
2.4.3. Help-seeking Behavior	28
2.4.4. Effort.....	29
2.5. Studies Conducted in Turkey on Emotional and Instrumental Support.....	30

CHAPTER III	32
METHODOLOGY	32
3.1. Presentation	32
3.2. Research Design	32
3.3. Participants	33
3.4. Instruments	35
3.4.1. Bar-On Emotional Quotient-Inventory (Bar-On EQ-i)	35
3.4.2. Semi-Structured Interview	38
3.5. PROCEDURE	39
3.5.1. Reliability and Pilot Study	39
3.5.2. Data collection	39
3.5.3. Data Analysis	40
CHAPTER IV	42
RESULTS	42
4.1. Presentation	42
4.2. Data Analysis	42
4.2.1. Quantitative Data Analysis	42
4.2.1.1. Summary of the Quantitative Analysis	47
4.2.2. Qualitative Data Analysis	47
4.2.2.1. Emotional Support	47
4.2.2.2. Instrumental Support	48
4.2.2.3. Anxiety	49
4.2.2.4. Intrinsic Motivation	50
4.2.2.5. Help-seeking Behavior	52
4.2.2.6. Effort	52
4.2.2.7. Summary of the Qualitative Analysis	53
CHAPTER V	55
DISCUSSION	55
5.1. Presentation	55
5.2. Discussion	55

5.2.1. The Relationship between Emotional Support and Instrumental Support	55
5.2.2. The Relationships between Emotional and Instrumental Support with Anxiety, Intrinsic Motivation, Help-Seeking Behavior, and Effort	56
5.2.3. Difference between Genders of Participants Concerning Emotional and Instrumental Support, Anxiety, Intrinsic Motivation, Help-Seeking Behavior, and Effort	57
5.2.4. Teachers' Emotional and Instrumental Support and Students' Motivational and Emotional Responses during the Interview	58
CHAPTER VI	60
CONCLUSION AND RECOMMENDATIONS.....	60
6.1. Presentation	60
6.2. Summary of the Study	60
6.3. Conclusion.....	61
6.4. Recommendations for Further Study	63
6.5 Pedagogical Implication	63
References	65
APPENDICES	79
CURRICULUM VITAE.....	95
ÖZGEÇMİŞ.....	95

LIST OF TABLES

Table 1. The Frequency and Percentage of the Participants	34
Table 2. Correlation between Emotional Support and English Anxiety, Intrinsic Motivation, Help-Seeking Behavior, and Effort	43
Table 3. Correlation between Instrumental Support and English Anxiety, Intrinsic Motivation, Help-Seeking Behavior, and Effort	44
Table 4. t-test on the Difference between Male and Female Participants.....	46

LIST OF APPENDICES

Appendix	79
Appendix I. Adapted Version of Bar-On EQ-i in Turkish.....	80
Appendix II. Adapted Version of Bar-On EQ-i in English.....	83
Appendix III. Semi-structured Interview	86
Appendix IV. An Example of the Interview Transcription.....	88
Appendix V. Consent Forms.....	91

CHAPTER I

INTRODUCTION

1.1. Presentation

The aim of this study was to discover the relationships between EFL students' perceptions of emotional and instrumental support in relation to their motivational and emotional responses. In this chapter, after presenting the background information about the relationships between EFL students' perceptions of emotional and instrumental support and their motivational and emotional responses, the problem is stated, and the aim of the study is expressed. Afterwards, the significance of the study, the research questions, assumptions and limitations, and definitions are stated.

1.2. Background of the Study

The procedure of learning a second language is a very complex process. It is diverse according to the learners. Some are able to learn a foreign language easily while others need more time and energy. Learners face many difficulties in the process of learning. Many factors come into play while learning a second language. Researchers have concentrated on the main factors and outcomes for this situation. The major ones seem to be related to social support for academic learning. It may be derived from families stimulating their children to do their best in school, from teachers supporting students emotionally (e.g. providing attention, care, reverence etc.) and instrumentally (e.g. adequate and understandable description of the topic), and from classmates encouraging each other to simplify the work in school (Malecki and Demaray, 2003). Young children obtain support commonly from their parents, but as children age they begin to have more prolonged social contacts. They make a neighboring relationship with their teachers in school because they spend lots of time with each other particularly when their teachers are cooperative and friendly (Greenberg, Weissberg, O'brien, Zins, Fredericks, Resnik, and Elias, 2003).

Research considering motivational vividness in school usually centers on specific variances in learners' fundamental opinions and abilities, like scientific self-esteem, self-confidence, aims, and principles (Furrer & Skinner, 2003). Also, research has observed the importance of social aspects in students' motivation (i.e. Deci & Ryan, 2000; Furrer & Skinner, 2003; Wentzel, Battle, Russell, & Looney, 2010). They, particularly, have indicated the superiority of the relations between teacher and student and how it connects to diverse scales of motivation for assignment. Various studies have delivered appropriate substantiation that a constructive rapport between teacher and learner is analytical of students' motivation and participation, energy, adjusting learning techniques, students' success and students' welfare (i.e. Furrer & Skinner, 2003; Hamre & Pianta, 2001; Marchand & Skinner, 2007; Wentzel, 1999).

The current study focuses on the specific types of support provided by EFL teachers. They embrace emotional and instrumental support. Patrick, Kaplan, and Ryan (2011) stated emotional support to be "...students' feeling of love, friendliness, confidence, and a sense of belonging and relatedness," (p. 368). Students' perception of emotional support is linked to their feelings of affinity, membership and kinship (Marchand and Skinner, 2007). According to an investigation by Furrer and Skinner (2003), a student's feeling of connectedness and affinity is linked to emotional support. These kinds of investigations are distinguished from investigations of social support because students are not questioned about their teacher's individualities or the teacher's actions, but the procedure is about the students' feelings while spending time with their teacher.

Mezirow (2000 and 2003) analyzed adult learning to be instrumental and communicative but another theory described it as emancipatory learning in addition to Mezirow's analysis which stated that learners warningly reflected on the predictions regarding knowledge and expertise. Mezirow (2003) regarded instrumental learning as "...the action of controlling and manipulating the environment with an emphasis on improving prediction and performance" (p. 59). Instrumental learning is task-oriented problem solving regarding what to do and how to do it.

Motivational and emotional responses are also the concern of the current study which include anxiety, intrinsic motivation, help-seeking behavior, and effort. They are significant factors of learning a foreign language effectively. Baumeister and Leary (1995) explains that effective practice is closely allied to social support and exemplifies that people with social support and relationships have much more satisfaction and pleasure and less hesitation and anxiety than those with no social support. Entzel (1998) explains that there are many facets of individual relationships which have the possibility to impact academic motivation. One of them is social impact, i.e. the students' attitudes of social support. The same study showed that the students of primary and secondary schools have registered imperative relationships of students' attitudes of assistance and loving by ancestors, instructors, and classmates to optimistic motivation sides. Teachers show a significant character in students' improvement in the classroom by helping them. As a teacher responds to questions and gives instruction, students are automatically impacted and use learning strategies through the teacher's instruction. According to the studies, two distinct aspects of help-seeking exist, one is called instrumental. When students ask questions about material and receive a clarifying detail from their teacher, this is considered instrumental. The other is called administrative when the student tries to escape from the task by questioning other points far from the topic during help-seeking (Butler and Brooker, 1998, Newman, 2000).

1.3. Statement of the Problem

Nowadays teaching process has many necessities when instructors start teaching learners in the classes. We usually concentrate on how to effectively orient students with necessities of learning process, but while we welcome a student with emotional support needs into our classroom, it can really turn everything upside down. Most teachers know how to help their students meet their needs, but some of them may not know how to help their learners get emotional support. Emotional support generally includes students' feelings of reliance, friendliness, and reverence (Langford, Bowsher, Maloney, and Lillis, 1997). Students need instrumental support in addition to emotional support (Malecki and Demaray, 2003). Instrumental support generally includes students'

perception of practical aids given by teachers and is significantly related to academic outcomes (Pierce and Cheney, 2008)

Another fact that is observed is that students do not have inner motivation or intrinsic motivation. They do not have sufficient motivation for English classes (Bernaus and Gardner, 2008). As teachers, we need to increase their motivation and decrease their anxiety in English learning.

As Newman and Goldin (1990) explains, “since the process of seeking help is social, how teachers respond may be thought as a determinant of whether students seek help” (p. 82). Therefore, we believe that there may be a relationship between learners’ help-seeking behavior and teachers’ emotional and instrumental support. The literature of research indicates the perception that teacher’s support encourages learners’ performance of seeking help. As an illustration, the teachers conduct like loving; paying attention and display worry for their learners improve the learners’ desire to search for educational support, exclusively in primary and secondary schools (i.e. Newman, 2002, 2008).

1.4. Aim of the Study

Firstly, the research aims to explore how students’ perceptions of emotional and instrumental support in the EFL (English as a Foreign Language) classes relate to their motivational and emotional responses. Motivational responses in this research include intrinsic motivation and English class anxiety. Secondly, the research aims to detect the correlation between sociodemographic characteristics in terms of emotional and instrumental support. The third purpose is to detect the association between sociodemographic characteristics in terms of motivational and emotional responses.

1.5. Significance of the Study

We will try to show how students’ perceptions of emotional and instrumental support in the EFL classes have relation with their motivational and emotional responses. Research findings are important sources of the enhancement of foreign

language learning. The researcher decided to conduct the current study, because he did not find enough research on emotional and instrumental support in Turkey. EFL learners have many problems due to the lack of emotional and instrumental support. For successful achievement, they need to be respected, loved, motivated, and their anxiety should be decreased. Possibly, the findings of the current study describe those variables which are more operational to enhance learning a foreign language. The findings will also help the SFLGU (School of Foreign Languages in Gaziantep University) teachers to apply emotional and instrumental support during their teaching process to decrease students' anxiety and increase their motivation, help-seeking behavior, and effort. It can be a practical addition to the other studies which have been previously done in Turkey in the same field. It makes a good modification in teaching and learning process for the EFL Turkish learners.

In addition, the findings will be constructive for learners, teachers, and other investigators. The results can lead to an appropriate comprehension of the environment of language learning in Turkey.

1.6. Statement of Research Questions

1. Do students' perceptions of emotional and instrumental support provided by their EFL teachers constitute different aspects of teacher support?
2. How does participants' perception of emotional support relate to their
 - a. English anxiety?
 - b. intrinsic motivation?
 - c. help-seeking behavior?
 - d. effort?
3. How does participants' perception of instrumental support relate to their
 - a. English anxiety?
 - b. intrinsic motivation?
 - c. help-seeking behavior?
 - d. effort?

4. Is there a statistically significant difference between male and female participants regarding
 - a. emotional support?
 - b. instrumental support?
 - c. English anxiety?
 - d. intrinsic motivation?
 - e. help-seeking behavior?
 - f. effort?

1.7. Limitations and Assumptions

Studies about teachers' emotional and instrumental support have begun to be a part of second/foreign language learning. However, there are areas of the relationship between language learning and emotional and instrumental support which are not still uncovered. In this regard, it is challenging to make generalizations about the potential of this study. As for the limits of the study, the most important point is the number of participants. This study was conducted with 200 students at the School of Foreign Languages in Gaziantep University. As the findings of the study are restricted to one school, they cannot be made generalization to all schools in Turkey. A bigger sample is required in order to make generalizations. Even so, the number of participants can not threaten the validity of the research. Lastly, the current study is a correlational one; therefore, a causal relationship cannot be claimed.

The first assumption is that the questionnaire was sufficient enough to determine students' perceptions of teachers' emotional and instrumental support appropriately. The second assumption is that the participants answered the questions sincerely and seriously.

1.8. Definitions of the Terms and Abbreviations

Emotional support: It naturally refers to learners' feeling of confidence, friendliness, and reverence as well as interactions of comprehension and attention by their instructors (Federiciand Skaalvik, 2014).

Instrumental support: It can be described as learners' attitude of being given with instrumental assets and real-world support. It might comprise teachers' questioning, illuminating, adjusting, and explaining that donate to comprehension, problem-solving or skill improvement (Semmer, Elfering, Jacobshagen, Perrot, Beehr, and Boos, 2008).

Anxiety: it is defined as “a painful or apprehensive uneasiness of mind usually over an impending or anticipated ill”. Students experiencing academic anxiety feel apprehensive over academic tasks. Students can feel anxiety related to every academic task. Some may only feel anxiety related to test taking or other specific tasks. Anxiety is not always negative. Some students can be motivated by anxiety (Dobson, 2012)

Intrinsic Motivation: It mentions performance that is encouraged by inner rewards. Strictly speaking, the motivation to take part in a performance arises from within the individual because it is internally rewarding (Ryan and Deci, 2000).

Help-seeking behavior: It refers to looking for assistance from both specialists and non-specialists for a variation of difficulties, including academic, social, and medical problems (Kuhl, Jarkon-Horlick, and Morrissey 1997).

Effort: It means the bodily and mental power that is needed to do something.

EFL: English as a Foreign Language

SPSS: Statistical Package for the Social Sciences

SFLGU: School of Foreign Languages in Gaziantep University

CHAPTER II

LITERATURE REVIEW

2.1. Presentation

This chapter describes the literature associated to the current study variables. Firstly, emotional and instrumental support is elaborated on. Then, motivational and emotional responses are explained which include anxiety, intrinsic motivation, help-seeking behavior, and effort.

2.2. Emotional Support

The general scope of social support embraces appraisal, informational, instrumental, and emotional supports (House, 1981). Emotional support consists of the sense of responsiveness, distress, and conviction. There is an educational support between teacher and student. Students are provided various forms of support by their teachers. One of them is emotional support, which can be defined as the students' feeling of veneration, friendliness, trust and love as well as the ability of understanding and caring by their teacher (Langford, Bowsher, Maloney, and Lillis, 1997). According to Federici and Skaalvik (2014), two types of emotional support exist - general and specific. General one includes students' overall opinion of warmth, friendliness and inspiration by their teacher. Specific emotional support includes the type of support in specific conditions. For example, when a student is new at school and has no friends or the student has a very complicated assignment, the teacher's emotional support is required for these specific situations. This is also totally connected to the general emotional support which is the warmth and friendliness to have simplification (Wentzel, Battle, Russell, and Looney, 2010).

In accordance with the conclusions of Malecki and Demaray (2003), a teacher's emotional support, which is the feeling of friendship and reliance, is the most exceptional and most powerful sponsor to the students' social and scientific ability, rather than the other sorts of support such as appraisal, instrumental, informational. Students' feeling of emotional support and feeling of understanding might be created from distinct concepts; one presumes that these ideas are associated. Others could believe that comforting, understanding, and well-being belong to emotional support. When emotional support does not exist, the quality of education will decrease.

Furrer and Skinner (2003) also found that it is noteworthy to have a feeling of relatedness to the school in order to gain academic motivation and performance. They also stated that relationships encourage students to become involved and achieve academically. A sense of belonging helps students adapt to their environment, especially for those students who feel uncomfortable at school.

Teacher support, especially emotional support, is the main factor to the students in their success in learning a foreign language because they can achieve more when they have more support. Emotional support is crucially effective on students' motivation and welfare. The feeling of comfort, satisfaction and comprehension reveals that effect (Malecki and Demaray, 2003). Baumeister and Leary (1995) emphasized that the feeling of comfort and relaxation is the central point for individuals to be motivated and attracted by others and to create social links. It exists in human nature. They also underscore that the feeling of comfort and relaxation is not only desired but essential because without it, there may be destructive results (Baumeister and Leary, 1995; Niehaus et al., 2012). Likewise, scholastic researches highlight the significance of learners' perception of relatedness to their schools which is directly related to emotional support (Deci and Ryan, 2000; Ryan and Deci, 2000, 2006). Martin and Dowson (2009) state that emotional support creates a students' feeling of connectedness because they feel safe, happy and supported adequately to discover what they want to learn in life.

According to the outcome of the researchers, when teachers provide emotional support positively and successfully, education will be gained productively. Students'

academic success has a close association with such support (Patrick, Ryan, and Kaplan, 2007). Students who have emotional support are more likely to use effort (Goodenow and Grady, 1993; Wentzel, 1994), seek for help (Newman and Schwager, 1993), and apply self-controlled learning techniques (Ryan and Patrick, 2001). Some studies on the feeling of comfort, relaxation and understanding also display progressive relationships with the learners' participation (Furrer and Skinner, 2003) and behavior for seeking help (Marchand and Skinner (2007).

Additionally, studies reveal that learners with a constructive school setting and constructive connections with their instructors will get better marks (Crosnoe, Johnson, and Elder, 2004; Roeser, Midgley, and Urdan, 1996). Depended on Federici and Skaalvik's (2014) study, it was observed that emotional support is expected in English classes to be positively connected to motivation for English and negatively connected to anxiety of English. A remarkable question is whether the relationship between emotional support and motivation are reconciled by lower level of anxiety.

When a teacher understands students' social and emotional necessities, it is easier to have positive behaviors. Social and emotional necessities can be seen as the conceptual and emotional essentials of learners like feeling believed, self-confident, and a feeling of accomplishment. They are included in an individual's spiritual health. The requirements of learners rely on how they do feel at schools and their interactions with their teachers (Becker and Luthar, 2002).

The mutual respect between student and teacher will lead to producing a progressive classroom situation in which everyone will be able to become self-confident and gain autonomy. Kabasakal and Totan (2013) focused on the influence of social and emotional needs. They stated that social and emotional needs left impacts on mental symptoms. Their results of an experiment showed that social and emotional support needed to have the influence on dodging problematic performances.

The authors highlight the significance of social and emotional necessities and their effectiveness on the learners' mental health. Social and emotional supports are the main constituents of increasing learners' skills in an educational environment. Social and emotional learning is a procedure in which students are capable of enhancing their skills which are essential to have self-awareness, create interactions, solve individual problems and make operative and ethical decisions. Social and emotional learning is worthwhile because it has a great role in school perfection and student success. That is why it is very necessary that educators ought to know how to apply the most practical strategies to encourage learners to have social and emotional competencies. Teacher's social and emotional support immediately has an influence on the students' interaction and achievement.

Learners who are academically in a bad situation can be improved by having a reasonable environment and feeling safe emotionally because emotional safety influences students' academic life. For instance, helping learners who transfer from one school to another school for their inconvenient situation economically is a kind of encouragement to make them focus on their learning rather than their social life. Thus, it is effectively interesting to stress the emotional support in learners' life principally for those students who are at risk of disappointment. It can also be considered as a key policy of increasing students' activities and practice. According to the studies about educational psychology, it is revealed that students become familiar with the school background if they have appropriate motivational, attitudinal, and communicative factors which are directly linked to educational accomplishment. The feeling of relatedness to a school's social support is closely aligned with emotional security, intrinsic motivation, and guarantee to schools, commitment, and attainment (Osterman 2002).

The learners who are cared and personally supported in schools have more constructive scientific perceptions and attitudes, and more gratification with their schools. Also, they have better effort to take part in academic activities. Learners who consider their instructors as being helpful, well-designed educational setting in which

prospects are extraordinary, obvious and reasonable are more likely to state arrangement in schools (Klem and Connell, 2004, p. 262).

Study by Lee, Smith, Perry, and Smylie (1999) focused on a question chiefly significant to the instructors working in high-stakes, standard-based environments: “Are approaches focus on assisting the students to do well on high-stakes trials and those planned to offer social/emotional support discordant?”. The study discovered that they were not discordant. The schoolwork, performed in Chicago governmental schools, concentrated on the affiliation between “academic press” and “social support” on learners’ education and showed that the school considered as “high academic press” and “high social support” practiced the prevalent achievements on reading and English calculations. Autonomy support is one of the most important types of support for two or more than two people. It is the relational conduct that one delivers to take part and cultivate another one's internally failed, free-will purposes to perform, like when an instructor helps a student psychologically such as self-sufficiency, know-how, and empathy or students’ benefits, favorites, and standards. Being familiar with students’ wants and desires (e.g., their feedback to the lesson design) is a support of autonomy because students’ emotional needs are detected and it makes them engage in daily lessons (Reeve, 2006).

When emotional support provided by the teacher is available, influential relationships between teachers’ support and learners’ motivational, emotional, and scientific performances are enhanced in the beginning of school day and continue to their lifetime (Davis, 2003; Roeser, Midgley, and Urdan, 1996; Turner and Meyer, 2004). In general, customary secondary schools settings do not reply to those requirements with appropriate circumstances of environment like providing emotional support dealings in classes (Bru, Boyesen, Munthe, and Roland, 1998; Kuperminc, Leadbeater, and Blatt, 2001). Eccles et al., (1993) indicated that when learners moved to middle schools, they recognized their instructors unfriendly, unhelpful, less open-minded, further governing, and unsociable. They require self-sufficiency, sense of belonging to their motivation and academic achievement (Ryan and Deci, 2000).

According to Tucker, Zayco, Herman, Reinke, Trujillo, Carraway, and Ivery (2002) about African American students, teachers can decrease students' anxiety and depression and increase their self-respect, academic activities; success, classroom participation, and social responsibility as they feel that they are respected, cared and valued.

Additionally, Stipek, Salmon, Givvin, Kazemi, Saxe, and MacGyvers (1998) indicated that emotional teacher individualities comprising attending, veneration, acknowledgment, and open-minded behavior considerably influenced teenagers' motivation (i.e. emphasis on mastery, education, and seeking for help). Finn (1989) stated that the teacher inspiration might be more effective for those students who have no other promotion sources. This kind of inspiration leads to avoiding students from detachment, cancellation, and unfriendliness in middle school. Muller, Katz, and Dance (1999) described that eight to eighteen year-old learners regularly felt a wish for those instructors who respected and provided great educational prospects.

Recently, a research in Norway indicated that one of the main reasons students earned academic goals victoriously was the equality of teacher to the students which promoted students to get higher levels regarding classroom activities (Danielsen, Wiium, Wilhelmsen, and Wold, 2010). Distinct manners of the teacher are chiefly linked to learners' self-beliefs and eventually to their scientific victory (Weinstein and McKown, 1998) but while students feel the shortage of teacher's veneration, trust, and care, they mostly think of being free of school (Lee and Breen, 2007).

Skinner, Furrer, Marchand, and Kindermann (2008) indicated that a teacher's support makes the student be knowledgeable and self-directed in their academic duration, have self-confidence and increase their feeling of relatedness. These outcomes are the keys to success and victory for everyone especially academic learners in order to have an active practice. Hunt (1975) focused on the significance of the relation between the environment of learning and the learner because learning should be conducted in suitable environments in order to achieve success by the learner. The match between the learner and the environment can be detected through students' needs for higher practical

contacts with grow-ups, being self-sufficiency and increasing the feeling of relatedness (Kuperminc et al. 2001; Midgley, Feldlaufer, and Eccles, 1989; Osterman, 2000).

The instructor is able to create connections in the classroom through providing emotional support to the learners including friendliness, warmth, and respect. It can be considered as the instructor's empathy and approachability to learners' requirements (Hamre and Pianta, 2007). It leads to better scientific achievements (Curby, Rimm-Kaufman, and Ponitz, 2009). Emotional support in the classroom enrolls for the improvement of students' self-sufficiency, adapting to social behavior, confidence for emotional replies, and personalized courtesy (Domínguez, Vitiello, Fuccillo, Greenfield, and Bulotsky-Shearer, 2011; Hamre and Pianta, 2005). Emotional support in the class is linked with less undesirable manners, as well more constructive social activities.

According to the study conducted by Rimm-Kaufman, Early, Cox, Saluja, Pianta, Bradley, and Payne (2002), emotional support is very prominent for children with low social proficiency. For example, children with interactive problems got benefit from constructive primary classes and conflicted in classes noticed by instructors' low sensitivity. A research about Head Start (it is a program of the United States Department of Health and Human Services that provides comprehensive early childhood education, health, nutrition, and parent involvement services to low-income children and their families.) children found that better class quality was connected to children who were apparent by their family as having less manner difficulties. Additionally, personalized regard, a particular aspect of class quality softened the affiliation between au pair misery and children's manners difficulties. Classrooms with more personalized attention diminished the destructive influences of motherly depression on children's behavior difficulties (Lambert et al., 2002). The results of these studies show that the teacher is able to reduce the destructive influences of au pair depression while constructing an emotionally supportive environment in the classroom. Although, further studies are necessary to prove that class atmosphere leads to balancing the destructive influences of parents' misfortune on children's progress of social performance. The emotionally supportive class might increase the improvements of social behavior all over the whole

academic year. The influences of class atmospheres might be rather dependably created with a constant-measure plan that measures the enhancement in emotional and social works throughout the courses of an academic year. Basic school-aged children who were esteemed as being extremely anxious might have lower anxiety throughout the courses of the academic year when environment with emotional support exists in the classroom.

Spangler Avant, Gazelle, and Faldowski's (2011) study which is one of those longitudinal investigations on the role of class atmosphere emotionally on children's duty was piloted. Another longitudinal study discovered the constructive influences of teacher-child empathy on children's badly-behaved activities over time, also a more powerful influence for children with broader dangerous backgrounds, like low parental learning (Peisner-Feinberg, Burchinal, Clifford, Culkin, Howes, Kagan, and Yazejian, 2001). They reveal the role of the class atmosphere to vary routes of development in regulation principally for defenseless children, an imperative involvement to the inhibition and involvement literature. The finding of some studies demonstrated that children who have social and emotional complications might be mostly responsive to the class emotional atmosphere versus those children who might be capable of thriving in classrooms.

Social support indicates to the feeling of respect, caring, and appreciating by other sides (Gurung, 2006). It might come from distinct references like parents, peers, instructors, society, or other communal parties to which one is joined. In some articles, social support was well-defined as a person's perception that they are cared for, respected, and appreciated by people around them, which improves personal duty, supports in dealing sufficiently with stressors, and may connect them to the adversative outcome.

2.3. Instrumental Support

Instrumental support can be defined as students' perception of being offered instrumental means and real-world support (Malecki and Demaray, 2003; Suldo et al., 2009). It embraces teachers' inquiring, illuminating, adjusting, explaining, and

displaying behaviors that donate to comprehending, problem-solving or proficiency development (Malecki and Demaray, 2003). Instrumental support refers to touchable support; meanwhile, emotional support is about students' insights of confidence, admiration, and attention. For that reason; one might speak of promotion in competition with action-facilitating support (Cutrona and Suhr, 1994; Semmer et al., 2008). Such kind of support can be prominent in numerous motivational principles. Bandura's Social Cognitive Theory is a suitable illustration which underscores the role of communication and modeling in promoting mastery practices and prospects. They lead to an increase in motivation and performance products and a decrease in anxiety and hesitation (Bandura, 1977, 1997). According to the experiential educations, students' motivation and functioning belong to instrumental support provided by their teacher. Study of Suldo et al. (2009), as an illustration, examined the kinds of social support perceived by the students to be more comfortable and happy. Instrumental support was dignified as tangible support in accordance with students' opinion. Regression analysis stated that instrumental support foretold students' subjective well-being. Nevertheless, the proof is varied. For example, Malecki and Demaray (2003) studied the sorts of support that students mostly recognized from diverse references and the point to which the dissimilar kinds of support were linked to the students' social, behavioral, and academic outcomes. These researchers discovered that emotional support was mostly connected to academic outcomes, not instrumental support. Most of motivational concepts and principles center on instrumental support. Moreover, there are some proofs concerning students' outcomes related to the instrumental support. Malecki and Demaray (2003) states that according to the experimental proofs concerning the progressive outcomes of teacher support has been based on either overall measures of teacher support or measures of emotional support. According to some studies, instrumental support is linked to motivational principles positively and anxiety negatively.

The theories of Mezirow (1991, 2000, and 2003) invented the dealings of instrumental learning while teaching adults. These conceptualizations are unlike with behavior-analytic clarifications, which explain instrumental learning as a practical

learning and a modification in a performance following its consequences (Pierce and Cheney, 2008). Mezirow (1991, 2000, and 2003) have distinct concepts about instrumental learning. They believe that they are descriptive rather than practical and illustrating fundamental typology of adult learning rather than a system of informal connections. According to a theory, instrumental learning depicts three elementary human interests: (a) instrumental, (b) communicative and (c) emancipatory. He stated that learners take a practical interest by means of attempting to forecast, rein, and administrate their physical and social environments. He precedes instrumental interest due to its importance. It is developed by means of the practice of works and actions which support experimental reasoned approaches to generate knowledge. Herberms approved the application of instrumental learning to social sciences because it needed extra tactics for wide-ranging understanding but he recognized its limitations as well.

According to Ladd and Burgess (1999), based on the teachers' and learners' perspectives, the emotional connection between them is a significant aspect to learner's school enactment. Teacher self-report processes state three extents of teacher-child interactions: conflict, friendship, and reliance (Ladd and Burgess, 1999). These extents are continual with child's age, culture, and socioeconomic status (Saft and Pianta, 2000), are unchanging from kindergarten to second grade (Birch and Ladd, 1997; Pianta et al., 1995). The majority of research on teacher-student interactions and school outcomes in the early elementary years has focused on the learner's socio-emotional and behavioral adaptation. When the teacher-learner relationship is characterized by friendship, the learner will get higher levels of total school regulation (Birch and Ladd, 1997; Pianta et al., 1995).

According to Stage-Environment Fit Theory (Eccles et al., 1993) and Self-Determination Theory (Deci and Ryan, 2000), a successful learning setting will be created by teachers and peers and it is a factor to the learner's progressive needs (Eccles and Roeser, 2011; Eccles et al., 1993). Progressive needs embrace friendship, peer acceptance, close contacts, active cognitive, social, individual and emotional needs (Brown, 2004; Eccles and Roeser, 2011). The main spiritual necessities; skill, self-

sufficiency, and empathy are based on Self- determination theory (Deci and Ryan, 2000), and providing students' needs increases motivation and constructive regulation in school (Deci et al., 1991.) One of the teacher's vital assistances to their students is providing the progressive needs by taking part of need-supportive teaching and providing self-sufficiency support. A study inspected numerous facets of need-supportive teaching, including autonomy support (choice, reverence, and application for learning), structure (observing student learning and prospects) and involvement (emotional support). Teachers might permit their students to have their own tasks themselves in order to make them enhance their ability. It is a kind of instrumental support. (Assor and Kaplan, 2001; Reeve, Jang, Carrell, Jeon, and Barch, 2004). Teachers have the capacity for increasing respect in the classroom by means of informational, reverential dialog and fruitful disapproval (Assor and Kaplan, 2001; Belmont, Skinner, Wellborn, and Connell, 1992). Teachers stimulate the application in learning by stating the significance and implication of programs and activities (Assor and Kaplan, 2001). Many teachers aren't familiar with the importance of their connection with students which enhances the students' ability in their academic life (Davis, 2003).

According to the investigation of the most studies, various aspects of support have been revealed to the need-supportive teaching; instrumental, autonomy, structure and emotional support (Reeve, 2006; Sierens, Vansteenkiste, Goossens, Soenens, and Dochy, 2009). Kozanitis, Desbiens, and Chouinard (2007), focused on the connection between (a) the contextual features of teacher support and teacher response to questioning, (b) students' motivation to learn, and (c) students' help-seeking strategies. Specifically, the core purpose of this study was to regulate the impact of undergraduate students' attitude of teacher support and teacher response to questioning on help-seeking strategies. Stefanou, Perencevich, DiCintio, and Turner (2004) found that teachers' support of the students regarding doing coursework strengths them to earn learning aims and enhance their self-confidence. Thus they have the ability to decision making in their academic situations. It also leads to have self-awareness in thinking about school life.

Different researches showed that the teacher's instrumental support is very important and closely connected to superior scientific success, better participation in academic activities, getting tactics to problem-solving and more helpful relations with other academic colleagues (e.g., Birch and Ladd, 1997; Hamre and Pianta, 2001; Skinner, Furrer, Marchand, and Kindermann, 2008). In spite of the formulation of teacher-student interactions as including (a) teachers' perceptions of students, (b) students' perceptions of teachers, and (c) the apparent social contacts between teachers and students (Pianta, 1999), researchers highlight and regulate the constituents in different studies. For instance, most of the researchers (Birch and Ladd, 1997; Hamre and Pianta, 2001; Skinner et al., 2008), about the teacher-student relation focus on the teachers' perceptions of the students; some are about the students' perceptions of the teacher support (e.g., Demaray and Malecki, 2002; Dubow, Tisak, Causey, Hryshko, and Reid, 1991), but a few are about the interpretations of the definite supportive dealings in the classrooms (Hamre and Pianta, 2005). When the teacher-student relation is positive and constructive, victorious outcomes will be gained in the scientific activities (Cohen and Wills, 1985; Murray, Murray, and Waas, 2008). That is why the students' perception of the teacher support is much more focused on by researchers.

Hamre and Pianta (2005) had an investigation about the teacher support. They used a remarkable measure; finding that 1st-year kindergarten students had possibilities of failure when they were located in the classrooms with teacher support emotionally and instrumentally enhanced their abilities like low-risk classmates. Teachers, in fact, tend to give more support to the students academically rather than emotionally (Baker, 1999; Elias and Haynes, 2008). Emotional support is more needed than instrumental to them. Elias and Haynes (2008) mentioned that when the teacher supported the students who were actually in need of help, they would react as they have been taught how to do. These outcomes showed the significance and predominance of teacher support, particularly for low self-sufficiency students.

Contrary to the large amount of longitudinal research on the connection between academic self-efficacy to academic performance (Pajares, 1996) many cross-sectional

studies have showed a constructive connection between perceived teacher support and educational performance (Dubow and Tisak, 1989; Rosenfeld et al., 2000; Klem and Connell, 2004; Malecki and Demaray, 2003, 2006). Limited longitudinal researches found perceived teacher support as a key of adjustment in academic achievement and found that they were not closely related to each other.

The student is able to realize his/her development in self-confidence and academic performances by perceiving teacher's oral and practical support (Weinstein and McKown, 1998). In other words, recent researches highlight the meaning of the value of teacher-student associations. These authors focused on the significance of forming a classroom climate which helped the students' energy, enhancement, and mastery of content. A research showed that teachers promoted their students to interact and create a practical connection with each other. Teachers were capable of creating an educational environment in which the students were encouraged and enhanced their help-seeking strategies through providing instrumental support.

Karabenick, (2004) focused on the students' attitude of their teacher's support and response to questions and their impact on the students' motivation for learning and practice on academic help-seeking strategies. Instructors' and peers' social support enriches students' academic achievement because when the students feel that they are emotionally and instrumentally supported, they will be encouraged to take part more actively and make a greater effort in their academic duty (Wentzel, 1994). They would like to apply self-confidence learning strategies (Ryan and Patrick, 2001).

Hallinan, (2008) realized that students adored the school developmentally when they knew that they were supported, respected and applauded by their teacher. It led to their success in their academic achievement. It was not easy to totally get rid of anxiety, but teacher's support was the key to making them feel comfortable and happy. Learners could get help from their colleagues not only because of their friendship but also in ways that ease learning. Peer support has grander mutuality because peers share similar status (Wentzel, 1994). Dissimilarly, teacher support is derived from an influential association.

Nevertheless, both formulas of support are essential to practice on what they have learned (Wentzel, 1994). Social support might occur by others especially tangible support which is called instrumental support in academic fields. It embraces the assessment of different situations, operative managing strategies, and emotional support.

2.4. Emotional and Motivational Responses

There is a significant equality between theoretical and empirical proofs that the perception of social support has great influence on the students' victorious achievements. Social support including emotional, instrumental and all others was related to the aim directions, scientific achievements, academic ability, and curiosity (e.g. Harter 1993; Wentzel, 1998). Some schoolwork have centered on the affiliation between social support regarding all types and competence politics in addition to individual ethics. Proficiency politics means learners' perceptions of how sufficient they are to accomplish their academic deeds. Individual values talk about students' assessments of the significance, attention, and practicality of a task (Wigfield and Eccles 2000).

This part embraces four concepts in the present study such as English anxiety, intrinsic motivation for English learning, help-seeking behavior in English classes, and effort while students work with English. They are closely interrelated to each other.

2.4.1. Anxiety

We categorize English anxiety as a common public apprehension. Public anxiety is a psychological reaction that happens infrequently, is displayed in particular states, occurs for a limited time, and embraces functional answers. It mostly happens during the examination in the school life and is showed as a common anxiety while being at work on a specific situation, for example working with English. Students become less distressed when they get teacher's support emotionally and instrumentally (Baumeister and Leary, 1995; Wentzel, 1998). Insufficient positive relation between teacher and student leads to violence and anger in students' behavior in elementary classes (Silver et

al., 2010) it also causes dangerous performances, like stealing, hatred, band participation, and smoking, in early youth, principally among low social cultivated groups (Rudasill, Reio, Stipanovic, and Taylor, 2010). When students get sufficient social support and have no worry in learning settings, they will have constructive approaches to school, better participation, and sophisticated accomplishment because they have self-confidence and the ability to make decisions (Baker, Dilly, Aupperlee, and Patil, 2003; Rogers and Renard, 1999).

Social support is a basis which assists others to lessen the extent of stress and supports students' abilities to powerfully face stressful circumstances. Some schoolwork showed that supportive connections link adversely with psychological conditions like anxiety, hopelessness and depression, and definitely link with bodily and spiritual healthiness. In research, it was stated that social support keeps individuals from disasters for instance, disease, and stressful disorders, and lessens the influence of stressful factors on spiritual aspects.

Teacher support and empathy are mainly imperative. Outcomes from Abu-Rabia's (2004) study presented that the approaches of 7th-grade EFL students regarding teacher support were adversely interrelated with language acquiring anxiety. Horwitz (2008) acclaims that the language instructors comfort the nervousness and anxiety of language beginners by assisting the students to identify their anxiety and form realistic, in addition to attainable prospects of language acquisition. Besides that, instructors ought to correct learners' errors mildly, by means of humor and competitions to produce a stress-free and low-anxious atmosphere, and involve learners into smaller groups to make learners happier.

In line with Eskin's (2003) study, social support is essential for everyone in their own life. Some psychological issues occur due to the lack of social support especially emotional support like hopelessness, anxiety, loneliness. Furthermore, social support leads to reduction in depression, misery, and anxiety. Additionally, they state that social support lessens many psychological difficulties.

Most authors agree that those who have gratification and pleasure are given social support, but those who are always anxious have a lack of social support. Some researchers of motivation state that students are motivated and encouraged while being provided social support because it creates constructive emotions but in contrast, it leads to having destructive emotions (Roeser et al. 2000). Wentzel (1998) stated the effectiveness of imperative destructive relations of social on emotional suffering (nervousness, hopelessness, low self-concept, and low self-sufficiency). Other schoolwork that searched for selecting the dealings between teacher's support and effective achievements of education showed that teacher's support links absolutely to pleasure and gratification and adversely to hesitation and anxiety (Ma and Kishor 1997; Midgley et al. 1989). Nevertheless, researches have demonstrated imperative affiliation between feeling of acceptance (similar to social support) and the pleasure of acquiring. Hence, the results recommend that social support impacts reactions have greater achievements.

Calvete and Connor-Smith (2006) found that support by parents, friends, and teachers led to lessening the mental complications among the learners. Villanova and Bownas (1984) stated that social support possibly assisted learners to work with daily stressors and eased the liability of scientific assignment. The lack of social support may create an anxious, stressful and depressive environment. Dollete et. al. (2004) stated that social support may be considered as a defensive aspect that can reduce mental issues among learners like anxiety. Study by Wentzel (1998) indicated that social support offers motivation and encouragement to the learners' enactment. Less social support by parents, classmates, and instructors is an indicator to the learners' failure. Moreover, an adverse parallel between pressure, anxiety, and hopelessness, and social support has been informed by Nahid and Sarkis (1994) in which providing insufficient support has been related to the higher pressure, anxiety, and hopelessness among university learners. Social support was considered to be one of the furthestmost imperative and defensive issues for learners (Tao, Dong, Pratt, Hunsberger, and Pancer, 2000) because social support comprises social assets that everyone perceives to be obtainable or which are

really provided to them. They could support to maintain in contrast to mental issues. Teoh and Rose (2001) referred to that the lower level of social support is one of the conjectures of mental issues which is connected with the higher level of anxiety, worry, helpfulness difficulties, belief difficulties, social complications, physical discomfort, and the lower self-confidence. These concepts are confirmed by the schoolwork of Friedlander, Reid, Shupak, and Cribbie, (2007) on 128 freshmen of university. It was discovered that learners who comprehend that their social assets improved had less mental complications. It demonstrates that the influence of a nerve-wracking state, for instance, it can be diminished while existing sufficient social support. Guidance and inspiration from other support sources might also enhance the probability that everyone depends on the operative problem solving and information seeking. They might aid students in handling numerous stress-makers in the setting and ease an optimistic modification process. The helpful actions offered by the social support are supposed to moderate the influence of stress by improving the efficiency of overcoming efforts, which reduce suffering among students (Lakey and Cohen, 2000). For instance, receiving emotional support might promote operative variation among students in facing and overcoming overpowering happenings. During their school profession, learners are opposed with numerous regulation difficulties which could actually influence their self-determination. For instance, in line with the U.S. Department of Health and Human Services (2003), children and adolescents will recognize the feeling of anxiety, apprehension, and depression. So that social support becomes an important indicator to solve these difficulties of them.

2.4.2. Intrinsic Motivation

Intrinsic motivation is important because it is internally rewarded. It happens inside the individual. It leads individuals to take part in various activities because the individual is stimulated internally. It is an enjoyment and gratification to perform an activity. According to some studies, (Bezzina, 2010; Skaalvik and Skaalvik, 2004), the males have further intrinsic motivation rather than the females and it is definitely connected to effort, seeking for help, and enactment and adversely connected to anxious

aspects (e.g., Cecchini et al., 2001; Marchand and Skinner, 2007; Skaalvik and Skaalvik, 2004). Ryan and Deci, (2000) refer to autonomy theory to explain and understand how learners has intrinsic encouragement in a specific field. The theory indicates that students' intrinsic motivation and gratification of essential needs are based on social factors and social support such as emotional support.

Teacher support leads to motivating students to achieve their goals. It creates intrinsic motivation which is the major factor of starting the learning process. Teachers make the students self-confident and the students believe in their academic success. Support provides the feeling of trust, self-reliance, and psychological well-being which makes the students take risks, get benefit from their errors, seek for help, and have a cultural conduct (Deci, Vallerand, Pelletier, and Ryan, 1991). Many methods exist for teachers in order to motivate their students. Some of them are: teacher emotional support which is one of the essential factors to motivate students to have the sense of belonging which is the reason for intrinsic motivation. Teacher's instrumental support motivates students' competence and self-sufficiency. Thus, emotional and instrumental supports are estimated to create inner motivation directly and indirectly through reducing English anxiety (Federici and Skaalvik, 2014).

Another method of support is autonomy support. It is when the instructor permits the student to work hard on an issue to solve it through their own strategies because it helps the student direct their classroom performances by their own interest and options. There are many other ways to have autonomy support. All in all, autonomy support embraces finding new methods to cultivate, help, and increase students' intrinsic motivation to conduct their classroom activities in the best way. Concisely, it makes the students be creative and productive in their academic life (Reeve, Jang, Carrell, and Barch, 2004).

Stefanou, Perencevich, DiCintio, and Turner (2004) detected that cognitive autonomy support in the classroom is the principal key to achievable learning and motivation. This policy of teaching highlighting learners' method of thinking supported learners acquire how to get others' opinion and understand how their opinions would be empowered and deepened on by others' views in class. The researchers stated that the instructors who proved the methods to think autonomously could be the inspirations for students' challenges to produce their own self-created comprehension. Students' self-sufficiency and well-being are enhanced as they are able to notice their promotion and participation. It also increases motivation and educational productivity. Generally, the disagreement between student needs and class openings shows lower academic performance and decreasing inner motivation (Eccles et al., 1993) and increasing the sense of isolation in schools (Finn, 1989).

Research has certificated remarkable relationships between learners' perceptions of social support and competence and value beliefs. Perceived support was definitely connected to apparent competence and curiosity in school. Correspondingly, perceived support by classmates was linked to inner motivation and self-sufficiency (Covington and Dray 2002; Harter 1993; Wentzel 1994). Eventually, perceived support by instructors was connected to the learners' statements of inner motivation and self-sufficiency. All in all, studies reinforce the notion that parental, instructor and classmates associations impact on the students' motivational opinions (Eccles, 2007). Thus, the literature proposes that the usual concept that social networks are helpful have the effect to enhance the individual's assurance and to assist esteemed objectives. Students have self-determination through getting social support including the actions and settings regarding the implementation of planned performance and involving the veneration, appreciating, and encouragement of learners' inner motivation. In isolation, the learner realizes an inner locus of connectedness. Autonomy is improved because the individual is allowed to work on their choice. In an academic context, teachers, parents, and friends are able to endorse a students' logic of autonomy by adjusting their chance to take creativity. Autonomy support identifies the significance of reasonable

construction and leadership during highlighting the profits of providing the learners autonomy, choice, and accountability for themselves. Studies support the consequences that the learners' motivation increases as lecturers support learners' self-determination.

2.4.3. Help-seeking Behavior

Seeking for help is a communicative self-adjusting policy that comprises emotional, motivational, cognitive, and social facets (Sakiz, 2012). Students face many difficulties in their school activities; therefore, they require assistance and supervision. Help-seeking is valuable in education (Karabenick, 2004) and it is a vital self-government policy in the students' learning process (Newman, 2000). Help-seeking is one of the factors in gaining knowledge and mastery through the learning process, in addition to providing the capacity of working with academic difficulties.

Many types of research referred to the significance of teacher's performance in Students' help-seeking behavior. Despite that, other researchers centered on the nature of student-teachers interpersonal dealings in the classroom connected to the students' motivation and autonomy (Freeman and Anderman, 2005; Plecha, 2002). In contrary, neglecting the help-seeking strategy is destructive and harmful to students because they certainly need help during their educational life. It might result in the lack of knowledge, inability to problem-solving, and confusions. In line with Karabenick (2004), the practice of help-seeking is inherently social; for that reason, structures of the learning context are exclusively applicable. Teacher's receptiveness to the students' help requirements is one of the social impacts and the way in which the teacher answers back is a necessary factor to clarify whether the students seek help (Karabenick, 2004). Kozanitis, Desbiens, and Chouinard (2007) focused on the connection between (1) the background features of instructor support and response to questions, (2) learners' motivation to acquire, and (3) learners' help-seeking techniques.

Regarding studies done by (Myers, Edwards, Wahl, and Martin, 2007), the findings showed that university students' readiness to question, material seeking and

participation depended on how the teacher behave in communication; therefore, the emotional and instrumental support perceived by the instructor forecast the students' help-seeking manner. According to the researchers, two distinct aspects of help-seeking exist; one is called instrumental. When students ask questions about the material and get a clarifying detail. The other is called management while help-seeker tries to escape the tasks by questioning other points far from the topic (Newman, 2000).

2.4.4. Effort

It is supposed that teacher support is also, directly and indirectly, connected to the learners' effort by dint of intrinsic motivation (Sakiz, 2012). As an illustration, learners who are encouraged to acquire should be keen to consume effort to do well. Additionally, the instructor who deliver emotional and instrumental support presumably make the learners feel being appreciated and admired, which enhances effort, scientific ethics, and accomplishment. In terms of instrumental support, social intellectual theory records that the individuals who are communally convinced to have confidence in their capacity use more effort on responsibilities than those who do not agree sufficiently with their capacity to control the challenging circumstances. Hence encouraging attitudes of emotional and instrumental support ought to lead to increasing effort.

It was also expected that teacher support had a positive relation with students' effort, both directly and indirectly through intrinsic motivation (Sakiz et al., 2012). For example, students who are encouraged to learn are willing to use effort to be successful. In addition, teachers who offer both emotional and instrumental support are expected to make students feel appreciated and respected, which in turn improves effort, academic values, and achievement (Federici and Skaalvik, 2014). Exclusively for instrumental support, Social Cognitive Theory notes that people who are socially persuaded to believe in their ability expend greater effort on tasks than those who are not convinced about their capability to control difficult situations (Bandura, 1977, 1997). Positive perceptions of emotional and instrumental support should therefore lead to increased effort.

The Teacher has a significant role in students' enhancement in the class while helping them. As teacher responds the questions and gives instructions, students are automatically motivated and use energy to learning a foreign language. Thus perceived teacher support may be mostly the key factor to the students to have better effort (Dubow and Tisak, 1989). Roberts and Robins (2004) stated that providing students further opportunities in learning environment and delivering their essential needs make students have more effort and successive achievements. Social support has a noteworthy impact on learners' attainment especially the academic aspects. Support to the students occurs by many references such as family, friends, and teachers. The best support to students is by their teacher particularly to their effort because they use more energy and time with each other.

2.5. Studies Conducted in Turkey on Emotional and Instrumental Support

There are several studies conducted in Turkey concerning emotional and instrumental support in learning a foreign language. These studies will be explained briefly.

Tulunay-Ateş conducted a study in Burdur / Turkey in 2016. The aim of the study was to investigate the predictor influence of social support perceived by students, on their motivation. 561 students participated in the study. Two scales were used; one was for perceived social support which had been developed by Yıldırım (2004), and the other was for their motivation which had been developed by Lepper, Corpus and Iyengar (2005). The scales had been translated into Turkish by Tulunay-Ateş and Buluç (2015). So the data were collected using the Turkish copy. The data were identified using SPSS and LISREL software packages. The study results displayed a significant correlation between social support and intrinsic and extrinsic motivation.

Traş and Güngör (2011) conducted a study in Selçuk University. They tried to show the effectiveness of social support and feeling of relatedness received in the university training by students. The number of participants was thirty-one European

students who were originally Turkish registered in Selcuk University-Education Faculty. Some of them have been admitted using the certificate of foreign students' examination and several have taken the scholarships. The other has finished TOMER (Turkish and Foreign Languages Research and Application Centre) at Selcuk University. Data were collected using structured interview. Data were analyzed according to the content analysis method. The study findings displayed that 63% of students have never met problems in their learning process, 37% have met numerous difficulties, 63% of them have been given support from their parents, 36% of them have not been given support, 54% have specified that received support fulfilled their requirement greatly, 45% have stated that received support fulfilled their requirement to some extent, 75% have worded that received support was so operative, 25% have uttered that received support was never in effect, 63% have indicated that they didn't take part in social situations, 37% have expressed that they felt delighted to take part in communal settings, 81% have declared that they participated in social events and progresses, 18% have announced that they had no activity relating into a group, 27% have indicated that they did not feel being a member of a society while they were in isolation.

Duru (2007) investigated the efficacy of the MSPSS (Multidimensional Scale of Perceived Social Support). The study was conducted in Pamukkale University, Turkey. 340 university students were selected as participants of the study. The outcome showed the validity of the subscales of MSPSS after analyzing fact-finding factors. The outcomes confirmed that the MSPSS had high internal and test-retest reliability. The scale had internal consistency which was .87. These findings indicated that the MSPSS and subscales are suitable to be used in other studies on the students in Turkey. The study also found the significant difference between males and females concerning family support, friend support, and total support. It showed that females were in higher levels of parental friends and entire support than males.

CHAPTER III

METHODOLOGY

3.1. Presentation

The study analyzes the relationships between EFL students' perceptions of emotional and instrumental support and their motivational and emotional responses. This chapter describes the methodological information of the study. It comprises several sections. The first section explains the research design in which the methodology of the study is introduced. Then, participants of the study are introduced. Next, there is a section about instrumentation. The final section centers on the procedure which includes three subdivisions; reliability and pilot study, data collection, and data analysis.

3.2. Research Design

This research is basically a descriptive research which is composed of quantitative and qualitative components. A mixed-method is used to analyze the relationships between EFL students' perceptions of emotional and instrumental support in relation to their motivational and emotional responses at SFLGU. The reason of using mixed-methods research is that only one method might be insufficient for the purpose of the present research. Another reason is to be certain of the current study findings and apply it in the learning process. Referring to mixed-method, Creswell, Fetters, and Ivankova, (2004) state that "the underlying logic of mixing is that neither quantitative nor qualitative methods are sufficient in themselves to capture the trends and details of the situation. When used in combination, both quantitative and qualitative data yield a more complete analysis, and they complement each other" (p. 7)

In the quantitative part, the data were collected through a questionnaire which has previously been developed and used by Federici & Skaalvik (2014). The questionnaire was used to get EFL students' perceptions of emotional and instrumental support and their motivational and emotional responses. Moreover, in the qualitative part, a semi-structured interview was administered to get a better elaboration about EFL students' perceptions.

3.3. Participants

This study included 200 students and was conducted at the SFLGU. It is implementing a separate system in which all the skills are given equal focus and each skill is assessed. In the academic year 2016-2017, this study was conducted; there were 421 students and the study was held at the starting of the fall term.

At the beginning of each year, the SFLGU administers a proficiency test for all the newly enrolled students. According to the results, students can directly pass to their departments or they are placed to an appropriate level. There are five levels in the program from A1 to C1 (A1 being the lowest and C1 being the highest). There are four modules and a summer school. One module lasts for eight weeks. In order to pass the class, students are expected to have the score of at least 70 out of 100. They are to complete the program so as to enable them to go on with education in their university departments. For this reason, they are supposed to master the language without ignoring any components of it. This depends on the knowledge of the students on different skills such as writing, reading, listening, and speaking. Language laboratory classes are also lessons which are given in the school.

To apply the study sample, random sampling method was used. A cluster random sampling provides every participant an opportunity to be selected. This method is the most convenient and preferable one, therefore it was selected for this study and the questionnaire was administered to the students in all existing levels. Then, Stratified Purposeful Sampling was directed in order to select participants for the interview section. As a result, seven participants (4 males and 3 females), who had been participants of the sample of the first section, were engaged in the interview process. They were studying at level A2. Their native language was Turkish; therefore, the interview was conducted in Turkish language. Then, the transcription was translated into English language in order to make analysis.

In the following table, participants' sociodemographic information can be seen. It includes their age, gender, level, learning duration, and native language.

Table 1. The Frequency and Percentage of the Participants

		F	%
Age	17-20	179	89.5
	21-24	16	8
	25-28	5	2.5
Gender	Male	136	68
	Female	64	32
Level	A1	187	93.5
	A2	8	4
	B1	4	2
	B2	0	0
	C1	1	0.5
Year	0-6	93	46.5
	6-12	6	3
	12-18	11	5.5
	more than	90	45
Native Language	Turkish	186	93
	Arabic	6	3
	English	0	0
	Kurdish	8	4

As can be seen in Table 3.1, regarding their age, 89.5% of the participants are between 17-20, 8% of them are between 21-24, and only 2.5% are between 25-28 ages. Concerning participants' gender, 68% of them are male, and 32% are female. Concerning their level, 93.5% of them are from A1, 4% are from A2, 2% are from B1, 0.5% are from C1, and none of them is from B2. Concerning their duration of English learning, 46.5% are between 0-6 months, 3% are between 6-12 months, 5.5% are between 12-18 months, and 45% have more than 18 months. Concerning their native

language, 93% of their native language is Turkish, 3% is Arabic, 4% is Kurdish, and none of them is English.

3.4. Instruments

Data were gathered using a questionnaire, for analyzing the relationships between the perceptions of EFL students of teacher's emotional and instrumental support in relation to their motivational and emotional responses (Appendix II). The instrument has been proven useful for analyzing the perceptions of EFL students of their teacher's emotional and instrumental support. To strengthen the results, semi-structured interview was also conducted.

3.4.1. Bar-On Emotional Quotient-Inventory (Bar-On EQ-i)

The basic instrument which was employed in the current research has been developed and validated by Federici and Skaalvik (2014). They used the same questionnaire to investigate the relationship between learners' attitudes of emotional and instrumental support given by their instructor and their motivational and emotional responses. According to them the instrument is valid and reliable to be used. Each scale had its own Cronbach's alpha. Cronbach's alpha for the first scale which was emotional support was .94. Cronbach's alpha for instrumental support was .95. It was .93 for intrinsic motivation. Help-seeking behavior scale had .83. Finally, Cronbach's alpha for Effort scale was .77.

The questionnaire contains two main sections. First section is about sociodemographic information of participants (This part includes the general information about EFL students' "age, gender, level, years of learning English, and native language") and second section includes six domains; domain 1: Emotional support (5 items), domain 2: Instrumental support (6 items), domain 3: Intrinsic motivation (6 items), domain 4: Anxiety (5 items), domain 5: Help-seeking behavior (4 items), and domain 6: effort (3 items) to find out the relationships between participants' attitudes of emotional and instrumental support and their motivational and emotional responses.

Students' attitudes of the teacher's emotional support were measured by five items. Examples of items are as follows: "I feel that my English teacher cares about me", "I feel that my English teacher is friendly", and "My English teacher makes me feel safe". These items ultimately connect to students' feeling of being loved and respected by their English teachers.

Instrumental support was evaluated by a six-item scale. The scale concentrated on the learners' perceived instrumental support from their English instructor. Examples of items are as follows: "When there is something I do not understand in English, my English teacher explains it well for me", "When I have problems with English, I get appropriate help and guidance from my English teacher", and "My English teacher helps me so that I understand the English problems".

Intrinsic motivation was well-defined as curiosity in being likely to integrate with English. It was evaluated by a six-item scale. Examples of items are as follows: "I like English" and "Working with English is fun".

English anxiety was evaluated by five items. The scale concentrates on the emotionality measurement of anxiety. Examples of items are as follows: "I am tense in English lessons", and "I am nervous in English lessons".

Help-seeking behavior was evaluated by a four-item scale. Examples of items are as follows: "If there is something I do not understand in English, I ask the teacher for help", "If I am working on English problems that I am not able to solve, I ask the teacher for advice", and "In English lessons, I do not ask for help even if I do not understand the problem I am working with".

Effort was theorized as students' eagerness of working hard, solving their assignment, and trying their best to learn. It was evaluated by a three-item scale. Examples of items are as follows: "I always do my best when I am working with English", "I always do my homework in English", and "I often rush through my work in English".

The domains of the questionnaire have been defined and explained in literature review in detail. However, below is a brief description of each domain:

- **Emotional Support:** After Federici and Skaalvik, (2014) defined emotional support as “typically includes learners’ attitudes of trust, warmth, respect, and love as well as communications of empathy” (p. 21). They prepared a scale so as to determine the teachers’ emotional support. The scale was a measure of teachers’ respect, friendliness, and love to their students. It was a likert-type scale, measuring from “Strongly Disagree” to “Strongly Agree”.
- **Instrumental Support:** Instrumental support means tangible support and it is also called “offering a helping hand”. It deals with resources including finance and related materials which is provided for better learning environment.
- **Anxiety:** Anxiety is a feeling of worry, apprehension, or concern about an action with an indefinite outcome. It can be seen sometimes on physical reactions. Kilic, (2007) regarded linguistic anxiety as “... communication apprehension which is a fear or concern that someone feels about orally communicating” (p.13).
- **Intrinsic Motivation:** this type of motivation needs to be given much more attention because it is internal and deeply personal. It does not come from tangible stuff that you can touch and take. It has to do with doing stuff because you want to learn a new skill and you have a thirst for knowledge. But we understand that tapping into intrinsic motivation, especially in an academic setting can be difficult. But once you do, you will reap the benefits.
- **Help-seeking Behavior:** according to Sakiz (2012), help-seeking is a conversational technique that includes intellectual, motivational, emotional, and social perspectives. The capacity of students for learning a foreign language is finite. Hence they need help and assistance. Help-seeking is a worthy action in the learning process. Help-seeking is needed for obtaining more information. The literature says that help-seeking plays a great role for success in academic life.
- **Effort:** Carbonaro, (2005) defined effort to be “...the amount of energy and time that students expend in meeting the formal academic requirements established by their teacher or school” (p. 28).

In order to scale the questionnaire, a Likert-type model was used, and it was graded as 1: strongly disagree, 2: disagree, 3: neutral, 4: agree, 5: strongly agree. Symbol 1 refers to participants completely disagreeing with the statement. Symbol 2 means the participants just disagreeing. Neutral is neither agreeing nor disagreeing. At the other end, agree refers to the positive statements of participants, and strongly agree indicates the participants' feeling strongly positive about the statement. To ease the process of collecting quantitative data, the questionnaire was primarily translated into their native languages which were Turkish and Arabic. Then, the Turkish and Arabic copies were provided to some Turkish and Arabic experts to validate the items and finally, they were re-translated into English to compare them with each other. In a case of uncertainty and obscurity, items were rephrased. After certifying the correctness and modifying several items of the copies, Turkish and Arabic versions were distributed to the students. Eventually, the data were analyzed using SPSS 22.0.

3.4.2. Semi-Structured Interview

In modern research practice, it is suggested to use multiple instruments to triangulate results in order to make the information more interesting and useful which is obtained from the primary sources of quantitative approaches such as questionnaire (Gao, 2004; Schmitt, 2010). O'Malley and Chamot (1990) also mention that using interview supports the researcher to elicit information that may be failed to obtain through questionnaires. Therefore, in this study the most common qualitative instrument which is semi-structured interview was used (Appendix III). This interview enriched the results to be more effective and ensure the participants about their motivational and emotional responses.

A semi-structured interview guide was used as a basic instrument during the interview. The interview occurred in a welcoming atmosphere with seven students in order to obtain deeper information about learners' attitudes of emotional and instrumental support and their answers emotionally and motivationally. First, the students' permission was obtained using a consent form about students' information and

signature. The interview was conducted individually. Also, the students were permitted to express their additional views. The interview form included fourteen open-ended questions. The interview lasted 15 to 20 minutes for each student. They were audio recorded and transcribed one-by-one for later analysis.

3.5. PROCEDURE

3.5.1. Reliability and Pilot Study

Piloting procedure is a central part of conducting a research and must be implemented with an excessive attention. Lewin (2005) describes piloting procedure as a test of the questionnaire with a definite number of samples which is equal to the directed sample. The major purposes of the pilot study were to determine the reliability of the items of questionnaire; whether they were clear, understandable, culturally suitable, and accepted by the respondents, identify the best approach to gain their cooperation, and find out the difficulties that the researcher may face during the interviewing process. The piloting procedure of this study was carried out to understand the potential difficulties which can influence the reliability and validity standards of the study. The pilot study was implemented at SFLGU. The researcher took all the permissions to apply the questionnaire and semi-structured interview (Appendix V). Afterwards, the researcher cooperated with all teachers and visited the classes to explain the study. Thus, the participants were guaranteed that the data gained from the study would be kept in secret. The questionnaire was coded and given to the students. Students were told about writing nothing of their names and their student numbers. After collecting the data from participants, they were put into SPSS 22.0 to be analyzed. The results pointed out that the questionnaire was reliable with Cronbach's Alpha value of .80.

3.5.2. Data collection

All the data were gathered through using a questionnaire at SFLGU. As in piloting process, all the required permissions were obtained to conduct the study. The researcher promised to keep the students' information confidential and use these data for

the current study only. Then he explained the purpose of this study to every participant. In addition to above explanation, the researcher told every participant that this is an optional work, and they can leave any time even the process is not completed. The questionnaire was implemented on 200 learners. Before conveying the questionnaire, all learners were enlightened about the research and the essential role of their honesty in replying the items. The questionnaire was handed out to the students during the classes and they were collected in the same class time. As a final point, a semi-structured interview was done with 7 participants who were also participants in the quantitative section. The students were enthusiastic to participate and they were not rewarded materially at all for their participation. During the interview, the learners were permitted to talk either in their mother-tongue language or English in order to decrease their anxiety and hesitation. The interview continued for one hour and 50 minutes. The instruments were conducted from the class duration and the researcher informed the participants about confidentiality of their discussion during the interview process.

3.5.3. Data Analysis

The data which were collected through the questionnaire were put into SPSS V. 22. Descriptive and inferential statistics were gained for all demographic variables on the questionnaire. These descriptive statistics contains the means, standard deviations, percentages and ranges of the dependent and independent variables and socio-demographic features of the participants. All data were measurable because they were coded using numerical values. Frequency distributions were also provided. Independent samples t-test was used to find out the statistically significant difference between participants' gender in terms of emotional and instrumental support and their motivational and emotional responses. A Pearson moment correlation was used to explore whether there was significant relationships between teachers' emotional and instrumental support with students' motivational and emotional responses.

Lastly, after transcribing the interviews verbatim, a deductive content analysis was done for the purpose of analyzing the qualitative data. It is a procedure which

initiates with a general viewpoint to the analysis of a particular circumstance in order to confirm or disconfirm the theory (Tracy, 2013).



CHAPTER IV

RESULTS

4.1. Presentation

This chapter presents the analysis of the results, and an elaborate analysis of the research is presented by displaying the relationships between the study variables. Furthermore, the results of the questionnaire were analyzed with the help of descriptive analyses. To further indicate the data, Pearson product-moment correlation was used in order to report the relationships between total variables and domains. For showing the interview results, qualitative content analysis was used.

4.2. Data Analysis

The Bar-On Emotional Quotient Inventory (EQ-i) adapted version was applied so as to get information for this study. The questionnaire consists of six domains including 29 items and Sociodemographic information; Emotional support (Items: 1, 2, 3, 4, 5), Instrumental support (Items: 6, 7, 8, 9, 10, 11), Intrinsic motivation (Items: 12, 13, 14, 15, 16, 17), English anxiety (Items: 18, 19, 20, 21, 22), Help-seeking behavior (Items: 23, 24, 25, 26), and Effort (Items: 27, 28, 29). The items of interview are prepared in accordance with the study variables.

4.2.1. Quantitative Data Analysis

Results for the first question #1 Do students' perceptions of emotional and instrumental support provided by their EFL teachers constitute different aspects of teacher support?

This research question tries to point out the relationship between emotional and instrumental support regarding separate dimensions of teacher's support. To answer this research question above, a Pearson product-moment correlation was used which is the most common type of correlation (Kilic, 2007). It is a measurement of the

linear correlation between two variables. It is used when there are two numerical variables. There are three types of correlations; positive, negative, and zero (no correlation) correlations between variables.

After conducting Pearson product-moment correlation, a significant positive correlation between emotional support and instrumental support was pointed out ($r = .779$, $p > .01$). It means that as emotional support increases, instrumental support increases. This relation is an appropriate indicator of the connection between emotional support and instrumental support.

Results for Research Question #2 How does participants' perception of emotional support relate to their: English anxiety, intrinsic motivation, help-seeking behavior, and effort?

To find out the relationships between teacher's emotional support and students' anxiety, intrinsic motivation, help-seeking behavior, and effort, Pearson product moment correlation is the most appropriate method to be used. The following table shows the correlations:

Table 2. Correlation between Emotional Support and English Anxiety, Intrinsic Motivation, Help-Seeking Behavior, and Effort

	English Anxiety	Intrinsic Motivation	Help-seeking behavior	Effort
Emotional Support	-.147*	.271**	.485**	.252**
	.038	.000	.000	.000
	200	200	200	200

The results, as illustrated in Table 4.1, pointed out a significant negative correlation between teachers' emotional support and students' anxiety ($r = -.147$, $P > .05$). It means that as teachers' emotional support increases, students' anxiety about English decreases and vice versa. On the other hand, significant positive correlations were proved between emotional support and intrinsic motivation ($r = .271$, $P > .01$), help-seeking behavior ($r = .485$, $p > .01$), and effort ($r = .252$, $p > .01$). In other words, when teacher's emotional support is deployed recurrently; students' intrinsic motivation, help-seeking behavior, and effort enhance.

Results for Research Question#3 How does participants' perception of Instrumental support relate to their: English anxiety, intrinsic motivation, help-seeking behavior, and effort?

To answer the third research question and to identify relationships between teacher's instrumental support and students' anxiety, intrinsic motivation, help-seeking behavior, and effort, Pearson product-moment correlation was carried out to show the relationships. The following table shows the correlation;

Table 3. Correlation between Instrumental Support and English Anxiety, Intrinsic Motivation, Help-Seeking Behavior, and Effort

	English Anxiety	Intrinsic Motivation	Help-seeking behavior	Effort
Instrumental Support	-.144*	.349**	.571**	.223**
	.042	.000	.000	.002
	200	200	200	200

According to the table above, Pearson Moment Correlation displayed a significant negative relationship between teacher's instrumental support and students' anxiety ($r = -.144$, $p > .05$).

This implies that as instrumental support increases, anxiety decreases and vice versa. Also, the relationship between teacher's instrumental support and students' intrinsic motivation ($r = .349$, $p > .01$), help-seeking behavior ($r = .571$, $p > .01$), and effort ($r = .223$, $p > .01$) was significantly positive.

Additionally, it can be said that when students are provided more instrumental support, their intrinsic motivation, help-seeking behavior, and effort will be better. This kind of correlation for these variables is a worthy outcome.

Results for Research Question#4 Is there a statistically significant difference between male and female participants in terms of emotional support, instrumental support, English anxiety, intrinsic motivation, help-seeking behavior, and effort?

To answer this question, Independent Samples t-test was used to display the significant difference between male and female participants concerning emotional support, instrumental support, anxiety, intrinsic motivation, help-seeking behavior, and effort. Independent-samples t-test is a trustworthy measure for indicating the statistically significant difference between two independent groups (Kilic, 2007).

This assumption is consistent with the current study in which male and female groups are definitely independent of each other. Table 4.10 shows the statistically significant difference:

Table 4. t-test on the Difference between Male and Female Participants

Gender		N	Mean	Std. Deviation	Std. Error Mean	P
Emotional Support	Male	136	19.0446	4.23705	.36332	0.057
	Female	64	20.2656	4.13365	.51671	
Instrumental Support	Male	136	23.1471	4.99560	.42837	0.006
	Female	64	25.2031	4.72138	.59017	
Intrinsic Motivation	Male	136	18.4118	4.58576	.39323	0.115
	Female	64	19.5156	4.64277	.58035	
English Anxiety	Male	136	13.0221	4.65310	.39900	0.174
	Female	64	14.0313	5.34810	.66851	
Help-Seeking Behavior	Male	136	14.3750	3.13862	.26913	0.047
	Female	64	15.3125	3.01780	.37723	
Effort	Male	136	9.4559	1.75063	.15012	0.964
	Female	64	9.4375	1.89297	.23662	

The findings of t-test indicated that the statistical difference between males ($M=19.04$, $SD=4.23$) and females ($M=20.26$, $SD=4.13$), in terms of emotional support, was not significant ($p>.05$). There was also not significant difference between males ($M=18.41$, $SD=4.56$) and females ($M=19.51$, $SD=4.64$) concerning intrinsic motivation. Regarding anxiety, non-significant difference was pointed out between males ($M=13.02$, $SD=4.65$) and females ($M=14.03$, $SD=5.34$). There was non-significant difference between males ($M=9.45$, $SD=1.75$) and females ($M=9.43$, $SD=1.89$) in terms of effort. Thus, gender was not a diverse element for them. Contrarily, concerning instrumental support, males and females were significantly different in which females ($M=25.20$, $SD=4.72$) had a higher score than males ($M=23.14$, $SD=4.99$). Additionally, there was a significant difference between males ($M=14.37$, $SD=3.13$) and females ($M=15.31$, $SD=3.01$) in terms of help-seeking behavior ($p<.05$).

4.2.1.1. Summary of the Quantitative Analysis

To sum up the analysis of the quantitative section, significant positive and negative correlations between study variables was found. Teachers' emotional support and instrumental support was positively correlated to intrinsic motivation, help-seeking behavior, and effort because it was seen that while emotional and instrumental support increases, students' intrinsic motivation, help-seeking behavior, and effort also increase. On the other hand, negative correlation was obtained between students' anxiety and teacher' emotional and instrumental support, it means that as students' anxiety goes up, teacher's emotional and instrumental support goes down and the vice versa.

4.2.2. Qualitative Data Analysis

After analyzing quantitative data using SPSS V.22, qualitative data were analyzed using deductive content analysis, which was collected through conducting semi-structured interview.

4.2.2.1. Emotional Support

Regarding teacher's emotional support, all the participants (P1, P2, P3, P4, P5, P6, and P7) thought that their teachers were kind and friendly to them and they respected them.

P1 and P5 explained that teachers and Students should be kind and respect each other by expressing that "my teachers are friendly and respect us. Indeed, it is mutual. Everyone is kind and respect each other".

P2 related teachers' emotional support to their instrumental support by stating that "teachers are friendly to us because they like teaching". P3 also referred to the relation between emotional support and instrumental support by explaining that "I feel that teachers are friendly and respect us. When we don't understand any point, they will explain in more detail"

P5 indicated that everyone should be friendly and kind to each other and the respect ought to be mutual. Students also must respect their teachers. In this way, teachers always respect their students. Furthermore, she referred to her teachers' emotional support separately by stating that "my teachers are definitely respectful and friendly to me"

P6 made a connection between teachers' emotional support and students' motivation for learning. She said that "My teachers are friendly and very gentle. They think that we should be enthusiastic for learning"

P7 described that their teachers make them comfortable during learning English. She connected teachers' emotional support to their psychological issues. She explains that "teachers are very gentle and respects our feeling and our thought. When we make a mistake, they understand us and respect us"

4.2.2.2. Instrumental Support

All participants referred to the existence of teachers' help inside and outside the class. The participants "P1, P2, P3, P4, P6, and P7" mentioned that all teachers explained in English. If they did not understand, teachers would try to use resembling words and use Turkish language in order to clarify the point.

P2 explained the teachers' friendliness after the class. It found the relationship between teachers' emotional support and their instrumental support by stating that "When we have a difficulty after the class, we can contact them. For example, we can contact them through WhatsApp".

P3 referred to the teachers' help after the class by giving an explanation that "after the class, teachers help us. For example, if I want to buy a book, they recommend us the type of the book and the bookshop". Also, he described the relationship between teachers' instrumental support and students' help-seeking behavior by stating that "in the

class, teachers help us in all aspects. If we don't understand any point, they explain in more detail especially we ask them".

P4 and P5 talked about the relation between teachers' instrumental support and students' effort. P4 exemplifies the existence of teachers' help after the class by saying that "after the class, I can ask my teacher about English movies and music with subtitles, certainly, they help us".

P5 spoke of her effort by indicating that "we can practice with our teachers in the break time including speaking, writing, and reading. They definitely help us". Moreover, she related teachers' instrumental support to their own effort by referring that "in the class, they make us speak, we speak with each other. Everyone expresses their own opinions".

P7 focused on how teachers instrumental support impact on students' effort in the class by expressing that "teachers help us in many aspects. There are diverse divisions such as speaking, writing, and reading. Teachers help us practice in every section in the class"

4.2.2.3. Anxiety

Regarding anxiety, two participants (P1 and P6) felt angry with themselves because they felt unsuccessful while making mistakes. When asked about participants' feeling while making mistakes, two participants felt shy because they thought that they were unable to perform an activity.

P2 referred to the negative relation between his anxiety and his teachers' emotional support by stating that "At first I felt bad while making any mistake, and then my teachers explained that we should be relaxed. Now I don't have any difficulty, I feel relaxed and comfortable". Also, he talked about the relation between anxiety and learning by asserting that "I don't feel nervous in English lessons because we should make mistakes to learn something. If you don't make mistakes, you won't learn"

P7 had no anxiety in English classes and he related his anxiety to teachers' emotional support by affirming that "I don't feel nervous in English classes. I like and enjoy English because I'm sure that there is no negative reaction".

4.2.2.4. Intrinsic Motivation

Considering intrinsic motivation all the participants (P1, P2, P4, P5, P6, and P7) were motivated and liked English lessons. They had a variety of ideas about English. For example, P1 expressed that "I like English because I enjoy learning something new"

P2 considered English as the Lingua Franca by stating that "I like English because I would like to tour the world and English is the first language to be spoken everywhere". Furthermore, he connects his intrinsic motivation to his teacher's instrumental support by uttering that "I do not skip English lessons because when I skip them, I will surely have a deficiency in learning"

P3 had difficulties with English lessons. He did not like English at all. He stated that "I don't like English and the reason is not related to my teachers. It is my personal problem with English but I think that I must learn it because it is my future otherwise I never work with English". He further mentioned that he skipped the lessons due to some private reasons such as visiting their family, but the primary reason for him was that he did not like the lesson as he stated that "I do skip the lessons because I should travel to my homeland to meet my family and I do not like English. That is a sufficient reason to skip English lessons".

When asked about the like of English, P4 talked about his like to English which is a lot and he related the reason partially to their English teachers. It shows a positive relationship between teachers' emotional support and student's intrinsic motivation by wording that "I do like English due to my teachers partially. They are very lovely and respectful". On the other hand, he explained the reasons of skipping English lessons sometimes, which belonged to his own obligatory situations, he exemplified that

“Generally I follow English lessons but I skip the lessons sometimes only when I feel sick or exhausted”.

Similarly, P5 enjoyed, when she learnt English. She considered English as a necessary language to have social connections especially with English people by saying that “I like English because it a second language. It means new people, new words. You can learn something different from your culture”

On the other hand, she rarely skipped English lessons in specific situations while feeling bored. She stated that “I skip lessons sometimes because it overwhelms us. So when something overwhelms you, it will be boring”

A positive relation could be found between intrinsic motivation and emotional support, when P6 explained her feeling about English. She worded that “I like English because when I learn a foreign language, I feel comfortable to speak it and it makes me happier.”

There is a fact that if someone has something repeatedly, they will be boring as P6 explained “I skip the English lessons sometimes because we face the same lessons every day and it will be boring. Then I will try to have some alternatives which are skipping the lessons.”

P7 described English lessons as enjoyable and lovely ones because she enjoyed and felt happy in English lessons. She mentioned the positive relation between teachers’ emotional support and her intrinsic motivation by stating that “I like English because it is enjoyable and I feel happy. Also, it is surely related to the teachers’ respect and kindness”. Additionally, she never skipped the lessons but she had to do it sometimes because of her private situations which were not related to the environment or teachers. She explained that “I skip the lessons, if I will get sick or bored to the point that I can bear it. It is not related to the lesson. It is not a negative point on the lesson. It is absolutely up to me”

4.2.2.5. Help-seeking Behavior

Regarding seeking for help, four participants addressed the use of dictionary to get help to express their opinions in English. P4 used other ways to express his ideas in English by saying that “I try to use my body language and resembling words to express my ideas in English. Then I ask my friends for help.”

While talking about asking for help from teachers, all participants asked for help from their teachers. They presumed that teachers were the best source to get help. They created a relation between their help-seeking behavior and teachers’ instrumental support.

P1 expressed his seeking for help by stating that “I do ask for help from my teachers. We are in the beginning of learning process, we don’t know everything. So that we must seek help and I ask from my teachers”. P2 elaborated teachers’ instrumental support in the class by stating that “when I don’t understand a point, I will raise my hand and ask my teacher. They usually re-explain in more detail”. P4 made a strong connection between students’ help-seeking behavior and teachers’ emotional support because his teachers helped him in his specific situations such as “I ask help from my teachers because I have difficulties to have self-confidence and my teachers help us a regular and a better direction”

4.2.2.6. Effort

Regarding effort, six participants reported that they did not do their best. They mostly worked harder and valued their free time in order to enhance their ability. According to their explanations, the reason belonged to themselves not to the lesson or teacher. Only P7 showed that she did their best to learn English.

Considering participants’ practiced on English, they described various types of methods to their practice. Three participants referred to their practice by chatting and

speaking English with their own friends. Two participants practiced on English through video games. They tried to learn the words which were used in the games.

P3 reported the use of different ways from others like practice with YouTube videos and speaking with an English teacher, in addition to watching English movies, by stating that “I watch English movies. I follow English teachers from YouTube videos. Finally I have a cousin who is an English teacher; I speak to him to solve my English difficulties”

Five participants addressed the use of watching English movies and listening to English music. P4 showed the relation between emotional and instrumental support with his effort when he talked about his practice on English. He said that “the lessons help me to learn English. When I watch English movies and read some English texts, I can understand them. Then I feel happy and comfortable”

P7 explained a strong relation between her effort and teacher’s support, when she practices on English by stating that “mostly we practice in English lessons. We speak with our speaking teachers”.

4.2.2.7. Summary of the Qualitative Analysis

To conclude the results of the interviews, it can be seen that students positively referred to the teacher’s emotional and instrumental support because teachers were friendly and respected their students particularly, when students made mistakes in English. And besides, teachers were ready to friendly and academically help students inside and outside the class. They analyzed and explained English in the easiest way in order to increase students’ knowledge of English. Concerning students’ anxiety about English, several students expressed their feeling of anger and shy while speaking in English. On the other hand, most of them accepted their feeling of anxiety and nervous. They presumed the situation as an ordinary phenomenon because they were certain about their teachers’ reaction and their teachers comforted and relaxed them to decrease their anxiety. Students displayed their intrinsic motivation due to the effectiveness of

teachers' emotional and instrumental support. They liked English and tried to not skip the lessons mostly because of the existing respect and friendliness between students and teachers. Learning a new language especially English is also enjoyable and pleasant according to them. That is why they worked harder and had a better effort to get it. English is Lingua Franca. It leads to making students work on English and seek for help to advance their language. Motivation includes working and trying more and more. Thus, students had different types of effort for their learning a foreign language.



CHAPTER V

DISCUSSION

5.1. Presentation

The results of current study are described and compared with the results of other studies in this chapter. The discussion and findings together give answers for the research questions.

5.2. Discussion

The primary concern of the current study was to point out the relationships between EFL students' perceptions of emotional and instrumental support and their motivational and emotional responses. More specifically, the relationship between emotional support and instrumental support with each other, and emotional and instrumental support with anxiety, intrinsic motivation, help-seeking behavior, and effort was investigated.

The findings of the current study displayed negative correlation between emotional and instrumental support with anxiety and positive correlation with intrinsic motivation, help-seeking behavior, and effort. The study also found a positive correlation between emotional and instrumental support. Nevertheless, a significant difference was revealed between females and males concerning instrumental support and help-seeking behavior and no significant difference was revealed between females and males concerning emotional support, anxiety, intrinsic motivation, and effort.

5.2.1. The Relationship between Emotional Support and Instrumental Support

The present study findings are supported by the study which was done by Fedirici and Skaalvik (2014) in Norway. It found a positive relationship between emotional support and instrumental support.

5.2.2. The Relationships between Emotional and Instrumental Support with Anxiety, Intrinsic Motivation, Help-Seeking Behavior, and Effort

The present study findings are supported by the study which was done by Fedirici and Skaalvik (2014). It found a negative relationship between emotional and instrumental support with anxiety, and a positive correlation with intrinsic motivation, help-seeking behavior, and effort. The findings of the current study also agree with the Carney-Crompton and Tan's (2002) study, which indicated a negative relationship between anxiety and emotional support.

In line with the studies that highlighted the significance of emotional support and educational concern (i.e. Malecki and Demaray, 2003; Wentzel, 1997), the results explained teacher's support as providing of equality and kindness, and linked to educational attempt. Baumeister and Leary (1995) found that fellows with more social support encounter more pleasure and less nervousness than those with less social support. Malecki and Demaray (2003) found that emotional support provided by instructors was an important interpreter of learners' social abilities and scientific proficiency.

The findings of the existent study are consistent with Kozanitis, Desbiens, and Chouinard's (2007) research; it found that students' attitude of teacher support has an effective adjustment on their help-seeking behavior and self-efficacy. The present study findings are supported by the study which was done by Danielsen, Wiium Eilhelmsen, and Wold (2010). It found that "there was a significant correlation between perceived teacher support and student self-report academic initiative and found a correlation between teachers' support and students' autonomy at the class level" (p. 12).

The results of the current study are in line with the study which was done by Wentzel (1998). It found that teacher's support was connected to all of the motivation outcomes. The same study also indicated that distress was related significantly and negatively to perceived social support.

The results of the current study are in the same manner with the finding of the studies which was done by (i.e. Lynch and Cicchetti, 1997; Malecki and Demaray, 2003), which found that teachers could be practical social support references to fulfill learners' emotional necessities. The results of the current study have some elements in common with the outcomes of Hattie (2009), who explained that instructors had direct impact on learners' educational process.

Covington and Dray (2002) and Harter (1996) declared that perceived teacher support has been associated to learner reports of intrinsic beliefs and self-esteem. Ahmed, Minnaert, van der Werf, and Kuyper (2010) found significant relation between teacher and familial support with emotional and motivational views. The same study indicated a significant positive relationship between familial support with learners' skills, attention, and satisfaction, and a significant negative relationship with anxiety about math. Furthermore, it found that the emotional and motivational opinions were interrelated to the perceived support by teachers.

Calvete and Connor-Smith (2006) stated that "perceived support was correlated with lower levels of symptoms and furthermore, social stress showed a small but significant and negative correlation with perceived social support" (p. 53). According to Lloyd and Barenblatt (1984) and Haywood and Burke (1977), there was a positive correlation between scientific effort and inner motivation.

5.2.3. Difference between Genders of Participants Concerning Emotional and Instrumental Support, Anxiety, Intrinsic Motivation, Help-Seeking Behavior, and Effort

In terms of gender, the present study findings are supported by the study which was done by Fedirici and Skaalvik, (2014) in Norway which showed significant difference between males and females in terms of help-seeking behavior. The results of the existent study are in same degree with the study which was done by De wit al et. (2011), which found non-significant gender differences for teacher support regarding

emotional support. The same study found no significant difference between males and females regarding instrumental support and it is not supported by the results of the current study. It might be for cultural and environmental differences. The outcomes of Abu-Rabia's (2004) study stated that "the female students gained higher scores on the anxiety scale ($SD=.74$) than male students" (p.717)

5.2.4. Teachers' Emotional and Instrumental Support and Students' Motivational and Emotional Responses during the Interview

The comments and justifications of the participants displayed that teachers' emotional and instrumental support has a crucial role in learning English language. All participants reported the existence of teachers' emotional and instrumental support inside and outside the class. The participants' explanations also showed the negative and positive relations between teachers' emotional and instrumental support in terms of anxiety, intrinsic motivation, help-seeking behavior, and effort. These results are supported by the results of Grolnick and Ryan's (1989) study which found that support for connectedness would generally boost motivation but would specifically boost inner motivation.

The influences of support for competency and connectedness on motivation have been explored in various researches. For instance, positive response leads to increasing inner motivation because it improves perceived skill (i.e. Blanck, Reis, and Jackson, 1984; Harackiewicz and Larson, 1986), even though studies have found that the improvement arises only while the response exists by support for self-determination. Several researches (i.e. Daoust, Vallerand, and Blais, 1988; Vallerand and Bissonnette, 1992) have explored that learners with rather self-possession of motivation for performing assignment were expected to remain in schools than those with less motivational factors. Extrinsic and intrinsic motivation has positive interrelations with scientific achievements according to some studies.

Other researches have concentrated on individual regulation, that is, on emotional consequences as foreseen by motivational factors. As an illustration, Vallerand et al. (1989) discovered that learners with more inner motivation and recognized instruction displayed more positive feelings in the class, more pleasure of scientific effort, and more gratification with schools than those learners with less self-sufficiency of motivation. Besides that, Ryan and Connell (1989) displayed positive associations between self-sufficient adjusting ways and pleasure of schools, while they discovered more governing adjusting ways to be linked with more anxiety and lesser dealing with disappointments. Lastly, Deci, Schwartz, Sheinman, and Ryan, (1981) showed a constructive linkage between students' inner motivation and self-respect. Kabasakal and Totan, (2013) conducted a study, stated that "Since social and emotional learning is affective in decreasing the mental symptoms and protecting the mental health of the student, social and emotional learning needs and skills should be taken into account especially in the field of Mental Health and Psychological Guidance. It can be stated that the inclusion of social and emotional learning needs of students in the school guidance services within the framework of preventive guidance, will be effective in the protection of the mental health of students" (p. 62). The research found significant negative relations between social and emotional learning necessities and anxiety. Furthermore, it was pointed as an outcome of many direct regression analysis that students' social and emotional learning necessities are in effect in decreasing the psychological symptoms. Newman and Schwager, (1993) found that students mostly regarded teachers as their helpers rather than classmates because teachers were more expected to ease education and less expected to presume they were "dumb" for questioning. Although perception of a strong individual relation with the teacher was connected with students' aims to seek help at all grades.

CHAPTER VI

CONCLUSION AND RECOMMENDATIONS

6.1. Presentation

This chapter explains the summary of the current research; thereafter, conclusions are being clarified which is the summary of the results and followed by that some suggestions are presented.

6.2. Summary of the Study

The main concern of the present research was to explain the relations between EFL learners' perceptions of emotional and instrumental support and their motivational and emotional responses. It was conducted at the SFLGU in fall term, 2016-2017. The total sample population consisted of 200 students (136 males and 64 females) for the quantitative section and 7 students (4 males and 3 females) for the qualitative section. Before carrying out this study, a pilot study was carried out with twenty-six learners. The reliability of the study was .80.

In quantitative section, the data were gathered, using an adopted Bar-On EQ-i questionnaire, in addition to the sociodemographic part, consisting of 29 items (emotional support, instrumental support, English anxiety, intrinsic motivation, help-seeking behavior, and effort). The data were obtained from the questionnaire and the students' scores and they were analyzed using SPSS V.22. The relations between the variables were found using Pearson Moment Correlation, and independent-samples t-test was used to discover statistically significant difference between genders of participants. At the end of the analyses, positive and negative relationships were found between the mentioned variables. To strengthen the results of the quantitative section, semi-structured interview was also performed with seven students which is qualitative section. The flexibility was considered to permit the participants to express additional ideas. The deductive content analysis of the qualitative data showed that according to the

participants' comments and explanations, teachers' emotional and instrumental support was present and there were positive relations between teachers' support and intrinsic motivation, help-seeking behavior, and effort.

6.3. Conclusion

This research has been planned on four research questions; one of them was related to the correlation between emotional support and instrumental support. According to the result, the research questions were supported with the findings as mentioned in the findings chapter. To the knowledge of the researcher, there is a resembling study like the present study concentrating on the emotional and instrumental support. However, this study examined the relationships of emotional and instrumental support with anxiety, intrinsic motivation, help-seeking behavior, and effort. The central concern of this study has been to show the prominence of emotional and instrumental support in students' foreign language learning.

For learning a foreign language, students need assistance and support by their teacher especially emotional and instrumental support in order to have less anxiety and be motivated internally (Federici and Skaalvik, 2014). Thus, their effort is increased and they have an effective achievement in their academic life. Learning a foreign language is not conditional, the significant objective of learning a second language is to provide meaning in a more communal situation. Additionally, according to Maynard, (2012), the role of language is not only providing meaning but also emotions. For him, even the linguistic items have emotional functions which are called "linguistic emotivity". That is why emotional support is an imperative section in learning a foreign language.

Emotional and instrumental support is closely related to learning a foreign language. It leads to have a better performance. According to Krashen (1981), a second language acquisition is a perplexing procedure, causes stress and anxiety thus a pressure on students, but providing emotional and instrumental support by their teacher can decrease the level of stress and anxiety. In this way, students can control the situation of learning a foreign language. Motivation and seeking for help are also needed for

achieving language competence, and teachers' emotional and instrumental support delivers all these factors.

To additional detail of the relation between anxiety and language achievement, one ought to focus on the language anxiety profoundly. Most of the students describe the language classrooms as the most aggressive course that they have to mention and they feel their minds are jammed and desperate (Argaman and Abu-Rabia, 2002). This is because of the point that students suffer from low self-esteem; in other words, losing self-confidence and giving up; anxiety and the negative experiences in the practice of foreign language learning. Students can have less stress and anxiety through receiving emotional and instrumental support by their teacher because teacher's support is the best factor to reduce the students' anxiety.

Motivation is another issue that should be explained in learning a foreign language. There are four categories of motivation. One of them is intrinsic motivation which is the most important one because it is internally rewarded. Motivation is positively related to emotional and instrumental support. It tells us when students are motivated by their teacher; they will have an effective achievement, better regulate the process of learning a foreign language, and be willing to complete their function. Motivation is closely interrelated to all other factors of learning a foreign language. Motivation is the key of performing any action particularly in language performance.

Emotional and instrumental support has positive relationships with help-seeking behavior. It also has a connection with motivation. Motivation makes students try to learn and students look for help in order to get more information about the language learning process. Learning a foreign language is a process which cannot be done without help and students should seek for help to enhance their language.

Emotional and instrumental support has positive relationships with effort. When teachers provide further emotional and instrumental support, a physical and mental energy comes into students' mind to work hard on their function. It shows that motivation and effort are strictly interrelated. Effort needs to have a better attempt to get

a useful result. Eventually, it can be said that all variables are strictly interrelated with each other either positively or negatively.

6.4. Recommendations for Further Study

Some recommendations can be provided according to the findings of the present study and also related to the conclusion. This research has introduced some interesting findings about the relationships between EFL students' perception of emotional and instrumental support and their motivational and emotional responses. It is one of the issues which should be concentrated on according to the modern teaching. The present study has been conducted only in one school, but it can be done in more than one school and include a larger number of participants to be able to make generalization.

A study may be conducted only as a quantitative study with a large number of students to include emotional and instrumental support because there might be some teachers who are unaware of these types of support which are the keys of success to students. Another study might be done as a qualitative study. Similarly, a study can be conducted on the motivational and emotional responses. Auxiliary studies might be done on the variables separately such as students' anxiety, intrinsic motivation, help-seeking behavior, and effort in order to get more information about teacher's support. Moreover, further researches are essential to reveal the relationships between EFL students' perception of emotional and instrumental support and their motivational and emotional answers in detail.

6.5. Implications

The implications of the results might promote teachers to concentrate further on emotional and instrumental support, that is, respect, friendliness, explaining in detail, and helping the students to solve their problems with English, and bring diversity to the classroom so as to decrease students' anxiety about English and increase their help-seeking behavior, effort and particularly their intrinsic motivation

Moreover, the findings of the present study can be evaluated in educational dimension. Having the notion of improving teacher's emotional and instrumental support by training and schooling, and having the idea that it can be possible to decrease anxiety and increase intrinsic motivation, help-seeking behavior, and effort of those students who are low in them and help them enhance their capacities to be better familiar with their feelings, to better word, and to better standardize them (Mayer & Geher, 1996) can instruct language procedure architects to design and create training programs to decrease the anxiety level of the students and increase their intrinsic motivation. It can be better for curricula to provide an opportunity to the students to be cultivated about the significance of emotional and instrumental support while paying attention to the fact that "social and emotional education must take place within warm, positive and supportive environment to be effective and sustainable" (Humphrey et al., 2007:248).

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APPENDICES

A large, light gray watermark consisting of two overlapping 'X' shapes is centered on the page. The watermark is composed of several parallel diagonal lines that intersect to form the 'X' shapes.

Appendix

Appendix I. Adapted Version of Bar-On EQ-i in Turkish

Nu:

KİŞİSEL BİLGİ FORMU

Bu anket uygulaması, yüksek lisans tezi için değerlendirilecek ve sonuçlar birleştirilerek analiz edilecektir. Bilgileriniz üçüncü şahıslarla kesinlikle paylaşılmayacaktır. Bu formun size not veya ekonomik olarak bir yansıması olmayacaktır. Katkılarınızdan dolayı teşekkürlerimizi sunarız.

1. Yaşınız: _____

2. Cinsiyetiniz:

☐ Erkek☐ Kadın

3. İngilizce Dil Düzeyiniz:

☐ A1☐ A2☐ B1☐ B2☐ C1

4. Ne Kadar Süredir İngilizce Öğreniyorsunuz:

☐ 0-6 Ay☐ 6-12 Ay☐ 12-18 Ay☐ Bunların

Dışında:

(Ay/Yıl)

5. Ana Diliniz Nedir?

Ölçek “KESİNLİKLE KATILMIYORUM – KATILMIYORUM – KARARSIZIM – KATILIYORUM - KESİNLİKLE KATILIYORUM” şeklinde sıralıdır. Size uygun olan durumu √ şeklinde işaretleyiniz.

		Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1.	Hocalarımın bana önem verdiklerini düşünüyorum.					
2.	Hocalarım arkadaş gibidir.					
3.	Hocalarım bana güven veriyor.					
4.	Hocalarım bana saygı duyar.					
5.	Hocalarım benim için en iyisini ister.					
6.	Derste anlamadığım bir konu olursa hocalarım benim için gerekli açıklamaları yapar.					
7.	İngilizce ile alakalı bir problem yaşadığımda hocalarımdan gerekli yardım ve desteği görürüm.					
8.	Hocalarım İngilizce ile ilgili sorunlarımı halletmem için bana yardımcı olurlar.					
9.	Hocalarım iyi bir şekilde rehberlik yapar.					
10.	Derslerle ilgili yardıma ihtiyaç duyduğumda hocalarıma ulaşabilirim.					
11.	Hocalarım İngilizceyle ilgili zor konuları iyi açıklar.					
12.	İngilizceden hoşlanıyorum.					
13.	İngilizce çalışırken eğleniyorum.					
14.	İngilizce çalışmaktan zevk alıyorum					
15.	İngilizce derslerini sabırsızlıkla bekliyorum.					

16.	İngilizce ek dersler almayı istiyorum.					
17.	İngilizce derslerinden kaçmak istiyorum.					
		Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
18.	İngilizce derslerinde kaygılı olurum.					
19.	İngilizce derslerinde endişeli olurum.					
20.	İngilizce derslerinde komik duruma düşmekten korkarım.					
21.	İngilizce derslerinde bana bir soru sorulduğunda heyecanlanırım.					
22.	İngilizce çalışırken endişeli olurum ve bu yüzden sağlıklı düşünemem.					
23.	İngilizce dersleri ile ilgili bir problem yaşadığımda hocalarımdan yardım isterim.					
24.	İngilizce derslerinde çözemediğim bir problem için hocalarımdan tavsiyeler isterim.					
25.	İngilizce derslerinde bir meseleyi anlamadığım zaman kendim çözmeye çalışırım.					
26.	İngilizce derslerinde bir problemi çözemediğim zaman sorarım.					
27.	İngilizce çalıştığım zaman elimden gelenin en iyisini yapmaya çalışırım.					
28.	İngilizce ödevlerimi her zaman düzenli yaparım.					
29.	İngilizce çalışmalarımı baştan savma yaparım.					

Sabrınız için teşekkür ederiz.

Appendix II. Adapted Version of Bar-On EQ-i in English

Code No.

Part one: Sociodemographic Characteristics**1. Age:**

years

2. Gender:

1. Male

☐

2. Female

☐**3. What is your level?**☐ A1☐ A2☐ B1☐ B2☐ C1**4. How many years you have studied English?**☐ 0-6 months☐ 6-12 months☐ 12-18 months☐ more than**5. What is your native language? -----**

No.	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	I feel that my English teacher cares about me.					
2	I feel that my English teacher is friendly.					
3	My English teacher makes me feel safe					
4	My English teacher respects me.					
5	My English teacher wants what is best for me.					
6	When there is something I do not understand in English, my English teacher explains it well for me.					
7	When I have problems with English, I get appropriate help and guidance from my English teacher.					
8	My English teacher helps me so that I understand the English problems.					
9	My teacher provides good guidance					
10	My English teacher is always available when I need assistance.					
11	My teacher is good at explaining challenging English problems.					
12	I like English					
13	Working with English is fun					
14	I enjoy working with English					
15	I look forward to classes in English					
16	I would like to have additional lessons in English					
17	I would like to skip English classes					

18	I am tense in English lessons.					
19	I am nervous in English lessons.					
20	I am afraid to make a fool of myself in English lessons.					
21	I get heartbeats if I am asked a question in English lessons.					
22	When I am working with English I get so nervous that I can't think straight.					
23	If there is something I do not understand in English, I ask the teacher for help.					
24	If I am working on English problems that I am not able to solve, I ask the teacher for advice.					
25	In English lessons, I do not ask for help even if I do not understand the problem I am working with.					
26	If I need help in English I ask for it.					
27	I always do my best when I am working with English.					
28	I always do my homework in English.					
29	I often rush through my work in English.					

Thank You for your Participation

Appendix III. Semi-structured Interview

Gaziantep University

Faculty of Education

School of Foreign Languages



An Analysis of the Relationship between EFL Students' Perception of Emotional and Instrumental Support and their Motivational and Emotional Responses: The Case of Gaziantep University

Researcher: Murad Sherzad Othman

Supervisor: Dr. Mehmet kilic

I understand that my answers in this interview will be served only for the research purposes of the above thesis title.

Name and Surname:

Student Number:

Phone Number:

Email:

Signature

/ 03/2017

Interview Questions

Emotional support

1. Is your teacher kind or friendly to you? Why?
2. Do you feel that your teacher respects you? Why?

Instrumental support

1. How do your teachers help you to learn English after the class?
2. How do your teachers guide you in learning English in the class?
3. How do your teachers explain English?

Anxiety

1. How do you feel when you make a mistake in English? Why?
2. Do you feel nervous in English lessons? Why?

Intrinsic motivation

1. Do you like English? Why?
2. Do you skip English lessons?

Help-seeking behavior

1. What do you do when you do not know how to express your opinions in English?
2. Do you like to ask help from your teachers to learn English? Why?
3. Do you normally ask your teachers first, when have a question?

Effort

1. Do you think you always try to do your best to learn English?
3. What do you do to practice English?

Appendix IV. An Example of the Interview Transcription

Emotional support

3. Is your teacher kind or friendly to you? Why?

Yes. My teachers are totally friendly and gentle to me. We have no problem with his friendliness.

4. Do you feel that your teacher respects you?

Yes. All my teachers respect every student. They respect our feeling our thought. How do you feel that?

When we express our opinion and make mistake, the teacher understands and respects us.

Instrumental support

4. How do your teachers help you to learn English after the class?

After the class if we have a question, we can meet the teacher, but we learn inside the class rather than outside class. If we have any difficulty after the class, we can share it with teachers.

5. How do your teachers guide you in learning English in the class?

In many aspects they help us. There are diverse divisions such as writing, speaking, and so on, we work on them and practice in every situation in the class.

6. How do your teachers explain English?

All the English classes will be explained in English. If there is any difficulty, the teachers use Turkish language because there are no foreign students in the class. On the other hand, they explain very well. Everything is ok.

Anxiety

3. How do you feel when you make a mistake in English? Why?

Frankly I don't feel bad because we learn by making mistakes and the teachers understand us and everyone knows that we have come here to learn English. There is not any problem.

4. Do you feel nervous in English lessons? Why?

I don't feel nervous because I like English classes. I enjoy further.

Why?

Because I like English and I'm sure that there is no negative reaction.

Intrinsic motivation

4. Do you like English? Why?

Yes, I like it because when I work on English, I enjoy, I feel happy.

Is it related to your teachers?

Of course, their respect, their kindness and friendliness motivate students.

5. Do you skip English lessons?

I don't want to skip the lessons but sometimes I must do it.

What is the reason?

If I get sick or bored to the point that I can't bear it. It is not related to the lesson.

It is not negative point to the lesson. It is related to me personally.

Help-seeking behavior

4. What do you do when you do not know how to express your opinions in English?

First I try to think and solve it in my mind. If I can't do it, I get help from my teachers.

5. Do you like to ask help from your teachers to learn English?

In the class we try to learn English, we learn from teachers. We ask help from them.

6. Do you normally ask your teachers first, when you have a question?

If I have a difficulty related to English and can't solve it, I ask my teacher to help me because my teacher is the first and best one to help.

Effort

2. Do you think you always try to do your best to learn English?

Yes, I do my best in many aspects like reading books, watching movies to understand it. It means I always try to do my best.

6. What do you do to practice English?

Mostly we practice in speaking lessons. For listening, we watch movies. For speaking, we speak with our speaking teachers. We also work at home.

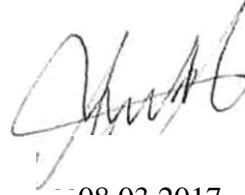
How?

We have homework. We watch and listen something.

Appendix V. Consent Forms

GAZİANTEPÜNİVERSİTESİ EĞİTİM FAKÜLTESİ İNGİLİZ DİLİ EĞİTİMİ BÖLÜMÜ BAŞKANLIĞINA

201565884 numaralı İngiliz Dili Eğitimi tezli yüksek lisans öğrencisiyim. Yrd.Doç.Dr.Mehmmet KILIÇ danışmanlığında, "An Analysis of the ftelationships Between EFL Students' Percetions of Emotional and Instrumental Support and Their Motivational and Emotional Responses: The Case of Gaziantep University" başlıklı yüksek lisans tez araştırmam ile ilgili ekteki anketleri Gaziantep Üniversitesi Yabancı Diller Yüksek Okulu'nda uygulamak istiyorum. İlgili kurumdan izin sağlanması hususunda gereğini saygılarımla arz ederim.



08.03.2017

Murad Sherzad OTHMAN



Dr. Mehmet KILIÇ

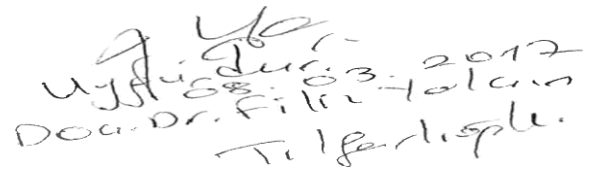
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EKLER:

1 Adet Tez Önerisi

2 Adet Anket Formu



Dr. Filiz TILFELİ

Evrak Tarihi ve Sayısı: 09/03/2017-14719



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EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İngiliz Dili Eğitimi Yüksek Lisans 201565884 numaralı öğrencisi Murad Sherzad OTHMAN'ın tez araştırması için yapacağı, anket çalışması ile ilgili izin talep dilekçesi ektedir.

Gereğini arz ederim.

Doç.Dr. F.Filiz Y.TILFARLIOĞLU
İngiliz Dili Eğitimi Anabilim Dalı Başkanı

EK :
1 Adet Dilekçe

08/03/2017

: S.ARICAK

Evrakın Doğrulaması İçin : <http://193.143.136.134/evrakidonydogrulama/inciNT>
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Bu belge 5070 sayılı Elektronik İmza Kanununun 5. Maddesi gereğince güvenli elektronik imza ile imzalanmıştır.

Evrak Tarih ve Sayısı: 14/03/2017-15522



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YABANCI DİLLER YÜKSEKOKULU MÜDÜRLÜĞÜNE

Gaziantep Üniversitesi Eğitim Bilimleri Enstitüsü Eğitim Bilimleri Anabilim Dalı İngiliz Dili Eğitimi yüksek lisans öğrencilerinden Murad Sherzad OTHMAN "An Analysis Of Relationships Between EFL Students' Percetions of Emotional and Instrumental Supportand Their Motivational and Emotional Responses: The Case of Gaziantep University" adlı tezinde kullanmak üzere, Gaziantep Üniversitesi Yabancı Diller Yüksek Okulunda, ekteki anketi uygulamak istemektedir.

Adı geçen öğrencinin yukarıdaki söz konusu çalışmayı yapabilmesi için gerekli iznin verilebilmesi hususunu arz ederim.

Doç.Dr. Mehmet Fatih ÖZMANTAR
Eğitim Bilimleri Enstitüsü Müdürü

EKLER :
1- 1 Adet Tez Öneri Formu
2- 1 Adet Dilekçe
3- 1 Adet Anket

14/03/2017 Söz.Per. : S.DUYAN
14/03/2017 Enst.Sek. : F.M.ŞEN

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EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi :14/03/2017 tarihli, 15522 sayılı ve "Araştırma İzin Talebi" konulu yazı

Enstitünüz Eğitim Bilimleri İngiliz Dili Eğitimi Anabilim Dalı yüksek lisans öğrencilerinden Murad Sherzad OTHMAN "An Analysis Of Relationships Between EFL Students' Perceptions of Emotional and Instrumental Supportand Their Motivational and Emotional Responses: The Case of Gaziantep Universty" adlı tezinde kullanmak üzere yapacağı anketini, Yüksekokulumuz Müdür Yardımcısı Okt.Nilüfer EVİŞEN'in refakatinde yapması uygun görülmüştür.

Gereğini bilgilerinize rica ederim.

Yrd.Doç.Dr. Emrah CINKARA
Yabancı Diller Yüksekokulu Müdürü

CURRICULUM VITAE

Murad OTHMAN was born in Erbil in 1987. He is a graduate of Salahadin University – College of Language – English Department in Erbil (2009). He worked as a translator at ALCON COMPANY (2009), assistant of general director of MOBA COMPNAY (2011-2013), an English teacher at Azgar Institute (2014) and translator at ErkanTural Sigorta Company (2015). Furthermore, he has been working as an English Instructor at Hawler Medical University since 2011. He speaks English confidently. He can also speak Turkish and Arabic fluently.

ÖZGEÇMİŞ

Murad OTHMAN 1987’de Erbil’de doğmuştur. Salahadin Üniversitesi İngilizce Bölümü mezunudur (2009). Alcon Şirketi’nde tercüman olarak çalışmıştır (2009), Genel Müdür Yardımcısı olarak Moba Şirketi’nde çalışmıştır (2011-2013), İngilizce Öğretmeni olarak Azgar Institü’de çalışmıştır (2014) ve Erkan Tural Sigorta Şirketi’nde çevirmen olarak çalışmıştır (2015). 2011 yılından beri Hawler Medical Üniversitesi’nde İngilizce Öğretmeni olarak çalışmaktadır. İyi derecede İngilizce konuşmaktadır. Aynı zamanda iyi derecede Türkçe ve Arapça konuşmaktadır.