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**EXPLORING THE RELATIONSHIP BETWEEN FOREIGN
LANGUAGE ENJOYMENT AND SENSE OF CLASSROOM
COMMUNITY AMONG HIGH SCHOOL STUDENTS**

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LİSE ÖĞRENCİLERİNDE YABANCI DİLDEN KEYİF ALMA VE
SINIF TOPLULUĞU HİSSİ ARASINDAKİ İLİŞKİNİN
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RUKİYE EKİCİ tarafından yapılan “Exploring the Relationship between Foreign Language Enjoyment and Sense of Classroom Community among High School Students (Lise Öğrencilerinde Yabancı Dilden Keyif Alma ve Sınıf Topluluğu Hissi Arasındaki İlişkinin İncelenmesi)” konulu bu çalışma, jürimiz tarafından Yabancı Diller Anabilim Dalında, İngiliz Dili Eğitimi Bilim Dalında YÜKSEK LİSANS tezi olarak kabul edilmiştir.

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BİLDİRİM

Tezimin içerdığı yenilik ve sonuçları başka bir yerden almadığımı ve bu tezi DÜ Eğitim Bilimleri Enstitüsünden başka bir bilim kuruluşuna akademik gaye ve unvan almak amacıyla vermediğimi; tez içindeki bütün bilgilerin etik davranış ve akademik kurallar çerçevesinde elde edilerek sunulduğunu, ayrıca tez yazım kurallarına uygun olarak hazırlanan bu çalışmada kullanılan her türlü kaynağa eksiksiz atıf yapıldığını, aksinin ortaya çıkması durumunda her türlü yasal sonucu kabul ettiğimi beyan ediyorum.

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ÖZET

Lise Öğrencilerinde Yabancı Dilden Keyif Alma ve Sınıf Topluluğu Hissi Arasındaki İlişkinin İncelenmesi

Bu araştırma, lise öğrencileri arasında Yabancı Dilden Keyif Alma (YKA) ile Sınıf Topluluğu Hissi (STH) arasındaki ilişkiyi incelemeyi amaçlamıştır. Bu kapsamda, öğrencilerin YKA ve STH düzeyleri analiz edilmiş; ayrıca cinsiyet, daha önce İngilizce kursuna katılım durumu, İngilizce konuşan aile bireylerinin varlığı ve aile desteği sıklığı gibi değişkenlerin YKA üzerindeki etkileri araştırılmıştır. Bunun yanında, öğrencilerin yabancı dil öğrenme sürecinde aidiyet ya da kopukluk hislerine ve bu sürece yönelik keyif alma ya da almama durumlarına etki eden kaynaklar da derinlemesine incelenmiştir.

Araştırma, 2023–2024 akademik yılının bahar döneminde yürütülmüştür. Katılımcılar, bir devlet Anadolu Lisesi'nde öğrenim gören toplam 269 lise öğrencisinden oluşmaktadır. Çalışmada karma yöntem araştırma deseni benimsenmiş, nicel veriler Yabancı Dilden Keyif Alma Ölçeği ile Sınıf Topluluğu Hissi Ölçeği kullanılarak toplanmıştır. Konuyu çok boyutlu bir şekilde ele alabilmek adına, araştırmaya gönüllü olarak katılan 18 öğrenciyle yarı yapılandırılmış yüz yüze görüşmeler gerçekleştirilmiş ve nitel veriler içerik analizi yoluyla değerlendirilmiştir. Nicel verilerin analizinde ise SPSS 21 programı kullanılmıştır.

Nicel bulgular, öğrencilerin İngilizce derslerinden genel olarak yüksek düzeyde keyif aldıklarını ve orta düzeyde bir sınıf topluluğu hissine sahip olduklarını göstermektedir. Cinsiyete göre YKA ve STH düzeyleri arasında anlamlı bir fark bulunmamıştır. Aynı şekilde, daha önce İngilizce kursuna katılanlarla katılmayan öğrenciler arasında da anlamlı bir fark tespit edilmemiştir. Ancak, ailede İngilizce konuşabilen bir bireyin varlığı ve aile desteğinin sıklığı, öğrencilerin YKA düzeylerini anlamlı biçimde etkilemektedir. Ayrıca, araştırma sonucunda YKA ile STH arasında güçlü ve istatistiksel olarak anlamlı bir pozitif ilişki saptanmıştır.

Nitel bulgular ise, öğrencilerin yabancı dil öğreniminden keyif alma durumlarını etkileyen beş temel faktör olduğunu ortaya koymuştur: öğretmenin etkisi, akranların olumlu etkisi, başarılı dil performansı, belirli sınıf içi etkinlikler ve otantik dil kullanımına imkân tanınması. Buna karşılık, keyif almamaya neden olan başlıca unsurlar ise konuşmayla ilgili yaşanan zorluklar, akranların olumsuz etkisi, dil bilgisi, kelime ezberlemede yaşanan zorluk ve öğretmenin olumsuz tutumlarıdır. Sınıf topluluğu hissini etkileyen temel faktörlerin ise öğretmen ve akranlarla kurulan ilişkiler olduğu, bu etkenlerin öğrencilerde aidiyet ya da yabancılaşma duygularını belirlediği sonucuna ulaşılmıştır.

Anahtar Kelimeler: Yabancı dilden keyif alma, Sınıf topluluğu hissi, Pozitif psikoloji, Yabancı dil eğitimi

ABSTRACT

Exploring the Relationship between Foreign Language Enjoyment and Sense of Classroom Community among High School Students

This research study investigated the relationship between Foreign Language Enjoyment (FLE) and Sense of Classroom Community (SCC). In this vein, the study examined the FLE and SCC levels of the high school students. Additionally, this study analyzed whether gender was significantly correlated with participants' FLE and SCC levels. The potential correlation between prior English course attendance, the presence of English-speaking family members, the frequency of family support, and the FLE levels of high school EFL students was also investigated in the study. Furthermore, it explored the sources of EFL learners' feelings of connectedness or disconnection and their enjoyment or lack of enjoyment in learning a foreign language.

The present study was conducted during the spring term of the 2023–2024 academic year. Participants were 269 high school students studying at a state Anatolian High School. In this study, a mixed-method research design was adopted. Quantitative data was collected by means of two questionnaires which were Foreign Language Enjoyment Scale and Sense of Classroom Community Scale. To ensure a comprehensive understanding of the research topic, semi-structured face-to-face interviews were administered with 18 students who consented to participate in the study. Quantitative data were analyzed by means of SPSS 21 software program while qualitative data were analyzed using content analysis.

The quantitative findings revealed learners experienced a relatively high level of enjoyment and a moderate sense of classroom community in their English classes. With respect to the relationship between gender and the feelings of enjoyment and connectedness, no significant differences were observed in FLE and SCC levels between male and female students. In the same way, no significant difference was found between students who had previously taken an English course and those who had not. However, the present study demonstrated that the presence of an English-speaking family member, along

with the frequency of familial support, had a significant impact on levels of foreign language enjoyment. Furthermore, the findings revealed a strong, statistically significant positive correlation between FLE and SCC.

Qualitative results indicated that there were five main factors for the students' enjoyment which were teacher's effect, peers' positive effect, good language performance, specific classroom activities and possibility of authentic language use. Similarly, five factors were identified as influencing the students' lack of enjoyment: speaking-related problems, peers' negative effect, grammar, memorization of words, and teacher's negative effect. Regarding the factors affecting SCC, the teacher's and peers' effect were the main sources of feelings of connectedness and disconnection among high school EFL students.

Keywords: Foreign language enjoyment, Sense of classroom community, Positive psychology, Foreign language teaching

CHAPTER 1

INTRODUCTION

The primary objective of this study is to investigate the link between the levels of foreign language enjoyment (FLE) and the sense of classroom community (SCC) experienced by students enrolled in a public high school. This chapter begins with a brief background to the research. Then statement of the problem, significance of the study, aim of the study and limitations of the study are presented.

1.1. STATEMENT OF THE PROBLEM

The contemporary era diverges from previous centuries in various ways. In this present century, individuals have encountered significant transformations across domains such as economy, technology, science, and art. In order to align individuals with the ever-evolving world, it is imperative to implement educational reforms that enable them to adapt to changing circumstances (Saavedra & Opfer, 2012). In the current era, there is significant emphasis on educating individuals capable of thriving in a globalized world. This focus stems from the importance of preparing academically accomplished learners who can meet the demands of a rapidly evolving society (P21, 2014).

As per studies conducted by researchers, acquiring proficiency in a foreign language is deemed as one of the essential skills in the 21st century that plays a pivotal role in achieving success within our interconnected global society (P21, 2015). It holds great significance to recognize learner variables like personality traits, level of motivation, and personal attitudes when instructing a foreign language, as it significantly contributes to enhancing students' achievements and active participation in the classroom (Özer, 2020). Regarding the involvement of learners in the process of language education, numerous research studies have been conducted to explore the relationship between cognitive factors like learning styles, intelligence, and aptitude, and the acquisition of a foreign language. However, there has been a notable lack of emphasis on the significance of emotions in the course of foreign language learning (Imai, 2010). Similarly, Dewaele and Dewaele (2017) highlight the fact that while there have been previous studies acknowledging the

significance of positive feelings in second language acquisition (SLA), this aspect has been unexpectedly overlooked for a considerable period of time. It has predominantly been addressed within the context of acculturation and motivation.

The previous research conducted on emotions in language instruction has generally concentrated on negative emotions, as emphasized by Dewaele and MacIntyre in 2014. Surprisingly, there has been a significant lack of emphasis on the significance of positive emotions during the course of learning and teaching foreign languages (Dewaele & MacIntyre, 2014). It is hoped that studies conducted on positive psychology will compensate for this lack of emphasis on positive emotions. Seligman (2002) defines positive psychology as the field of study that explores the elements contributing to well-being of humans. Learning a second language could be considered as one of those elements, as it contributes to the process of personal growth and development (Özer, 2020). A significant focus in present-day scholarly works regarding the acquisition of foreign languages revolves around the positive emotions' significance. The literature acknowledging the impact of positive emotions on foreign language education frequently highlights enjoyment as a prominent emotion (Dewaele & MacIntyre, 2014). Some attempts have been made to assess the correlation between Foreign Language Enjoyment and various factors such as willingness to communicate, anxiety, grit and sense of classroom community (Wei, Gao & Wang, 2019; Elahi Shirvan & Talebzadeh, 2020; Bensalem, 2021; Botes, Dewaele & Greiff, 2022).

In the recent past, there has been an increasing emphasis in academic literature on the significance of the sense of community concerning educational outcomes. Students having a strong perception of classroom community exhibit higher readiness for learning, engage in class activities actively, and contribute effectively to the learning community's endeavors (Albert, 2022). SCC (Sense of Classroom Community) has been found to have an influence on several crucial factors related to learning and teaching. To exemplify, a powerful sense of community has been linked to increased satisfaction with the course, academic success, ongoing learning and motivation (Albert, 2022). Furthermore, Rovai (2002) proposes that in strong classroom communities, individuals feel a strong sense of inclusion. They carry obligations and allegiances to both their fellow students and the educational institution, all while collectively believing that their educational requirements will be satisfied through a mutual focus on learning goals. When it comes to the

relationship between SCC and FLE, according to research, there is a positive correlation between FLE and SCC, meaning that as learners derive greater enjoyment from their foreign language learning experience in the classroom, their perceived sense of community strengthens (Albert, 2022). Likewise, when the sense of community is high, it enhances the learners' enjoyment of the foreign language learning process. Learners who derive pleasure from their learning endeavors would subsequently cultivate a robust sense of community (Mierzwa, 2019). However this assumption is not investigated by enough number of studies.

The relationship between FLE and SCC has been relatively underexplored in the field of second language acquisition, possibly due to the traditional emphasis on cognitive and linguistic aspects of language learning rather than affective and social dimensions. Until recently, the affective domain in language education research was dominated by the study of negative emotions such as anxiety (Horwitz et al., 1986), leaving positive emotions like enjoyment in the background. It was only with the rise of Positive Psychology in applied linguistics (MacIntyre & Gregersen, 2012; Dewaele & MacIntyre, 2016) that researchers began to systematically investigate learners' positive emotional experiences. Similarly, while the concept of classroom community has been studied in general education contexts (McMillan & Chavis, 1986; Rovai, 2002), its application to foreign language classrooms remains limited. This may be due to the complexity of operationalizing both FLE and SCC in empirical research, as they are influenced by a variety of individual, social, and contextual factors. Furthermore, the interdisciplinary nature of studying both concepts together requiring insights from applied linguistics, educational psychology, and social theory may have contributed to the scarcity of integrated studies. As a result, only a few researchers have attempted to explore the potential interplay between enjoyment and classroom connectedness in foreign language learning environments, leaving room for further inquiry.

In the Turkish high school context, the limited exploration of the relationship between FLE and SCC can be attributed to several interrelated factors. First, the foreign language curriculum in Turkish public schools has long been dominated by exam-oriented approaches that prioritize grammatical accuracy and reading comprehension over communicative competence and affective engagement (Kırkgöz, 2007). As a result, emotional and social dimensions of language learning such as enjoyment and classroom

connectedness have often been overlooked in both classroom practice and academic research. Additionally, large class sizes, limited instructional time, and a lack of teacher training in affective pedagogy may hinder the development of a supportive classroom environment that fosters enjoyment and community, making such variables seem less relevant or harder to measure in research settings. Moreover, empirical studies in Turkey have tended to focus more on language anxiety (e.g., Yalçın & İnceçay, 2014) than on positive emotional experiences, possibly due to the historical precedence of anxiety research in applied linguistics. Lastly, the scarcity of localized instruments and validated scales adapted for the Turkish secondary education context may also contribute to the underrepresentation of studies examining the interplay between FLE and SCC in high schools. The current study examines the relation between FLE and perceived sense of community among high school students in Turkish context.

1.2. AIM OF THE STUDY

As mentioned earlier, acquiring proficiency in a foreign language is an essential attribute for individuals to achieve success, not just in the present but also in the future. Enjoyment is accepted as one of the most important factors that have a major role while studying a foreign language. In the literature, a considerable body of research has investigated the effect of different variables like anxiety, grit and motivation on foreign language enjoyment (Wei, Gao & Wang, 2019; Elahi Shirvan & Talebzadeh, 2020; Bensalem, 2021; Botes, Dewaele & Greiff, 2022). However, there is a paucity of studies examining the relation between FLE and SCC. This paper aims to shed light on the relation between FLE and SCC. In other terms, the central aim of this research is to examine whether SCC serves as an indicator of FLE among high school students in Turkish context. Moreover, this study also intends to measure the foreign language enjoyment and perceived level of sense of classroom community among Turkish students. Another objective of this study is to explore the determinants of enjoyment or lack of enjoyment in learning a foreign language for high school students. Lastly, this study attempts to investigate the elements influencing the sense of connectedness or disconnection of high school students.

Research questions

Given the stated objectives, this study focuses on the research questions outlined below:

- 1) What is the level of perceived FLE among high school EFL students?
- 2) What is the level of perceived SCC among high school EFL students?
- 3) Is there a significant correlation between gender and the FLE and SCC levels among high school EFL students?
- 4) Is there a significant correlation between prior English course attendance, the presence of English-speaking family members, and the frequency of family support and the FLE levels among high school EFL students?
- 5) Is there a significant correlation between the levels of FLE and perceived SCC of high school EFL students?
- 6) What are the factors that contribute to enjoyment or lack of enjoyment among high school students in learning a foreign language?
- 7) What are the factors that contribute to the feelings of connectedness or disconnection among high school students?

1.3. SIGNIFICANCE OF THE STUDY

Considering the aforementioned objectives, this study offers notable contributions to the field of language education. Firstly, upon analyzing the available literature, it becomes apparent that there is a scarcity of published data regarding perceived sense of classroom community and its influence on FLE. By conducting this research, it is anticipated that a more profound understanding of the effect of SCC on FLE will be achieved. Thus, this study aims to provide insight into this important relationship and provide new perspectives in the field.

There has been rather limited prior examination of FLE and SCC levels among high school students in the specific context of Türkiye. Consequently, this research will produce novel perspectives on the emotional experiences of Turkish EFL students. By delving into this unexplored area, this research seeks to offer original and meaningful perspectives on the emotional landscape of Turkish EFL learners. Hence, this present study goes beyond the existing limited research on FLE by integrating it with the concept of SCC. As a result, this study holds significant importance in the academic literature as it offers a deeper

comprehension of the interplay between FLE and SCC. By providing this comprehensive exploration, it contributes significantly to advancing our understanding of both FLE and SCC.

Gaining an understanding of the relationship between FLE, SCC, and academic achievement enables us to discover innovative approaches and strategies that promote students' enjoyment in foreign language learning, thus enhancing their overall success. Therefore, the outcomes of this study hold significant pedagogical implications for researchers, students, teachers, and stakeholders. These implications provide valuable insights and guidance on how to improve the foreign language learning experience specifically within the Turkish context, leading to enhanced outcomes and achievements.

1.4. LIMITATIONS OF THE STUDY

This study has a number of limitations that should be acknowledged. Firstly, the research was exclusively conducted with high school students within the academic year of 2023-2024 in the Turkish educational context. Furthermore, the high school where the research was conducted was one of the reputable schools in Diyarbakır, where students are admitted based on a certain score. This may have had some degree of influence on the findings. To enhance the generalizability of the findings, it is recommended to include students from diverse schools and cities in future studies.

Another shortcoming of the study lies in the fact that data collection was limited to semi-structured interviews and questionnaires. The lack of classroom observation restricts the researcher from gaining a comprehensive understanding of students' feelings within an authentic classroom setting. Incorporating classroom observation would allow for a deeper exploration of the factors influencing the levels of enjoyment and sense of classroom community. By observing students directly, a more detailed identification and understanding of these factors can be achieved.

Regrettably, this study overlooked the inclusion of teachers' perspectives regarding the origins of sense of classroom community and enjoyment among students during language learning. As a result, the findings are confined to students' self-evaluations alone. Consequently, a future study that incorporates teachers' viewpoints and observations concerning the sense of classroom community and moments that evoke enjoyment for students would yield more valuable outcomes. Through the integration of these

perspectives, the topic can be understood more holistically, leading to more meaningful contributions to the field.

1.5. ASSUMPTIONS

This research has been grounded in certain underlying assumptions. To begin with, it is assumed that this study will offer a novel contribution to the existing body of ELT (English Language Teaching) literature by clarifying the levels of FLE and SCC among high school students and the connections between these two concepts.

The participants have been chosen based on the study's objectives, with the assumption that they exhibit characteristics typical of high school students in Türkiye. Therefore, the findings might not fully reflect the full range of experiences among high school students across the country. Every participant was required to provide their consent by signing a consent form before participating in the study, thus underlying the assumption that each participant's involvement was entirely voluntary. The study was based on self-reported information gathered via questionnaires and interviews and it was assumed that participants genuinely expressed their emotions through the provision of honest and transparent responses in the questionnaires and interviews included in the study.

OPERATIONAL DEFINITIONS

Anxiety: A personal sensation of stress, unease, restlessness, and concern linked to the activation of the autonomic nervous system (Spielberger, 1983).

Community: “The people living in one particular area or people who are considered as a unit because of their common interests, social group, or nationality” (Cambridge Dictionary)

Emotion: Brief, purpose-driven physical reactions that assist us in adjusting to the circumstances and demands we encounter in significant life occurrences (Reeve, 2015).

Enjoyment: The sense of contentment and joy that arises from engaging in an activity or possessing something (Dewaele & MacIntyre, 2014).

Foreign Language Anxiety (FLA): The distress and adverse emotional response triggered during the process of acquiring or speaking a second language (MacIntyre, 1999).

Foreign Language Enjoyment (FLE): A favorable emotional condition that is triggered while learning a foreign language (Csikszentmihalyi, 1990)

Positive Psychology (PP): A branch of psychology that emphasizes positive emotions and leverages an individual's strengths to assist them in leading a joyful life (Seligman, 2002)

Sense of Community: The emotion of inclusion and connection among members, where they perceive themselves as important to one another and to the collective (McMillan & Chavis, 1986).



CHAPTER 2

LITERATURE REVIEW

In this chapter, the study's underlying theoretical principles are introduced by reviewing and analyzing key literature in the field. To begin, the chapter presents a general view of positive psychology. Then, Foreign Language Enjoyment is introduced and the studies conducted in this area are presented. Finally, the role of Sense of Classroom Community in education and foreign language education is explained by presenting some examples in the literature.

2.1. POSITIVE PSYCHOLOGY

Various definitions of positive psychology (PP) have been offered by many psychologists and researchers since the term was first introduced. It is described by Seligman & Csikszentmihalyi (2000) as the study of how people thrive in the face of difficulty. In other words, it is the study of common human characteristics and virtues that contribute to a fulfilling life. At the subjective level, positive psychology focuses on treasured personal encounters, including feelings of contentment, satisfaction, and well-being from the past; optimism and hope for the future; and the immediate experience of flow and happiness (Seligman & Csikszentmihalyi, 2000). According to Sheldon & King (2001), it is just the scientific examination of the common strengths and positive traits found in regular people. It reexamines the "average person" with a curiosity to understand what is effective, virtuous, and progressively beneficial. In essence, positive psychology is fundamentally a field within psychology which focuses on these aspects. Another definition comes from Gable & Haidt (2005). It states PP involves the investigation of the factors and mechanisms that lead to the thriving and optimal performance of individuals, collectives, and organizations.

While defining positive psychology in his book 'A Primer in Positive Psychology', Peterson (2006) starts with Plato's words: "The chief purpose of education is to teach young people to find pleasure in right things" (p.3). This attempt shows the strong link between forming positive emotions and positive psychology. He defines PP as the scientific examination of positive aspects of life, covering the entire lifespan, from birth through death and all experiences along the way. It is a recently established approach in

psychology that earnestly considers those factors that contribute to the most meaningful aspects of life. Peterson, (2006) emphasizes that the positive aspects of life are just as real as the negative ones and thus merit equal focus from psychologists. It posits life involves beyond simply refraining from or resolving issues and difficulties; it involves an examination of our actions and choices when we are not squandering our time.

The field's essence, objectives and practical uses are outlined by the International Positive Psychology Association as follows (International Positive Psychology Association [IPPA], n.d.):

Positive psychology is founded on the belief that people want to lead meaningful and fulfilling lives, to cultivate what is best within themselves, and to enhance their experiences of love, work, and play. Positive Psychology has three central concerns: positive emotions, positive individual traits, and positive institutions. Understanding positive emotions entails the study of contentment with the past, happiness in the present, and hope for the future. Understanding positive individual traits consists of the study of the strengths and virtues, such as the capacity for love and work, courage, compassion, resilience, creativity, curiosity, integrity, self-knowledge, moderation, self-control, and wisdom. Understanding positive institutions entails the study of the strengths that foster better communities, such as justice, responsibility, civility, parenting, nurturance, work ethic, leadership, teamwork, purpose, and tolerance. (International Positive Psychology Association [IPPA], n.d.).

The initial aspect of delineating an appreciation of positive psychology pertains to its overarching scientific standpoint, which acknowledges that investigating health, fulfillment, and well-being is just as valuable as examining distress, illness and dysfunction (Linley, Joseph, Harrington & Wood, 2006). Furthermore, Linley et. al (2006) emphasize that the exploration of human strengths and virtues should be a fundamental component of the field of psychology, rather than being excluded from psychological inquiry. Positive psychology, in both research and practical applications, aims to complement existing approaches to enhancing well-being rather than displacing those that focus on reducing negative factors (Waters, 2011).

Positive psychology aims to enable people to live happier lives. In order to do this, PP does not take a curative approach to alleviating suffering or coping with traumatic experiences (Macintyre & Mercer, 2014). Instead, it attempts to produce methods to foster positive emotions, more connection, and an awareness of the importance of life and its activities. In the same vein, Linley et al. (2006) state that the focus of positive psychology is genuine and meaningful, and it naturally encompasses a broader range of typical human experiences compared to the conventional psychological emphasis on problems associated

with dysfunction, suffering, and mental disorders. Moreover, in addition to discussing "positive" subjects like courage, flow, hope, wellbeing, creativity, optimism, resilience, flourishing, happiness, positive feelings, grit, inner strivings, emotional creativity capabilities, knowledge, joy and health, PP scholars do not discount the existence of problems, too (Dewaele, Chen, Padilla & Lake, 2019). According to Seligman (2011), there are various components of a meaningful life. These components include “a focus on positive emotion (P), engagement with activities that use one’s character strengths (E), developing positive interpersonal relationships (R), finding meaning by serving a cause beyond oneself (M), and recognizing areas of accomplishment and achievement (A)”, which form the acronym PERMA (Macintyre & Mercer, 2014, p.154).

It is stated by Dewaele et al. (2019) that although from one aspect, the history of positive psychology goes back to thousands of years ago when philosophers of antiquity and religious guides pondered upon virtues, felicity and decent society, PP has begun with a plea to focus more intently on the positive aspects of life from the mid-1900s onward. PP is generally associated with humanistic psychology. However, it lays an increasing emphasis on empirical research. It is stated by Macintyre & Mercer (2014) that when psychology focuses on anomalies, illnesses, and mental disease, proponents of PP have noted that it can generally have a negative tendency. Diagnostic and Statistical Manual (DSM) is a detailed inventory explaining mental disorders and their frequency. The DSM and the clinical psychology issues are not intended to be replaced by PP. Instead, by examining what may be done to improve traits like resilience, optimism and happiness in the entire community, PP seeks to offer another viewpoint to psychology (Macintyre & Mercer, 2014).

2.1.1. Positive Psychology in Education

Due to the developments in people’s living standards in the past decade, what they expect from education has undergone significant modifications. There is a growing expectation for schools to not only foster academic success but also support the psychological well-being of students in the 21st century (Özer, 2020). In other words, educational institutions are taking on a growing responsibility in nurturing the cognitive, social, and emotional growth of young individuals (Waters, 2011). Consequently, there is a growing demand for schools to embrace a modern educational approach suited to the demands of the 21st century. Recent research on 21st-century skills in education has made

it increasingly challenging to disregard positive psychology and its influence on educational research. In the current age of elevated educational standards and increased accountability, it appears wise to lessen the emphasis on school psychology practices that predominantly target deficits, which may lack substantial evidence and affect only a limited segment of the population (Clonan, Chafouleas, McDougal, and Riley-Tillman, 2004). Rather than that, a focus on a positive school psychology, which utilizes evidence-based practices with a preventive approach to enhance the academic performance and social-behavioral competencies of all students, is recommended.

According to Kristjansson (2012), positive education involves using the principles of positive psychology in an educational context. Moreover, positive education contends that the development of the complete student places equal emphasis on well-being as it does on academic learning (Waters, 2011). It focuses on treating the school as a source of positivity, nurturing positive qualities, and fostering positive emotions for educational objectives. Considering that positive psychologists regard happiness as the primary objective of education, and disregarding any potential uncertainties, one might anticipate that they would propose educational strategies to enhance overall happiness within the school environment (Kristjansson, 2012).

While positive psychologists have not extensively explored the concept of a joyful school, they firmly advocate for schools to instruct children on happiness (or well-being) (Kristjansson, 2012). These happiness lessons aim to nurture both favorable qualities and enjoyable emotions through positive experiences. In addition, if feasible, well-being should be integrated into the school curriculum for three primary reasons: as a means to counter depression, as a tool to enhance overall life contentment, and as a support for improved learning and heightened creative thinking (Seligman, Ernst, Gillham, Reivich, Linkins, 2009). Schools, being a common environment for most young individuals, offer a broad platform to reach and improve their well-being on a large scale.

As emotions possess a degree of controllability, MacIntyre and Gregersen (2012) contended that educators have the capacity to shape students' emotional experiences by stimulating their creativity and assisting them in recognizing the disparity between their present and future identities. Additionally, teachers should establish a secure setting to minimize the impact of adverse emotions. Furthermore, they suggested a method to motivate pupils to employ imaginative ability in altering unhealthy emotional tendencies,

aiming to decrease the strength of conditioned, emotionally restrictive responses tied to language learning. This involves substituting such responses with a relaxation reaction when faced with stimuli that were previously linked to negativity (MacIntyre and Gregersen, 2012).

It is also suggested by Dewaele et al. (2019) that the goal is not necessarily the total elimination of negative emotions but, instead, the effective utilization of positive emotions to achieve equilibrium. In fact, emotions like happiness, curiosity, satisfaction, pride, and affection empower students to improve their learning experience by enhancing their attentiveness in the classroom and amplifying their responsiveness to linguistic input. Experiencing positive emotions enables students to grasp the foreign language more effectively and mitigate the ongoing effects of emotional distress (Dewaele et al., 2019). Furthermore, positive emotions contribute to fortifying students' long-term resilience and capacity to overcome potential negative occurrences.

To exemplify, a study was carried out by Seligman et al. (2009) on the influence of PP on students' performance. The study included a control group and 347 ninth grade students who studied Language Arts classes applying a PP curriculum. Students were asked to "to write down three good things that happened each day for a week" and "helping students identify character strengths in themselves and others, using strengths to overcome challenges, and applying strengths in new ways" (p. 301). When the two groups were compared, it was observed that the students who underwent the PP intervention showed higher levels of enjoyment and participation in school activities. Furthermore, it was stated by parents and teachers that the students' social skills such as cooperation, empathy and assertiveness improved.

2.1.2. Positive Psychology in Second Language Acquisition

Positive affect has been stressed by educational psychologists and teacher educators as being crucial in foreign language (FL) programs and it has been emphasized how important emotions are in FL learning for a long time (Dewaele et al. 2019). However, actually, the PP itself has very recently started to be studied in SLA. As Macintyre & Mercer (2014) expressed "PP in SLA could perhaps be viewed as having a short history and a long past" (p. 158). It brings new aspects to second language learning and with disciplined methodologies. Numerous language instructors recognize the significance of enhancing the individual learning experiences of students by aiding them in cultivating and

sustaining their motivation, determination, and adaptability, alongside fostering the positive emotions required for the sustained pursuit of foreign language acquisition (Macintyre & Mercer, 2014). Moreover, educators universally acknowledge the crucial significance of fostering positive interactions within the classroom, particularly in environments that prioritize communication and personally meaningful exchanges between students and instructors. Therefore, investigating the influence of strengths and the educational environments, like schools, classrooms, and language policies which actively facilitate the representation and enhancement of these strengths would constitute a significant contribution to the existing insights into language learning processes and environments (Macintyre & Mercer, 2014).

There are many topics in PP that can be studied in language learning. Some of these topics are “flourishing, eudemonia, hope, gratitude, wellbeing, and hardiness” (Macintyre & Mercer, 2014). The focus on a participant-active approach is one especially attracting the area of the overlap between language education and positive psychology. As stated by Macintyre & Mercer, (2014), both the communicative and autonomy-inspired approaches to language acquisition give considerable attention to speaking in order to acquire a language. Moreover, having a clear understanding of one's talents and flaws is essential for autonomous learning. Therefore, utilizing PP tools (like the VIA inventory) or modifications of those instruments may be helpful in assisting learners in being conscious of their unique positive attributes and in formulating plans for enhancing and using these strengths in novel methods to support their own language acquisition. Furthermore, an enhanced emphasis on teachers' own pedagogical skills and the positive aspects of their educational environments may also be beneficial to teachers. Teachers may choose to use an appreciative inquiry approach to address classroom issues instead of adopting a problem-oriented action research model. This approach starts with the positive elements and strengths of teachers' classroom lives and procedures, and aims to enhance these through collaboration in novel methods to enhance teaching and learning (Macintyre & Mercer, 2014).

Figure 1 displays a summary of possible positive psychology elements that influence second or foreign language learning (Wang, Derakhshan & Zhang, 2021, p.6).

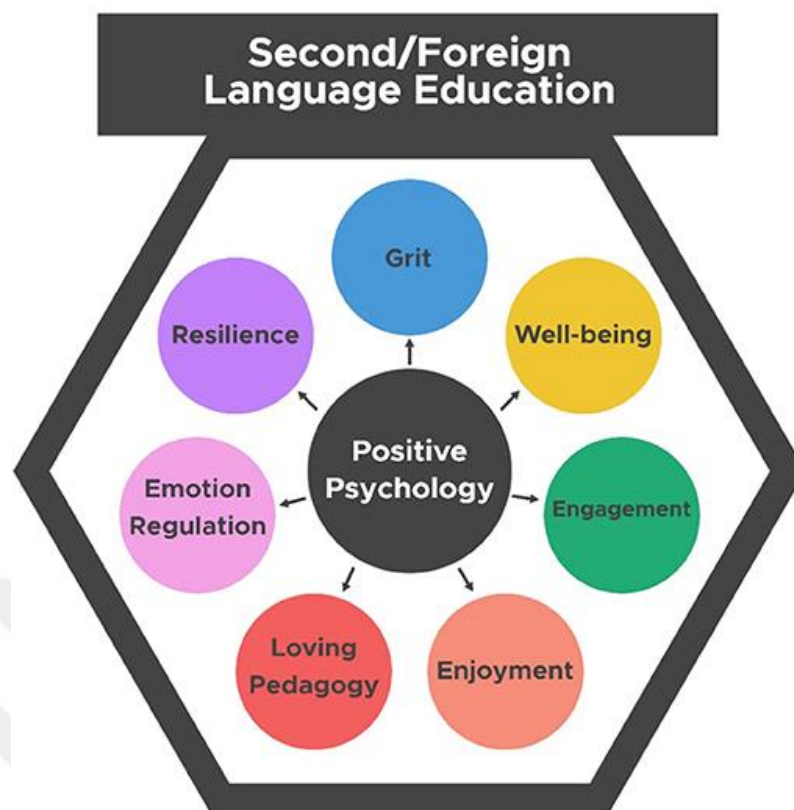


Figure 1. Possible positive psychology elements that influence second or foreign language learning (Wang et al., 2021, p.6)

It is stated by Gregersen (2013) that positive feelings can enhance L2 instruction and learning, increase personal meaning, and help L2 instructors and learners become more resilient when confronted with a variety of problems in the instructional setting as mentioned in Wang et al. (2021). A number of studies have examined the role of positive psychology in SLA. One of these studies was conducted by Tarihoran, Syafuri & Elbausi (2019). The study intended to examine positive psychology and learning activities to the study of language by outlining its core ideas. An exploratory methodology was used to conduct the study, and information was gathered through in-depth interviews with English instructors and a questionnaire given to the students in the State Islamic University of Banten's Islamic Education department. The students were asked to write *Journal Diary* or *Gratitude Journals* by recollecting beneficial things throughout their lives. They were also expected to prepare a video on the things they were grateful for in the earlier week. By this way, students logically re-experienced and remembered those pleasant interactions and emotions. The results implied that positive psychology may be applied in Indonesia's Islamic higher education settings in engaging and practical ways.

An experimental study was conducted out by Güler (2018). The study' objective was to explore how character-strengths exercises, which are recommended in the field of Positive Psychology, affect intrinsic motivation of the EFL students. Positive psychology activities were implemented in the classrooms as part of the experiments. The results revealed that by focusing on character strengths, EFL learners were able to regulate their negative emotions more effectively while they were studying, increased their autonomy, and altered their self-regulation. Another study was conducted by Li & Xu (2019) to examine how emotional intelligence (EI) relates to the experience of positive emotions in SLA. A study combining correlational and experimental methods was carried out to investigate the relationship between emotional intelligence and two prevalent emotions in the L2 classroom—FLA (foreign language anxiety) and FLE. The study involved 1,718 students learning English across three high schools in China. Findings from both quantitative and qualitative data showed that the EI intervention led to increased levels of emotional intelligence, greater positive emotional engagement, and fewer negative emotions in the classroom.

Gregersen et al. (2014) used a qualitative research method to investigate the role of emotional intelligence in shaping how 19 American university students and pre-service TESOL teachers perceived their development of L2 possible selves above a three-week span. This study involved both FL learners and teachers. The results revealed the participants were able to handle difficult situations by using emotional intelligence, and they were successful in comprehending and incorporating their in-class and out-of-class experiences related to the process of learning and teaching a language. As mentioned in Dewaele et al. (2019), a phenomenological method was used by Ibrahim (2016) to concentrate on 7 EFL students' long-term involvement, motivation, and enjoyment. The transformative process of individual progress, involving the development of skills, an individual's self-image, and identity perception, was the major factor contributing to enjoyment during second language learning (Dewaele et al., 2019).

2.2. FOREIGN LANGUAGE ENJOYMENT

Thus far, this paper has concentrated on the topic of PP and its relevance to second language acquisition. The focus will now shift to explore the crucial role of experiencing enjoyment in learning a foreign language. Prior to delving into the analysis of enjoyment, it is essential to establish a precise understanding of enjoyment. Enjoyment refers to the

pleasurable emotions that arise from surpassing one's typical comfort zone and stretching oneself to acquire novel experiences, particularly in the face of difficult or challenging tasks (Elahi Shirvan, Taherian & Yazdanmehr, 2020). In other words, the experience of enjoyment arises when individuals not only meet their basic needs but also surpass their prior expectations to attain something beyond what they had anticipated or envisioned (Huang, 2022). This feeling is a vital component in attaining a state of flow, which enables complete immersion and active participation in a challenging activity at an ideal level. According to Dewaele (2022), the feeling of enjoyment can be considered as the motivating factor affecting the process of learning a second language and can improve one's performance in that language. Fredrickson (2001) states enjoyment is linked to a desire for playfulness, creativity, and pushing personal boundaries. Supporting Fredrickson's ideas Dewaele and Macintyre (2014) suggest that enjoyment may serve as a crucial emotional factor in enhancing language learning for both children and adults; when a mentor, friend, parent, or teacher provides an enjoyable environment, they significantly contribute to the learning process.

The act of learning and picking up a second language is especially susceptible to being impacted by negative emotions, such as feelings of anxiety, embarrassment, despair and monotony that can persist over time (Mierzwa, 2019). Despite that, the recent advancements in positive psychology have resulted in a noticeable rise in the amount of research studies exploring the significance and function of positive emotions in the classroom setting of learning a foreign language (Mierzwa, 2019). These studies are also looking at how these experiences impact the learning process and academic success of the students.

Dewaele & Alfawzan (2018) denotes the role of positive emotions in learning a foreign language clearly. It is stated that when learners experience positive emotions, they are more adept at observing their classroom surroundings and becoming more conscious of the language input, enabling them to assimilate a greater amount of the foreign language. Positive emotions play a vital role in dispelling negative arousal, and this is particularly important since negative emotions tend to narrow one's focus, restricting the potential for language input. Moreover, these positive emotions extend their influence beyond the classroom, fostering resilience and emotional fortitude in students when faced with adversity. Additionally, the experience of positive emotions empowers learners to take

calculated risks, fostering a sense of exploration and playfulness. This not only enriches the learning process but also contributes to enhanced social cohesion among students (Dewaele & Alfawzan, 2018).

According to Elahi Shirvan et al. (2020), when it comes to positive emotions during learning, enjoyment is a commonly experienced emotion among learners. The topic of Foreign Language Enjoyment is an important and noteworthy aspect of the field of foreign language education and it has been investigated by many researchers recently (e.g., Dewaele & Dewaele, 2017; Dewaele & Alfawzan, 2018; Resnik & Schallmoser, 2019; Wei, Gao & Wang, 2019; Mierzwa, 2019, Shirvan & Talebzadeh, 2020; Elahi Shirvan et al., 2020; Özer, 2020; Botes et al., 2022; Huang, 2022). Dewaele and his colleagues conducted a study in 2016 to investigate gender differences in FLE and FLA. The researchers collected data from 1736 participants between the ages of 11 and 75 using FLCA and FLE scales adapted from Dewaele and MacIntyre (2014). Their comprehensive investigation showed a notable distinction in the level of enjoyment and anxiety between male and female participants. In other words, female participants found language classes more enjoyable compared to male participants and a positive classroom atmosphere played a crucial role in enhancing their enjoyment and creativity. However, female participants displayed a higher level of anxiety when it came to making errors and showed less self-assurance while utilizing English. The authors suggest that probably this is because the interaction between emotions is crucial for successful language learning. In a similar manner, Mierzwa (2019) investigated whether students' FLE is influenced by their gender. According to the results the participants experienced a high level of enjoyment. She discovered that, unlike Dewaele et al. (2016), there was no noticeable variation in the enjoyment level of female and male students.

Li, Jiang & Dewaele (2018) explored the psychometric characteristics of the Chinese adaptation of the FLE Scale and analyzed FLE within a particular Chinese EFL setting. By surveying two groups of students -1718 in Stage 1 and 360 in Stage 2- the research validated a revised model consisting of 11 items and three elements: FLE-Atmosphere, FLE-Teacher and FLE-Private. According to the results among the three dimensions, participants scored the highest in FLE-Teacher, with FLE-Private coming next, followed by FLE-Atmosphere.

A significant amount of earlier research on FLE has concentrated on the anxiety levels of L2 learners. Dewaele & Dewaele (2017) conducted one of these studies. In their study, they used a pseudo-longitudinal approach to examine the development of FLCA and FLE across various age groups. They aimed to examine how the connections between diverse dependent and independent variables alter over a period of time. The research was conducted with the involvement of 189 high school students, consisting of 140 male and 49 female participants. Their ages changed between 12 and 18. When comparing the average scores of FLE and FLCA among three different age groups, it was observed that FLCA remained relatively consistent while there was a slight rise in FLE. According to the multiple regression analyses, during the early and late stages of secondary education, fewer independent variables (consisting of teacher-centered and learner-internal variables) were defined as predictors of FLE and FLCA in comparison with the mid-phase. The results indicate that the origins of positive and negative emotions are fluid and alter over time, and the dynamics of the interactions also shift.

Another study conducted by Dewaele & Alfawzan (2018) examined whether positive emotions serve as more effective variables associated with foreign language performance compared to negative emotions. The participants consisted of 189 foreign language learners from two secondary-level institutions in London and 152 Saudi individuals who were learning and using English as an FL in Saudi Arabia. Correlation analyses indicated that FLE exerted a stronger positive influence on performance than the negative effect of FLCA. In essence, it suggests that FLE plays a slightly more crucial role in shaping foreign language performance. In simpler terms, it appears that there is a stronger connection between positive emotions and performance in the foreign language compared to negative emotions (Dewaele & Alfawzan, 2018).

In a major study, Elahi Shirvan & Talebzadeh (2020) aimed to specifically examine the changes in two prominent emotions in the field of foreign language teaching and learning, which are FLE and FLCA, using a backward progression view. To achieve this, they employed the retrodictive qualitative modeling (RQM) approach. They first identified different types of learners through interviews with eight teachers about their students' enjoyment and anxiety levels. Afterwards, they interviewed one student from each type to understand the trends and patterns that led to specific outcomes by tracing back their experiences. The participants whose first language was Persian had varying levels of

proficiency, ranging from pre-intermediate to upper-intermediate. They were between the ages of 18 and 20. The study concluded that the archetypes of enjoyment and anxiety experienced by learners may be caused by certain factors that have a strong influence on them, such as the teacher, personal goals, a desire for perfection, and past negative experiences. It is also stated recognizing these key contributors to emotions can help learners understand their current emotional state and how it relates to their experiences of enjoyment and anxiety. This knowledge may also enable them to develop strategies to shift to a more positive emotional state and potentially adopt a new, more desirable archetype (Elahi Shirvan & Talebzadeh, 2020).

In a recent study, again in Iranian context, Fathi & Mohammaddockht (2021) conducted a study to examine how FLE and FLCA relate to the ideal second language self in the context of Iranian EFL learners. A group of 195 students majoring in English and attending different universities completed an online survey that included the three scales being studied. The results demonstrated that FLCA had a negative correlation with the ideal second language self of EFL students, while FLE had a positive correlation. This suggests that students who experience higher levels of enjoyment are more likely to have a positive image of their future L2 self, while those who experience anxiety tend to have negative perceptions of their ideal L2 self in the future.

After examining the FLE studies conducted in Iran, we will now proceed to analyze a study performed in China by Su in 2022. Su's (2022) primary objective was to examine the degrees and origins of FLE and FLCA among 231 Chinese undergraduate students studying EFL, characterized by lower and intermediate levels of English proficiency. To this end, the researcher applied a composite questionnaire including the Foreign Language Enjoyment Scale and the Foreign Language Classroom Anxiety Scale. The research revealed that the participants displayed medium degrees of FLCA and FLE. Nevertheless, compared to international and domestic samples, the level of FLE among the participants was significantly lower, whereas the level of FLCA exhibited the opposite trend. Furthermore, according to qualitative analysis, the extent to which respondents experienced FLE was largely influenced by teacher-related factors. On the other hand, FLCA appeared to be more closely associated with self-related factors.

A significant focus of the existing literature on FLE revolves around exploring the connection between FLE and students' willingness to communicate (WTC). Kun, Senom &

Peng (2020) set out to examine how Chinese students studying English as an FL at normal universities in Shandong Province, China, perceive their WTC in English and their FLE, and how these two factors relate to each other. The results of the study demonstrated that EFL perceived themselves as having a high level of FLE and WTC in their second language. Moreover, the data revealed a moderately strong and statistically significant positive correlation between FLE and L2 WTC

Drawing upon the connection between FLE, FLA and learners' WTC, Bensalem (2021) carried out a study with EFL undergraduate students in Saudi Arabia. The study aimed to explore if language enjoyment and anxiety could serve as potential indicators of WTC. It was found that FLE was a factor that could predict WTC. However, there was no significant correlation observed between foreign FLA and students' WTC. These findings indicate that higher levels of enjoyment may have counteracted the impact of anxiety on WTC, emphasizing the importance of positive emotions in this context. These findings supported the results reached by Kun et al. (2020).

Zhang, Dai & Wang (2020) carried out a research with the aim of exploring the correlation between the participants' level of motivation and their proficiency and whether FLE has a mediating role or not. The participants were 589 Final-year English majors studying supplementary foreign languages at seven universities across Shaanxi Province, China. A key discovery from the study was that FLE served as a connecting factor between motivational attitudes and proficiency in a second foreign language. This underscores the importance of delving deeper into the exploration of positive psychology within the context of multilingualism (Zhang et al., 2020).

Recently, the contexts of FLE studies have expanded from conventional classrooms to online classes. In the research by Wang & Jiang (2023), a positive psychology approach was utilized to explore the concepts of positive emotion and foreign language enjoyment in the context of emergency remote teaching (ERT) among learners of Chinese as a second language (CSL) during the COVID-19 pandemic. Ninety Chinese language students (40 males and 50 females) in the preparatory stage were examined to assess their degree of FLE through the utilization of the FLE Scale (FLES). To gauge their proficiency in the Chinese language, the students' personal perception of language success scores and their actual test scores were taken into account. The levels of FLE observed among CSL learners in this study were found to be greater than those reported in prior research

conducted both in China and other countries. This result contradicted with that of by Su (2022). Moreover, the results emphasize the significance of the teacher's role within an online learning setting and indicate that while FLE might not immediately enhance performance for novice language learners, it remains beneficial in the long term.

In the same vein, Zheng & Zhou (2023) conducted a longitudinal study to investigate how university students' FLE is influenced in an online cooperative learning (CL) environment. Furthermore, the study employs a positive psychology perspective to explore how and why CL may impact FLE. For this purpose, a total of 98 Chinese university EFL students were split into an experimental and a control group. Before and after a 3-month intervention, both the control and experimental group filled out a shortened version of a FLE scale. In the experimental group, students engaged in collaborative tasks that necessitated teamwork. Moreover, each team was encouraged to reflect on their cooperative experiences and evaluate their own performance in completing the assigned tasks. The results were in the same line with the findings of Wang & Jiang (2023). According to the results, the experimental group exhibited a significant increase in overall FLE, while the control group experienced notable fluctuations in FLE. Moreover, examination of the self-appraisal comments from students in the experimental group showed that those who had positive cooperation experiences tended to report high levels of FLE. These students also expressed satisfaction with their performance and displayed confidence in achieving better foreign language proficiency in the future.

Another study was conducted by Resnik and Schallmoser in 2019 to discover the connections between e-Tandem language learning and FLE. The interviewees consisted of 19 students, with 9 focusing on English and 10 on German as their subjects at the university level. All of these students engaged in the e-Tandem program, which took place in collaboration between the universities in Austria, the United States and the United Kingdom in either the spring or autumn of 2017. According to the results, e-Tandem language learning has the capacity to enhance the perceived enjoyment of tertiary learners, highlighting the essential contribution of positive emotions to successful foreign language learning.

2.3. SENSE OF COMMUNITY

In the definition put forth by McMillan and Chavis (1986), the sense of community is outlined as the emotion of inclusion and connection among members, where they perceive themselves as important to one another and to the collective. It entails a mutual belief that the group will fulfill the needs of its members through their dedicated participation and unity. A strong feeling of community is universally regarded as a positive condition. It encourages the notion of amiable individuals residing in close proximity, people who share our backgrounds, experiences, and goals (Darlaston-Jones, 2007). A sense of community plays a crucial role in shaping the factors that facilitate adaptability and protection for a satisfying life within a community by serving as a central element in fostering social bonds. Sense of community is categorized by different researchers in various ways. According to Anli (2019), the sense of community comprises three primary elements: membership, a shared emotional bond, and the integration and satisfaction of needs. On the other hand, Ditzel (2017) states that sense of community consists of four key components: “1) membership, 2) influence, 3) integration and fulfillment of needs, 4) shared emotional connection” (p.1). While it is frequently associated with specific geographic areas like neighborhoods, towns, or regions, it goes beyond physical locations and can also encompass the workplace and the connections people form with colleagues. McAdam (1982) highlights that to establish a robust sense of community, individuals need to go beyond superficial interpersonal interactions and merely being part of the community. Members should possess a deep sense of community, characterized by a driven and accountable feeling of belonging, and the belief that active engagement in the community will fulfill their needs.

The figure below show relationship of the four components of sense of community (Ditzel, 2008, p.58):

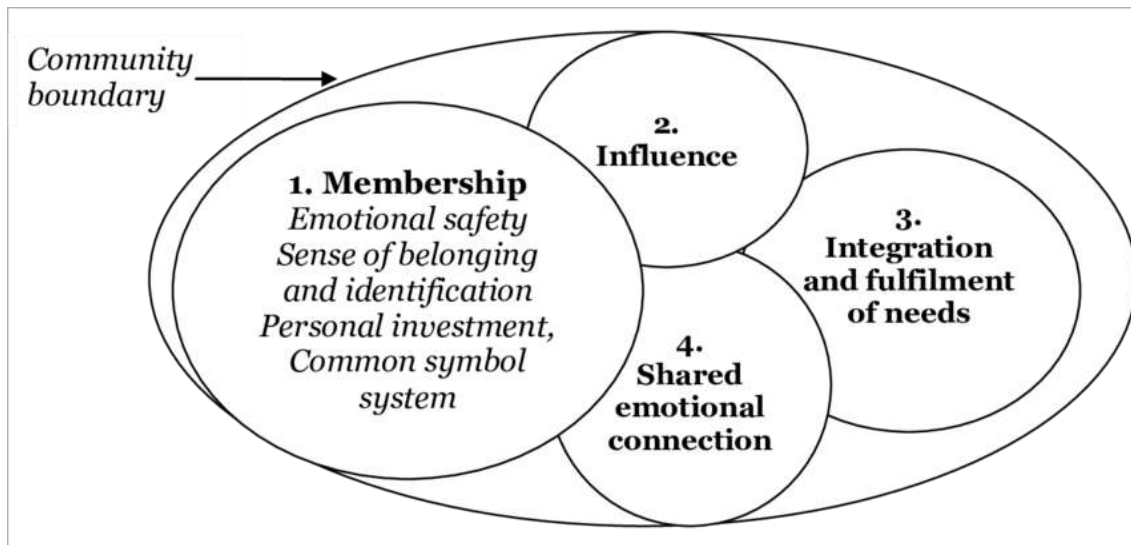


Figure 2. Relationship of the four elements of sense of community

As stated by McMillan and Chavis (1986), membership is the sense of being part of a group or experiencing a connection based on personal relationships. Furthermore, membership in a community encompasses a sense of belonging, clear boundaries, individual commitment, emotional security, connections among members, and a desire to prioritize the needs of the community over personal interests. When it comes to the second element, influence, it is the feeling of significance, of creating an impact within a group, and of the group holding importance for its individual members (Chavis, 1986). Shared Emotional Connection is grounded in the conviction that members will persistently share a collective history characterized by mutual experiences, shared locations, and shared time spent together (Anlı, 2019). Integration and Fulfillment of Needs, in other terms 'influence', refers to the belief that the available resources within the group membership will adequately meet individuals' needs, that members possess competence to assist one another, and that the group has the potential to make progress (McMillan and Chavis, 1986).

The figure below provides a brief summary of the elements of sense of community and their relationships (McMillan and Chavis, 1986, p.15):

Elements of Sense of Community and Their Hypothesized Relationships

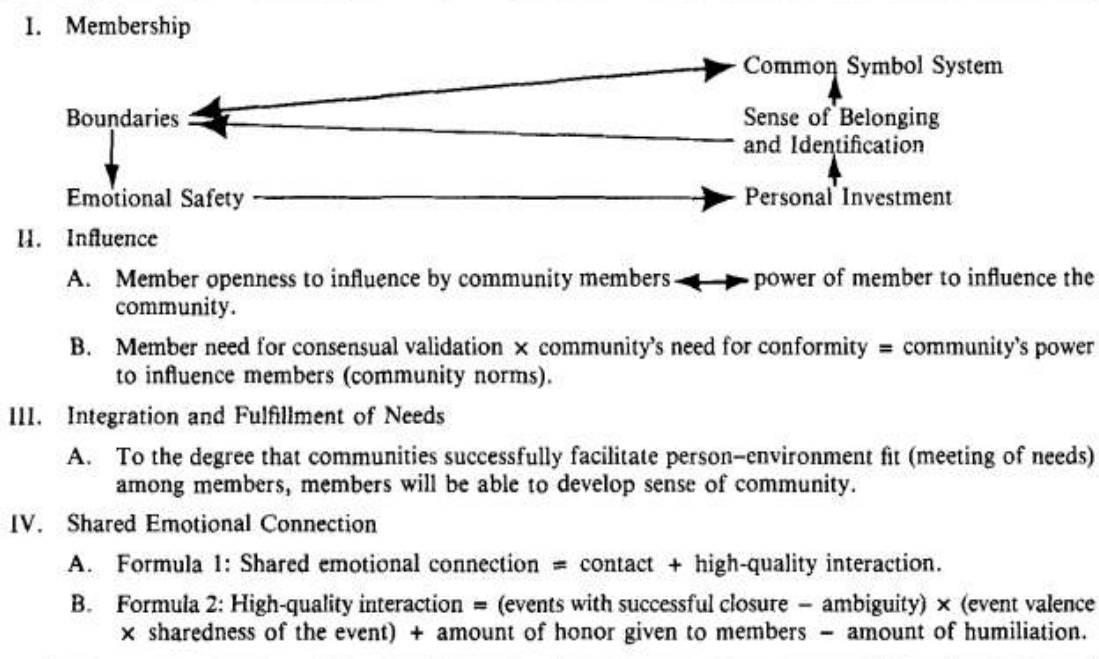


Figure 3. Elements of sense of community and their hypothesized relationships (McMillan and Chavis, 1986, p.15)

2.3.1. Sense of Classroom Community

In recent history, there has been a growing focus in the academic literature on the significance of sense of community in relation to educational results. In an attempt to display schools' roles as communities, Sergiovanni (1994) states that schools manifest themselves as various types of communities. He continues that they can embody characteristics of nurturing, educational, collaborative, professional, inclusive, and inquisitive entities. Regardless of the specific form schools adopt, their primary objective should be to transform into intentional communities.

To be able to understand what are the elements that form sense of classroom community, it is essential to first have a look on the term of 'learning community'. West & Williams (2017) states that within the literature, the concept of learning communities encompasses a range of interpretations, extending beyond traditional in-person environments. Certain researchers employ this term to describe precise and limited situations, while others apply it to encompass more extensive groups of individuals engaged in diverse interactions, even if they are separated by time and space (West & Williams, 2017). While defining learning community, Berry (2017) states students engage in collaborative learning and receive support from their peers, teachers, and staff as they

strive to achieve emotional, social, and academic objectives together within a learning community. A further explanation regarding learning community comes from Pei, Poortman, Schildkamp, & Benes (2023). According to Pei et al. (2023), the hallmarks of a productive learning community comprise mainly three factors:

- 1) Significant and intentional engagements,
- 2) A supportive and transparent social environment that encourages group unity, and
- 3) Common objectives geared toward achieving academic accomplishment.

West & Williams (2017) demonstrates the distinguishing features of learning communities, signifying various approaches to establishing the limits or scope of a community as in the following figure:

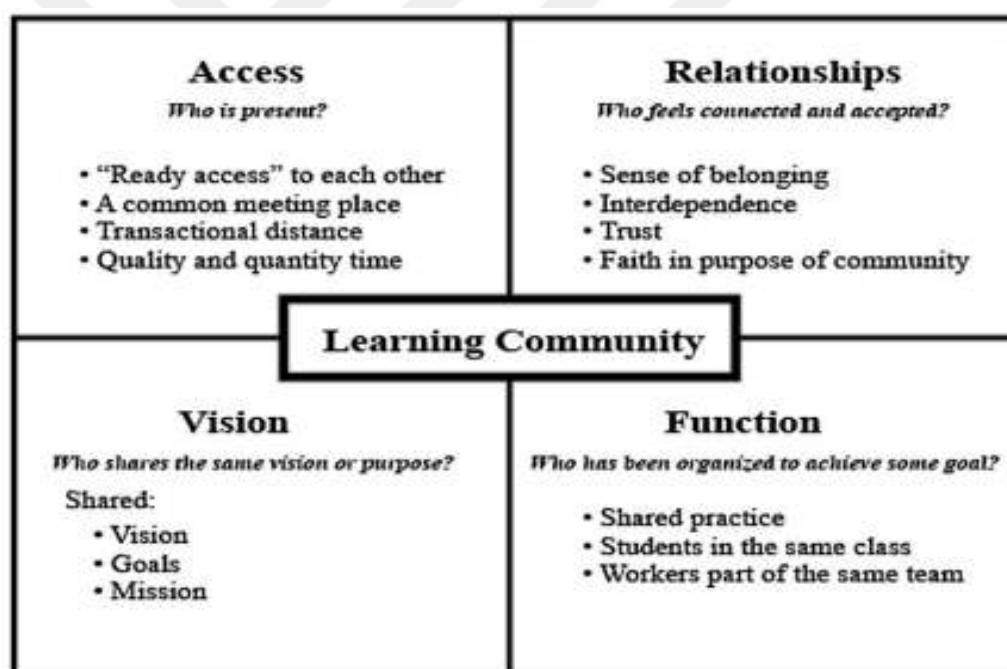


Figure 4. Distinguishing features of learning communities

According to Rovai & Ponton (2005), an authentic sense of community is necessary, creating a strong connection between learners and teachers based on shared values, principles, and objectives. Furthermore, a sense of community unifies students, fostering a supportive and collaborative learning environment where they feel a sense of responsibility and ownership towards the academic objectives of the group. Rovai (2002) suggests that individuals within robust classroom communities experience a sense of belonging. They bear responsibilities and commitments to both their peers and the

educational institution, while sharing a common belief that their educational requirements will be fulfilled through their dedication to shared learning objectives (Rovai, 2002).

It is suggested by Rovai (2002a) that the sense of community within a classroom encompasses two primary elements: connectedness and learning. The connectedness factor encompasses qualities such as cohesion, liveliness, mutual support, and trust among the group members. The learning factor pertains to the utilization of interactions within the group and the effective communication of fulfilling learning goals within the classroom setting. The interaction within this educational community fosters connections among students, enabling them to collaborate and assist one another in resolving shared challenges (Rovai, 2002a).

Though forming a sense of community within a classroom is one of the essential elements of successful learning, SCC is not self-generated. Pei et al. (2023) suggests that in order to promote SCC educators should prudently structure course activities and make a deliberate effort to incorporate them into their teaching strategies. Additionally, research has indicated that when it comes to cultivating a robust SCC within online learning communities, three distinct forms of presence are advantageous: the cognitive and social presence of students, along with the teaching presence of instructors (Pei et al., 2023; Shackelford & Maxwell, 2012; Shea et al., 2005). Cognitive presence centers around advanced cognitive thinking instead of specific individual learning achievements (Garrison, Anderson, Archer, 2001). On the other hand, the capacity of students to authentically represent themselves socially and emotionally to form interpersonal connections within a reliable environment is described as social presence (Anderson Rourke, Garrison, Archer, 2019). Social presence plays a role in the connectedness aspect of SCC and comprises three elements: “affective expression, open communication, and group cohesion” (Pei et al., 2023, p. 4). When it comes to teaching presence, Anderson et al. (2019) defines it as “the design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes.”

Thus far, this section presented a short background for the sense of classroom community and the importance of forming a sense of classroom community. Now, a few studies conducted on this topic will be discussed.

Rovai (2001) conducted a research with the aim of examining a graduate-level education program lasting for five weeks and delivered exclusively online through the Blackboard.comSM e-learning platform, focusing on investigating the interactions and experiences related to the development of a sense of classroom community. Participants in the study consisted of 20 adult learners, with an equal distribution of males and females. They were assessed using the classroom community index both at the course's outset and its conclusion to gauge the presence of a classroom community. The results showed that online learners made full use of the Internet's flexibility to access the course at any time, with engagement occurring seven days a week, 24 hours a day. The development of a sense of classroom community significantly increased over the course duration. At both the beginning and end of the course, female participants displayed a more pronounced sense of community compared to their male counterparts. Furthermore, female students predominantly exhibited a connected communication structure, whereas male students tended to have a more independent communication style.

In an attempt to develop an instrument to assess learners' sense of classroom community and measure its' reliability and validity, Rovai (2002a) carried out a study with 375 graduate students registering 28 distance learning courses. The results revealed that the Sense of Classroom Community Scale was a trustworthy and accurate method of evaluating the sense of community within a classroom. This assessment tool generated two factors, namely connectedness and learning, which could be readily understood and analyzed.

Three years later, in 2005, a study was conducted by Rovai & Ponton to investigate the correlation between the sense of community and learning in an online graduate program, specifically focusing on identifying potential variations between African American and Caucasian students concerning these factors. The findings implied that there was a favorable connection between the sense of community and the academic progress of students in an asynchronous online setting. It is also suggested that educational institutions engaged in distance education must acknowledge that merely offering courses remotely is insufficient. They must also proactively implement modifications in their organizational framework and methodologies to effectively cater to the diverse requirements of all their students (Rovai & Ponton, 2005). This involves integrating remote learners into the school

community, just as they would with on-campus students, and fostering a strong sense of belongingness among all.

Pichon (2016) carried out a study in an attempt to examine the academic and social encounters of 20 students who were concurrently attending a two-year college and taking courses at a four-year institution. The primary objective of the study was to explore the process of students forming a feeling of inclusion in the classroom and how this feeling of belonging facilitated their integration into the institution, ultimately enabling them to continue their education and transfer to four-year colleges. The results of the study were derived from structured interviews conducted with students, along with two meetings held with the program director. According to the study's findings, fostering positive classroom experiences can help students become more integrated into the college community and boost their feelings of belonging. The conclusions drawn from the study indicated that there was potential for further exploration into the process by which students cultivate a sense of belonging and how this, in turn, affected their academic achievements (Pichon, 2016).

Research conducted so far affirms that cultivating a sense of community in online learning is a significant element in enhancing student satisfaction with the overall educational experience (Rovai & Ponton, 2005; Dawson, 2006; Young & Bruce, 2011; Shackelford & Maxwell, 2012; Erdem Aydın, 2016; Kavrayıcı, 2020; Trespalacios & Uribe-Florez 2020). In 2006, Dawson conducted a quantitative study to measure the relationship between the level of sense of community students have and the frequency of communication taking place within the group. The study involved 464 participants selected from students who were enrolled in both undergraduate and postgraduate Education courses at a major metropolitan university in Australia. The study revealed noteworthy connections between the sense of community and the average combined communication frequency. Furthermore, the analyses demonstrate a robust link between how often students interact through communication and their perception of a sense of community.

In a similar fashion, Young & Bruce (2011) carried out a study with the aim of investigating the connections between student engagement and the sense of community within online courses. They also tried to analyze and contrast the sense of community and student engagement across various academic fields in higher education. According to findings, when exploring the three aspects across different colleges, variations were

observed based on the academic disciplines. Notably, students enrolled in the College of Education reported significantly higher levels of connection and camaraderie with both their instructors and peers, surpassing all other colleges. Moreover, it was concluded that there was a strong correlation between student engagement and the sense of classroom community. Students, who experienced a sense of belonging and connection, instead of isolation, were more likely to actively engage in the learning process, persist with their studies, and achieve success in real-world applications. This result was in the same vein with those reached by Rovai & Ponton (2005) in terms of the importance of forming a sense of community in a classroom.

In another prominent study, Shackelford & Maxwell (2012) conducted a "non-experimental, quantitative, descriptive study" to investigate which sorts of interaction were the best indicators of students' sense of community in distance-learning graduate courses at a regional comprehensive institution (p.228). The results demonstrated that the interactions that showed the highest predictive value for fostering a sense of community were "introductions, collaborative group projects, sharing personal experiences", whole-class discussions, "and exchanging resources" (p.227). Among these, instructors found that exchanging resources provided the greatest benefit.

A study was done by Erdem-Aydin & Gumus (2016) with the aim of investigating whether a connection exists between the sense of community in online classrooms among 118 second-year Turkish students in Information Management Program of Anadolu University, their perceptions of success in team development processes, and their preferences for studying in groups. The research findings indicated that most of the participants did not experience a significant sense of community within the classroom. Specifically, they expressed a lack of perceived learning outcomes during group tasks. Likewise, a significant portion of participants did not experience a sense of achievement in various phases of the team development process. Correlation analyses revealed a moderate statistical association between learners' perceptions of classroom community and their perceptions of success in team development processes overall. Additionally, the study has uncovered that Turkish online learners tend to favor individual study over teamwork in general.

In a recent study, Trespalacios & Uribe-Florez (2020) examined graduate students' perspectives on sense of community (SoC) and learning following the use of several

cooperative assignments with various types of interaction (text, audio, and video) in a remote educational research course. The results suggested that employing multimodal and scaffolding interactive activities was beneficial in promoting a sense of connectedness and facilitating learning among online graduate students, thus enhancing their sense of community. When students were requested to articulate their preferred aspects of instructional activities, the findings indicated a preference for activities that facilitate meaningful interactions with their peers. Furthermore, students provided recommendations for enhancing activities by implementing improved channels of communication that enhance their interactions. These findings contradicted with those revealed by Erdem-Aydin & Gumus (2016).

A study by Özer (2020) provided important implications for the effect of SCC on FLE levels of the students. Though the study focused on identifying the connection between FLE and FLCA, it also indicated the importance of a positive sense of classroom community for the students to experience FLE. The study indicated that aspects of the classroom atmosphere played a role in shaping students' FLE levels. In this context, students highlighted various factors—such as supportive peers, friendly classmates, a positive environment, strong relationship, and collaborative group work—as key contributors to their enjoyment in language classes.

In conclusion, the reviewed literature emphasizes the increasingly important function of positive psychology within the language education field, with FLE (Clonan et al, 2004; Macintyre & Mercer, 2014; Dewaele et al., 2019). Researchers have consistently demonstrated that FLE is a complex and multidimensional phenomenon. It is influenced by both learner-internal factors such as self-confidence, motivation, and personal achievement and external variables like teacher support, peer relationships, classroom climate, and pedagogical practices. Parallel to the development of FLE research, the concept of SCC has gained attention for its role in fostering inclusive, supportive, and participatory learning environments (Rovai, 2002; Young & Bruce, 2011; Maxwell, 2012). A strong classroom community has been associated with higher levels of student satisfaction, increased willingness to communicate, and more collaborative behaviors among peers.

The literature has established a strong association between positive emotional experiences and a greater sense of classroom belonging. The relationship of FLE and SCC suggests that positive emotions do not develop independently. Instead, they are deeply

rooted in the social and interpersonal dynamics of the classroom. Despite these insights, the literature also reveals certain gaps. Many existing studies have focused on either FLE or SCC in isolation. There is limited research examining the dynamic interplay between these two constructs. Therefore, there is a need for studies that provide a more comprehensive explanation of the relationship between SCC and FLE.

This chapter has made an effort to offer a concise overview of the existing research concerning positive psychology, foreign language enjoyment, and sense of classroom community. The next segment will outline the details about study's instruments, participants, data collection procedure, and data analysis.



CHAPTER 3

METHODOLOGY

This chapter presents a comprehensive overview of the methodology employed in the study. It begins with an explanation of the research, followed by a detailed description of the participants. To ensure a thorough understanding of the study, the instruments utilized in the research are introduced. The chapter proceeds with an explanation of the data collection procedure and the subsequent analysis of the collected data.

3.1. RESEARCH DESIGN

The present study employs a mixed-methods design to enhance comprehension of the FLE and SCC levels among Turkish EFL students in high school, as well as to explore the interaction between these two concepts. A mixed-method approach was adopted to achieve a fuller understanding of FLE and SCC within the Turkish context due to the constraints of qualitative and quantitative techniques.

Mixed methods research refers to an investigative approach that integrates or aligns qualitative and quantitative methodologies (Creswell, 2009). This approach encompasses underlying philosophical assumptions, the utilization of both qualitative and quantitative methods, and the integration of these diverse approaches within a study. Mixed methods studies contribute to a more comprehensive understanding of the research problem by incorporating both quantitative and qualitative methods. In essence, opting for a mixed methods approach proves to be a practical means of deriving clear inferences for addressing research questions (Özer, 2020). Using mixed methods design is more advantageous than applying other methods in some aspects. According to Dörnyei (2007), combining both quantitative and qualitative data in mixed methods designs provides an efficient approach to enhance comprehension of intricate phenomena, as it integrates numerical patterns from quantitative data with detailed insights from qualitative data. Furthermore, this approach represents a practical means of enhancing the study's validity by offering findings that can be generalized (Dörnyei, 2007).

3.2. SETTING AND PARTICIPANTS

The study sample includes 269 participants, 132 ninth-grade and 137 tenth-grade students, all studying at a state Anatolian high school in Diyarbakır, Türkiye. The ages of participants ranged from 13 to 16. The choice of the study setting is a state high school, specifically selected due to the diverse backgrounds of the students enrolled in this institution. By incorporating individuals from diverse cultures and backgrounds, the research aims to obtain results that are more broadly applicable or generalizable. The school in which the study is carried out is in the town of Yenişehir with a total of 49 teachers and 650 students. It is among the top-ranking state Anatolian High schools in the city. This is due to the fact that this school is designated as one of the project schools by the Turkish Ministry of National Education (MoNE). Enrollment in this high school is limited to students who have achieved a specific score threshold in the high school entrance exam (LGS) administered by the Ministry of National Education (MoNE). This means that the students excel in their academic pursuits.

The convenience sampling method was employed to select participants for both the quantitative and qualitative phases of the study. According to Creswell (2012), convenience sampling involves selecting participants based on their accessibility and willingness to take part in the research. Convenience sampling is a time, cost, and effort-effective method (Miles and Huberman, 1994). The study gathers data from participants who are readily available and willing to participate voluntarily. Convenience sampling is opted for due to its practical advantages. On the other hand, since students typically choose their fields in the eleventh grade, they generally focus more on their field-specific courses and university entrance exams in the eleventh and twelfth grades. Therefore, learning English takes a backseat for them. Because of this reason, ninth and tenth grades were intentionally selected as participants in this study. Following the collection and analysis of quantitative data, semi-structured interviews were carried out with the volunteer students. Table 1 displays the total participants involved in the study.

Table 1. Total Participants Involved in the Study

	Quantitative Phase	Qualitative Phase
Male	134	11
Female	135	7
Total	269	18

As Table 1 suggests, in the quantitative phase of the study, 134 of the participants were male and 135 of them were female, making a total of 269. The number of the students participating in the qualitative phase of the study was 18. Of these participants, 11 were male and 7 were female. In brief summary, two different methods were used for the selection of participants. Convenience sampling was employed both in the quantitative and qualitative parts of the study. Students were contacted and encouraged to participate in the study. Following this, a questionnaire was administered, and the collected data were analyzed. To conduct the qualitative segment, the researcher reached out to conveniently accessible students and invited them to take part in semi-structured interviews. Finally, the semi-structured interviews were carried out to gain deeper insights into the study's focus.

Participants were asked to provide details about their language backgrounds, such as previous enrollment in private English courses, family support, and the number of siblings. This information was collected to gain insights into the factors influencing students' emotional experiences. The participants' responses were analyzed using descriptive statistics, and comprehensive background information is presented in Table 2.

Table 2. Demographic Information of the Participants

		f	%
Grade	9	130	48.3
	10	139	51.7
Attending an English course before	Yes	48	17.8
	No	221	82.2
The number of siblings	1	6	2.2
	2-3	135	50.2
	4-5	103	38.3
	6 and more	25	9.3
Presence of English-speaking family members	Yes	142	52.8
	No	127	47.2
Frequency of family support in English lessons	Never	135	50.2
	Sometimes	112	41.6
	Always	22	8.2

As indicated in the table above, there was no big difference between the number of the participants in the ninth grade (N=130) and tenth grade (N=139). Only a minority of students (N=48) were enrolled in private English courses, while most (N=221) were not enrolled in any. Nearly half of the students (N=135) had 2-3 siblings while only 6 of them were the only child. A more detailed examination of the table revealed 103 participants had 4-5 and a small number of them (N=25) had 6 or more siblings. More than half of the participants (N=142) revealed there were members that know English in their family whereas 127 of them stated no one in the family knew English. Furthermore, the table shows almost half of the students (N=135) stated that their family never helped them with their English lessons while 112 of them indicated their family sometimes helped them. However, only a minority (N=22) stated their family always helped them with their English lessons.

3.3. INSTRUMENTS

In this study, the following instruments have been recruited for the data collection: a Personal Information Form (See Appendices A and B), Sense of Classroom Community Scale (See Appendices C and D), Foreign Language Enjoyment Scale (See Appendices E and F), open-ended questionnaire questions (See Appendices G and H) and semi-structured interview (See Appendices I and J).

3.3.1. *Questionnaires*

Questionnaires are defined by Brown (2001) as written instruments that provide respondents with a set of statements or questions, prompting them to respond by either writing out their answers or choosing from available options. Dörnyei and Taguchi (2009) mention the primary appeal of questionnaires lies in their remarkable effectiveness concerning (a) the time spent by researchers, (b) the effort invested by researchers, and (c) the financial resources utilized. Furthermore, the widespread use of questionnaires is attributed to their ease of construction, high versatility, and distinctive ability to efficiently collect substantial amounts of information in a format that can be easily processed (Dörnyei and Taguchi, 2009).

In the quantitative phase of this study, two different questionnaires are used to collect data. Prior to initiating the main study, a pilot study involving 20 students was undertaken to identify any potential issues with the research instruments in advance. Dörnyei (2007) proposed that, much like theatrical performances, a study requires a trial run to secure high-quality outcomes, focusing on reliability and validity within the specific context emphasizing the significance of conducting a pilot study. After the pilot study was conducted, the items that were problematic for the students to understand were revised and reworded. Moreover, in the open-ended questions section of the questionnaire, two questions were asked to elicit further information about the participants' opinions on SCC and FLE. One of the questions was;

“İngilizce dersinin destekleyici bir ortama sahip olduğunu düşünüyor musunuz? Neden?” meaning “Do you think that the English class has a supportive environment? Why?”

After the pilot testing, it was observed that some of the students misunderstood this question. Some of the participants got this question as whether learning English would support them in their future studies or not. Therefore, this question was reworded as;

“Sınıf ortamının (arkadaşlarınız, öğretmenleriniz vs.) ingilizce öğrenmeniz üzerinde olumlu etkisi olduğunu düşünüyor musunuz?” meaning “Do you think the classroom environment (your classmates, teachers etc.) has a positive effect on your learning English process?”

3.3.1.1. Foreign Language Enjoyment Scale (FLES)

The first questionnaire employed in this study is the Foreign Language Enjoyment Scale. Dewaele and MacIntyre introduced the Foreign Language Enjoyment Scale in 2014 with the aim of determining participants' levels of enjoyment in a foreign language. This scale consists of 21 items rated on a 5-point Likert-type scale, ranging from "strongly agree" to "strongly disagree." A strong internal consistency for the foreign language enjoyment scale was reported by Dewaele and MacIntyre (2014), indicating a Cronbach alpha coefficient of .86. Other studies have also reported very high internal consistency reliability ($\alpha > .90$) (Dewaele, et al., 2019; Shirvan & Taherian, 2018). In the present study, the Cronbach's Alpha reliability coefficient for the FLE scale is reported as .91. It distinguishes between two primary aspects of Foreign Language Enjoyment: FLE-Social and FLE-Private. While FLE-Social encompasses the classroom environment, interactions with peers and teachers, FLE-Private, is associated with the sense of accomplishment and personal enjoyment. The study conducted by Dewaele and MacIntyre (2014) included participants from diverse nationalities and different age groups. This suggests that the scale is suitable for various cultures and age groups and can be used with high school students in the Turkish context without modification. The original form of the questionnaire was English. The scale was translated into Turkish by Özer in 2014 by employing translation-back translation method. After the required permission was obtained from the translator of the scale, the translated version of the scale was applied in this study.

3.3.1.2. Sense of Classroom Community Scale (SCCS)

The second questionnaire used in this study is the Sense of Classroom Community Scale developed by Rovai in 2002. The Sense of Classroom Community Scale, consisting of 20 items, assesses the perception of community within an educational setting. Each

statement is accompanied by a five-point Likert-type scale, with response options ranging from strongly agree to strongly disagree. Rovai (2002) states that three university professors specializing in educational psychology unanimously deemed all 20 items of the Sense of Classroom Community Scale entirely pertinent to the sense of community within a classroom environment. A closer examination of the 20 items on the Sense of Classroom Community Scale suggests that, at face value, they adequately capture the elements essential for evaluating classroom community. Moreover, the methodologies used in constructing the scale instill a strong belief in its content and construct validities. According to Rovai (2002), the completed Sense of Classroom Community Scale demonstrated high reliability with a Cronbach's coefficient alpha of .93, and the split-half coefficient of equal length was .91. In summary, the Sense of Classroom Community Scale proves to be a reliable and valid instrument for assessing classroom community. That is the reason why the researcher employed the Sense of Classroom Community Scale to assess the students' SCC levels.

The SCC scale was initially developed in the English language. Afterwards it was translated into Turkish by Öztürk (2009). In the adapted form of the SCC questionnaire, the scale was shortened to 13 items by Öztürk. Factor analysis was applied to assess the construct validity of the scale. The findings from the factor analysis (specifically, the principal component analysis - PCA) indicated that items 6, 8, 14, 15, and 18 should be eliminated from the SCC scale due to their low item-factor correlation of less than 0.30. Additionally, items 9 and 2 should be excluded because they exhibit a strong correlation with factors that are not assigned to them in the original form of the scale. The item 11, initially placed in the "connectedness" factor, was reassigned to the "learning" factor. Furthermore, while in the original version of the scale the item 11 was worded as "I trust others in this course", it was reworded as "I trust that this course will contribute something to me". In Öztürk's shortened version of the scale, the items 1, 2, 4, 5, 9 and 12 were related to connectedness factor while the items 3, 6, 7, 8, 10, 11 and 13 were related to learning factor. The Cronbach's Alpha internal consistency coefficient was calculated to be 0.85 in Öztürk's study.

In the present study, the Cronbach's Alpha reliability coefficient for the SCC scale is reported as .83. The results indicate that the Sense of Classroom Community Index is a valid and reliable tool, appropriate for application within Turkish cultural contexts. Once

the necessary approval was granted by the translator of the scale, the translated short version was utilized in this study. The short version of the scale was designed to measure the sense of classroom community in online classrooms as in the original version. However, this study was conducted with the aim of measuring the sense of classroom community in traditional classrooms, in other words, in face-to-face courses. Therefore, with the recommendation of two experts in the field of Foreign Language Education, some of the terms were reworded. These changes are demonstrated in Table 3.

Table 3. The Changes Performed in the SCC Scale

Item	Translated short version	The reworded version used in this study
2	Bu derste diğer katılımcılarla kaynaşmış olduğumuzu düşünüyorum.	Bu derste diğer öğrencilerle kaynaşmış olduğumuzu düşünüyorum
4	Bu grupta, bir topluluk ruhu hissetmiyorum.	Sınıfta bir topluluk ruhu hissetmiyorum.
5	Bu derste ki grubu bir aile gibi hissediyorum.	Bu derste bir aile ortamındaymışım gibi hissediyorum.
6	Bu derste konuşurken, açık olmak konusunda isteksizim.	Bu derste açıkça konuşmaktan çekiniyorum.
11	Bu derste, öğrenme gereksinimlerim bence karşılanmadı.	Bana göre, bu derste öğrenme gereksinimlerim karşılanmıyor.

3.3.2. Semi-structured Interviews

Semi-structured interviews were used to reach a deeper understanding of the relationship between SCC and FLE levels of high school students in the qualitative phase of the study. According to Kvale (1996), interviews are characterized as an exchange of perspectives between two or more individuals on a mutually interesting topic. Kvale underscores the importance of human interaction in knowledge generation and highlights the social context in which research data is situated. As expressed by Gill et al. (2008), researchers recruit mainly three kinds of instructions which are structured, semi-structured, and unstructured interviews. In structured interviews, a set of predefined questions is posed, typically with minimal variation and without the opportunity for follow-up questions to explore responses in greater detail (Gill et al., 2008). However, unstructured interviews are conducted without any predetermined theories or ideas and typically lack a

formal organizational structure. Semi-structured interviews involve a set of essential questions that delineate the domains to be investigated. Additionally, they provide flexibility for the interviewer or interviewee to deviate from the script to delve into specific ideas or responses in greater detail (Gill et al., 2008).

In this study, semi-structured interviews are employed mainly because of their flexibility. Since semi-structured interviews lack standardization, the number of questions posed to participants may vary based on their responses. Participants might also be prompted to elaborate on their answers and provide examples. Moreover, the researcher has the option to reword the questions if there is any confusion (Kajornboon, 2005).

Since the current study centered on participants' levels of FLE and SCC, along with exploring the relationship between these two concepts, the adoption of semi-structured face-to-face interviews was deemed beneficial for enhancing the richness of the study's data. The researcher developed the interview questions intending to obtain more detailed and comprehensive information about students' FLE and SCC. Three distinct specialists in the field reviewed the questions, and based on their feedback, appropriate adjustments were implemented. After the modifications, the questions were checked by 3 experts in Turkish language to find out if there are any questions that are obscure or difficult to comprehend.

The interview questionnaire initially consisted of 15 questions crafted to obtain responses addressing the research questions. After the questions were reviewed by an expert educator in the field of English language education, three questions were removed, and a total of 12 questions were used in the interview. Questions 1, 2, 3, 4 and 5 aimed to explore the students' foreign language enjoyment levels. On the other hand, the questions 6, 7, 8, 9, 10, 11 and 12 were designed to investigate the participants' sense of classroom community levels. Interviews were carried out in Turkish to help participants express their opinions more effectively, considering the students' varying levels of language proficiency. Face-to-face meetings were conducted by the researcher ensuring a convenient and direct approach to students' responses. The duration of the interviews ranged from 10 to 15 minutes.

3.4. DATA COLLECTION

The data collection process was conducted during the spring semester of the 2023-2024 academic year. Prior to collecting data, written consent was obtained via email from the developers and translators of two scales for their utilization in the current research (Appendices N and O).

A pilot study involving 20 eleventh grade students was conducted to identify any potential issues with the instruments before the main study began. Initially, the students were given the FLE and SCC scales to complete. During this phase, the researcher instructed participants to mark any statements they found unclear. The students identified and marked the unclear and poorly worded items. The researcher then interviewed five volunteer students using semi-structured questions. Students from the pilot group provided comments on questions that were confusing or deceptive during interviews. Based on findings of pilot study, all instruments were revised. The issues related to the phrasing of items in interview questions and questionnaires were addressed and modified. Furthermore, through the pilot study, the researcher determined the duration required for the implementation of each instrument. Subsequently, ethical approval was obtained from the Dicle University ethics committee as well as MoNE. Afterwards, the study was explained to the school administration, the students' teachers, participants, and their parents, all of whom provided their consent.

The researcher initiated data collection during the second week of the academic semester. Before collecting data, a parental consent form was distributed to the students to be completed by their parents. Prior to every data collection session, participants received a brief explanation regarding the study's objectives and the administration of the questionnaires. Quantitative data was collected first. The researcher informed the teachers beforehand and scheduled the suitable time scales for the administration of the instruments.

Prior to gathering data, students were made aware of the confidentiality of their answers. Furthermore, it was indicated that participating was entirely voluntary. On average, it took 15 minutes to complete both questionnaires. In a week, all of the quantitative data were gathered. After the quantitative phase was completed, the qualitative data collection process started. As mentioned before, a convenience sampling method was employed to select the participants for the interviews. The researcher informed the participants about the interviews and asked them if they were willing to volunteer to take

part in the study's qualitative phase. 18 students volunteered to participate in the study, including 14 tenth-grade and 4 ninth-grade students. Afterwards, a suitable time was scheduled for each interview session.

Semi-structured interviews were carried out by the researcher with 18 student participants. The interviews were conducted in person to facilitate direct communication with the participants. On average, each interview lasted between 10 to 15 minutes. Conducting interviews with all the participating students took a total of two weeks. The interviewees were informed about when and where the meeting would take place beforehand. Because it was available and ideal for conducting interviews without disruption, the computer lab of the school was chosen as the interview location. Each participant agreed to voice recording. To guarantee data retention, every interview was recorded and the researcher then transcribed and translated them into English.

In summary, two scales were administered to students to determine their FLE and SCC levels. Subsequently, for the qualitative dimension of the research, semi-structured interviews were implemented to explore the sense of FLE and SCC among Turkish EFL learners in high school. The adoption of this method was driven by its capacity to elucidate the quantitative results of the study for the researcher. The chosen design offered triangulation of data, enhancing the validity and reliability of the findings. Additionally, this design proved beneficial for both conducting the research and interpreting the outcomes.

3.5. DATA ANALYSIS

This study employs a mixed-method research design to gain a deeper understanding of FLE and SCC among Turkish EFL students. For this reason, qualitative and quantitative data analysis methods were used. Quantitative data were analyzed with SPSS 21 software program while qualitative data were analyzed using MAXQDA 2024 software. Detailed information about these processes is provided below.

3.5.1. Quantitative Data Analysis

First, to determine whether parametric or non-parametric tests should be used, the normality assumption for Foreign Language Enjoyment and Sense of Classroom Community Scales were examined. Three methods were employed to check the normality. Firstly, Shapiro-Wilk test results showed that data were not normally distributed neither for

FLE nor SCC scales ($p < .05$). Based on the Kolmogorov-Smirnov test results, the data for the SCC scale followed a normal distribution ($p = .055$), whereas the data for the FLE scale did not ($p = .000$). However, when skewness and kurtosis values were examined, it was observed that the values were between -1 and +1 which implied data was normally distributed. Taking the overall test results into consideration, it was concluded that nonparametric tests could be used to analyze the data of FLE scale to reach more accurate results and parametric tests could be applied to analyze the data of SCC scale. The descriptive results for the FLE and SCC scales, along with the normality tests, are reported in the tables below.

Table 4. Descriptive Statistics for Normality Test

	N	Mean	Std. Deviation	Skewness	Kurtosis
FLE scale	269	3.41	.87308	-.588	.207
SCC scale	269	3.28	.81766	-.473	.232

Table 5. Normality Tests for FLE and SCC scales

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
FLE scale	.082	269	.000	.970	269	.000
SCC scale	.054	269	.055	.979	269	.001

a. Lilliefors Significance Correction

Regarding the quantitative analyses, the data was examined using descriptive as well as inferential statistics. Mean scores and standard deviations were computed applying descriptive statistics in order to respond to the first and second research questions about students' levels of enjoyment and sense of classroom community. For the third research question, the Mann-Whitney U test was performed to determine if there were differences in FLE and SCC levels based on gender. Lastly, for the fourth question, to find out if there is

a correlation between FLE and SCC, Spearman rank-order correlation coefficient test was applied.

3.5.2. Qualitative Data Analysis

Qualitative content analysis was employed to interpret the interview data and the third section of the questionnaire which consists of two questions investigating students' perceptions of their sense of classroom community and foreign language enjoyment. The researcher followed the steps specified by Creswell (2012) while analyzing the qualitative data. Prior to conducting the analysis, the researcher carefully transcribed the recorded interviews to ensure the preservation of all data. The researcher thoroughly reviewed the data multiple times to gain a comprehensive understanding. After that, the researcher formed codes in line with the research questions and existing literature. Miles & Huberman (1994) defines codes as “tags or labels for assigning units of meaning to the descriptive or inferential information compiled during a study” (p.56).

The data were analyzed using MAXQDA 2024 software. The interviews were conducted in Turkish, so the researcher translated the participants' responses into English for inclusion in this study. The researcher compiled a set of codes, which were then grouped into categories to establish the study's overarching themes. Initially, 18 codes were identified. These codes were then grouped into four main categories. These categories were: Perceived Connectedness and Support, Positive Experience with Language, Perceived Disconnection and Discomfort, and Lack of Enjoyment in Language Learning. Afterwards, the codes within each category were analyzed under subheadings. While the categories “Positive Experience with Language” and “Lack of Enjoyment in Language Learning” each included 5 subheadings, the categories “Perceived Connectedness and Support” and “Perceived Disconnection and Discomfort” were analyzed under 2 subheadings each. The findings were organized to address the research questions. The table below provides a comprehensive overview of the data analysis process in relation to the research questions.

Table 6. Data Analysis

Research Questions	Instruments	Data collection method	Data analysis
1) What is the level of perceived FLE among high school EFL students?	FLE scale	Quantitative	Descriptive statistics
2) What is the level of perceived SCC among high school EFL students?	SCC scale	Quantitative	Descriptive statistics
3) Is there a significant correlation between gender and the FLE and SCC levels among high school EFL students?	FLE scale, SCC scale and demographic information	Quantitative	Mann-Whitney U test, Independent sample T-test
4) Is there a significant correlation between prior English course attendance, the presence of English-speaking family members, and the frequency of family support and the FLE levels among high school EFL students?	FLE scale and demographic information	Quantitative	Mann-Whitney U test and Kruskal Wallis test
5) Is there a significant correlation between the level of FLE and perceived SCC of high school EFL students?	FLE scale SCC scale	Quantitative	Spearman rank-order correlation
6) What are the factors that contribute to enjoyment or lack of enjoyment among high school students in learning a foreign language?	Interviews	Qualitative	Content analysis
7) What are the factors that contribute to the feelings of connectedness or disconnection among high school students'?	Interviews	Qualitative	Content analysis

Table 6 presents a detailed summary of how the data were systematically analyzed to address each of the research questions, outlining the instruments and the methods employed throughout the analysis process.



CHAPTER 4

RESULTS

The primary objective of the present study is to examine the connection between students' FLE and SCC levels in the Turkish EFL context. The previous sections have outlined the study's purpose, reviewed the existing literature on FLE and SCC, and described the research methodology. This chapter presents the findings of the study, with detailed explanations of the answers to each research question.

4.1 FINDINGS OF QUANTITATIVE DATA ANALYSIS

The quantitative data for this study was collected through a demographic information form and two questionnaires, aimed at identifying the levels of SCC and FLE among Turkish EFL learners. As noted earlier, the quantitative phase involved the participation of ninth-grade (N=130) and tenth-grade (N=139) students. Prior to analyzing the research questions, normality tests were applied to check if the data were normally distributed. Shapiro-Wilk test and Kolmogorov-Smirnov test results indicated that data of FLE scale weren't normally distributed. For this reason, nonparametric tests were preferred to analyze the data of FLE scale and the relationship between FLE and SCC. However, since the data of SCC scale were distributed normally, parametric tests were applied for its results.

4.1.1 The Level of FLE among High School EFL Students

The first research question aimed to determine the participants' overall levels of FLE. Descriptive statistics, including the mean and standard deviation, were used to analyze the data. The evaluation criteria are given below in Table 7.

Table 7. Distribution of the Mean Scores on 5-Point Likert Scale

Mean Value	Estimation Degree
1.00 - 1.80	Very Low
1.81 - 2.60	Low
2.61 - 3.40	Average
3.41 - 4.20	High
4.21 - 5.00	Very high

The results derived from descriptive statistics for the level of FLE among high school EFL students in Turkey are presented in Table 8 below. According to the mean value evaluation criteria, if the mean value is between 3.41 and 4.20, it suggests a high estimation degree. As presented in Table 8, mean value for the foreign language enjoyment is calculated as 3.41 which suggested that the participants experienced enjoyment to some extent. In other words, their enjoyment level was relatively high (Mean=3.41, SD=.873.)

Table 8. Descriptive Statistics for the Level of FLE among High School EFL Students (N=269)

	M	SD
FLE	3.41	.873

After determining the overall FLE levels of participants, the mean values of the sub-dimensions of the scale were analyzed to determine whether their positive emotions stem from private or social factors. Table 9 summarizes the obtained results.

Table 9. Descriptive statistics for components of FLE scale (N=269)

	M	SD
FLE social	3.36	.934
FLE private	3.46	.960

A more in-depth analysis was performed to examine the mean values of the FLE scale components. As stated in the methodology section, the social aspect of FLE encompassed influences from teachers, classmates, and the overall classroom atmosphere, whereas the private aspect focused on individual traits that contribute to a learner's sense

of fulfillment. The mean values for the FLE social component ($M = 3.36$) and the FLE private component ($M = 3.46$) are presented in table 9. The findings show that private factors have a greater effect on students' enjoyment compared to social factors.

All items of FLE scale were analyzed thoroughly to gain a deeper understanding of students' emotions in language courses. To achieve this, the researcher calculated the mean scores for each item. A summary of these mean scores is presented in Table 10.

Table 10. Descriptive statistics for items of FLE scale (N=269)

Items	M	SD
13. Making errors is part of the learning process.	4.17	1.22
16. The teacher is friendly.	4.02	1.38
17. The teacher is supportive.	3.93	1.37
11. It's cool to know a FL.	3.91	1.37
12. It's fun.	3.82	1.37
20. We have common "legends", such as running jokes.	3.78	1.41
15. The teacher is encouraging.	3.71	1.39
8. I've learnt interesting things.	3.52	1.40
2. I can laugh off embarrassing mistakes in the FL.	3.50	1.49
4. I enjoy it.	3.46	1.42
21. We laugh a lot.	3.37	1.51
1. I can be creative.	3.32	1.45
6. I learnt to express myself better in the FL.	3.24	1.43
10. It's a positive environment.	3.21	1.37
3. I don't get bored.	3.20	1.46
9. In class, I feel proud of my accomplishments.	3.16	1.50
18. There is a good atmosphere.	3.14	1.37
7. I'm a worthy member of the FL class.	2.97	1.45
14. The peers are nice.	2.81	1.53
5. I feel as though I'm a different person during the FL class.	2.75	1.42
19. We form a tight group.	2.65	1.43

When Table 10 is examined, it can be interpreted that the students exhibit a partially high level of enjoyment in language learning ($M=3.46$). Many participants ($M=3.82$) stated that English lessons are fun and it is cool to know a foreign language ($M=3.91$). Many students ($M=3.52$) accepted that in English courses they have learnt interesting things. A great majority of them ($M=4.17$) stated that mistakes are an essential component of learning. More than half of the participants indicated they share familiar "legends," like recurring jokes ($M=3.78$). Teacher related factors play an important role in participants' enjoyment levels. Most of the students are of the opinion that their teacher is

friendly ($M=4.02$) and supportive ($M=3.93$). Additionally, they agreed that the teacher encourages them ($M=3.71$). However, the impact of items related to peers and learning environment on enjoyment level was comparatively limited. Approximately half of the students believed the classroom atmosphere is good ($M=3.14$) and positive ($M=3.21$). A smaller number of the students ($M=2.65$) stated that they formed a tight group. Some participants ($M=2.97$) felt like valued members of the classroom while only a few described their peers as nice ($M=2.81$). Overall, these findings suggest that the teacher and personal factors were key predictors of the learners' levels of enjoyment.

4.1.2 The Level of SCC among High School EFL Students

The second research question aimed to assess the participants' overall levels of SCC. Descriptive statistics, such as the mean and standard deviation, were employed to analyze the data. The findings from the descriptive statistics on the level of SCC among high school EFL students in Turkey are shown in the table below.

Table 11. Descriptive statistics for the level of SCC among high school EFL students ($N=269$)

	M	SD
SCC	3.28	.817

As shown in Table 11, the mean value for the sense of classroom community is 3.28, indicating that the participants had a moderate level of SCC. In other words, their level of SCC was average ($M=3.28$, $SD=.817$).

The elements of the SCC scale were examined to further understand the factors contributing to the participants' sense of classroom community. The descriptive statistics for the components of the SCC scale are displayed in the table below.

Table 12. Descriptive statistics for components of SCC scale ($N=269$)

	M	SD
SCC learning	3.65	.947
SCC connectedness	2.85	.995

A detailed analysis was carried out to investigate the mean values of the FLE scale components. As stated in the literature review part, the sense of community in a classroom

consists of two main aspects: connectedness and learning. The connectedness component includes features like unity, energy, mutual support, and trust among group members. The learning component focuses on using group interactions and effectively communicating to achieve learning objectives within the classroom environment. The mean value for the learning component ($M=3.65$) was higher than the connectedness component ($M=2.85$). This indicates that the learning factor has a greater impact on the sense of classroom community with respect to the connectedness factor.

An additional statistical test was conducted to gain a deeper understanding of the participants' sense of classroom community levels. The FLE scale consists of 13 items, seven of which are positively worded and six negatively worded. The participants were asked to state to what degree they agree with the given statements. When analyzing the data in SPSS, the options were given codes from 1 to 4.

Before the negative statements were analyzed, their values were reverse-coded. Therefore, high mean value indicated a high level of sense of classroom community as it is in positive items. This point is important when interpreting the findings. The results are shown in Table 13.

Table 13. Descriptive statistics for items of FLE scale (N=269)

Items	M	SD
7. I trust that this course will contribute something to me.	3.93	1.33
8. I feel that this course results in only modest learning.	3.78	1.36
13. I feel that this course does not promote a desire to learn.	3.73	1.41
3. I feel that it is hard to get help when I have a question.	3.66	1.43
12. I feel confident that others will support me.	3.66	1.38
6. I feel reluctant to speak openly.	3.39	1.51
10. I feel that I am given ample opportunities to learn.	3.39	1.37
2. I feel connected to others in this course.	3.29	1.43
4. I do not feel a spirit of community.	2.95	1.53
9. I feel that I can rely on others in this course.	2.73	1.34
5. I feel that this course is like a family.	2.72	1.42
11. I feel that my educational needs are not being met.	2.71	1.33
1. I feel that students in this course care about each other.	2.68	1.30

Most of the participants (M=3.93) indicated that English course will contribute something to them. About half of them (M=2.72) felt a family atmosphere in the class. According to some respondents (M=2.68), students in this course care about each other and they can rely on others (M=2.73). More than half of the students (M=3.29) stated they feel connected to others in this course and feel confident that others will support them (M=3.66). Some participants (M=3.39) indicated they were given ample opportunities to learn. Nearly half of the students (M= 2.94) stated they do not feel a spirit of community.

A more detailed examination of the table revealed the majority of the students disagreed that this course results in only modest learning (M=3.78) and that this course does not promote a desire to learn (M=3.73). When all the results are taken into consideration, it can be concluded that the items related to connectedness have lower mean values (items 1, 2, 4, 5, 9 and 12) than the ones related to learning component.

4.1.3 The Effect of Gender on the FLE and SCC Levels of High School EFL Students

The third research question sought to explore the effect of gender on the FLE and SCC levels of the participants. Since the data weren't distributed normally for the FLE scale, non-parametric tests were preferred for exact results. Mann-Whitney U test was performed to examine the influence of gender on the students' FLE level. On the other hand, the data was normally distributed for the SCC scale. Therefore, an Independent sample t-test was conducted to examine the link between gender and SCC levels among Turkish EFL students.

The initial analysis aimed to identify differences in enjoyment levels between males and females. The results of the Mann-Whitney U test are presented in the table below.

Table 14. Mann-Whitney U test results for the Effect of Gender on FLE

Scale	Gender	N	Mean Rank	Sum of Ranks	U	Z	p
FLE	Male	135	132.28	17858.00	8678.000	-.575	.565
	Female	134	137.74	18457.00			

The Mann-Whitney U test was conducted to examine the impact of gender on foreign language enjoyment. The results from this test are presented in Table 14. The results indicated no significant difference between males and females (U = 8678.000,

$p > 0.5$). This suggests that gender differences did not have an impact on participants' FLE levels.

The third research question also aimed to examine the effect of gender on the sense of classroom community levels of high school EFL students in Türkiye. Since the data was normally distributed for the SCC scale, an Independent sample t-test was conducted to examine the relationship between gender and SCC levels among Turkish EFL students. Independent sample t-test results are presented in Table 15.

Table 15. Independent Sample T-test Results for Gender Effect on SCC

	N	M	SD	t	df	Sig.
Female	135	3.30	.856			
Male	134	3.26	.779	.408	267	.683

An independent samples t-test was conducted to examine the impact of gender on the sense of classroom community. Table 15 presents the results of the t-test analysis. The findings revealed no significant difference between males ($M = 3.30$, $SD = .856$) and females ($M = 3.26$, $SD = .779$; $t(267) = .408$, $p > .05$). These results suggest that gender differences did not influence participants' SCC levels.

4.1.4. The effect of the Prior English Course Attendance, the Presence of English-Speaking Family Members, and the Frequency of Family Support on the FLE Levels of High School EFL Students

The fourth research question aimed to examine the impact of how prior English course attendance, the presence of English-speaking family members, and the frequency of family support influence participants' enjoyment levels. Since the FLE data did not follow a normal distribution, non-parametric tests were used for more accurate results. To explore the effect of prior English course attendance and the presence of English-speaking family members Mann-Whitney U test was conducted. On the other hand, Kruskal Wallis test was applied to determine the role of frequency of family support in participants' FLE levels. Table 16 displays the results for the effect of prior English course attendance on FLE level.

Table 16. Mann-Whitney U Test Results on the Effect of Prior English Course Attendance on FLE

Scale	Attending course	N	Mean Rank	U	Z	p
FLE	Yes	48	139.72	5077.500	-.464	.643
	No	221	133.98			

The Mann-Whitney U test was performed to assess the effect of prior attendance in an English course on foreign language enjoyment. The findings, displayed in Table 16, revealed no significant difference between those who had taken an English course beforehand and those who had not ($U = 5077.500$, $p > 0.5$). This indicates that attending an English course beforehand did not influence participants' FLE levels.

Table 17. Mann-Whitney U Test Results for Effect of the Presence of English-speaking Family Members on FLE

Scale	Knowing English	N	Mean Rank	U	Z	p
FLE	Yes	142	148.51	7099.000	-3.012	.003*
	No	127	119.90			

* $p < .05$

To evaluate the impact of having an English-speaking family member on foreign language enjoyment, the Mann-Whitney U test was conducted. An analysis of Table 17 reveals that the presence of an English-speaking family member led to significant differences in foreign language enjoyment ($U = 7099.000$, $p < .05$). It was revealed that the mean rank of the participants having a family member who knows English (148.51) was higher than that of the ones who did not have (119.90).

Table 18. Kruskal Wallis Test Results for Effect of Frequency of Family Support on FLE

Scale	Frequency of Help	N	Mean Rank	Chi-Square	df	p
FLE	Never	135	118.46	15.640	2	.000*
	Sometimes	112	146.19			
	Always	22	179.55			

* $p < .05$

The Kruskal-Wallis test was performed to assess the effect of family support frequency on FLE. The results, presented in Table 18, indicated a statistically significant difference in participants' enjoyment levels based on the varying frequency of family assistance with the rank of 118.46 for never, 146.19 for sometimes and 179.55 for always. The figure below displays the FLE level depending on the frequency of family support.

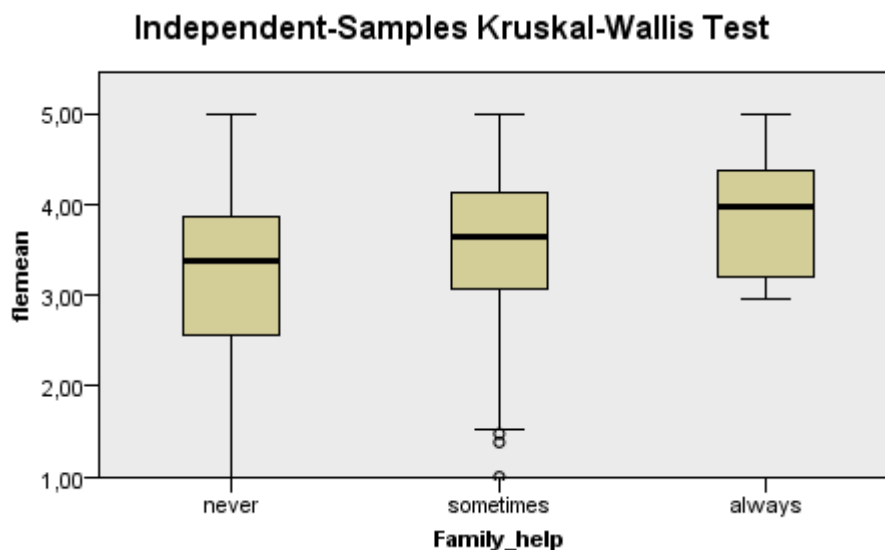


Figure 5. FLE level depending on the frequency of family support

4.1.5 Relationship between FLE and SCC

The study's fifth question focused on examining the connection between language enjoyment and the sense of classroom community. Specifically, it examined whether participants with a strong SCC also report higher levels of foreign language enjoyment. Since the data of FLE scale were not normally distributed, Spearman rank-order correlation test was chosen to analyze the data. The table below displays the correlation results between SCC and FLE.

Table 19. The Correlation between SCC and FLE

			SCC	FLE
Spearman's rho	SCC	Correlation Coefficient	1.000	.705**
		Sig. (2-tailed)	.	.000
		N	269	269
Spearman's rho	FLE	Correlation Coefficient	.705**	1.000
		Sig. (2-tailed)	.000	.
		N	269	269

****Correlation is significant at the 0.01 level (2 tailed).**

A Spearman's rank-order correlation analysis was conducted to examine the relationship between SCC and FLE levels among 269 high school students. The results indicated a strong and statistically significant positive correlation between the two variables ($r_s = .70$, $n = 269$, $p = .000$). It suggests that there is a positive correlation between FLE and SCC, indicating that higher levels of enjoyment in foreign language learning are associated with a stronger sense of belonging and connectedness within the classroom environment.

After analyzing the correlation between FLE and SCC, further analysis was conducted to reveal the relationship between FLE and components of SCC. The table below shows the correlation between FLE and SCC learning factor.

Table 20. The Correlation between FLE and SCC Learning

		FLE	SCC learning
Spearman's rho	Correlation Coefficient	1.000	.699**
	FLE		
	Sig. (2-tailed)	.	.000
	N	269	269
Spearman's rho	Correlation Coefficient	.699**	1.000
	SCC learning		
	Sig. (2-tailed)	.000	.
	N	269	269

***Correlation is significant at the 0.01 level (2 tailed).*

To reveal the relationship between FLE and SCC learning component, a Spearman's rank-order correlation analysis was carried out. The analysis revealed a significant and strong positive correlation between FLE and the SCC learning component ($r_s = .69$, $n = 269$, $p = .000$), suggesting that students with a more developed SCC learning component tend to experience higher enjoyment.

Table 21. The Correlation between FLE and SCC Connectedness

		FLE	SCC connectedness
Spearman's rho	Correlation Coefficient	1.000	.494**
	FLE		
	Sig. (2-tailed)	.	.000
	N	269	269
Spearman's rho	Correlation Coefficient	.494**	1.000
	SCC connectedness		
	Sig. (2-tailed)	.000	.
	N	269	269

***Correlation is significant at the 0.01 level (2 tailed).*

To examine the connection between FLE and the SCC connectedness component, a Spearman's rank-order correlation analysis was conducted. The results indicated a significant and moderately positive correlation between FLE and the SCC learning component ($r_s = .49$, $n = 269$, $p = .000$). This suggests that students who feel more connected are likely to experience greater enjoyment.

4.2 FINDINGS OF QUALITATIVE DATA ANALYSIS

This study employed a mixed-method approach to explore FLE and SCC among Turkish EFL learners. Quantitative data was collected using the two previously mentioned questionnaires, while semi-structured interviews were conducted in the qualitative phase to gain deeper insights into the relationship between FLE and SCC. Once the quantitative phase was concluded, the qualitative data collection process commenced. As previously stated, participants for the interviews were selected using the convenience sampling method. The researcher provided participants with information about the interviews and inquired whether they were willing to voluntarily take part in the study's qualitative phase. A total of 18 students volunteered to participate, including 14 tenth graders and 4 ninth graders. The researcher carried out semi-structured interviews with these students, conducting them in person to ensure direct interaction and effective communication.

The qualitative data offered in-depth insights into the sixth and seventh research questions. The objective of the sixth research question was to examine the factors that

contribute to the enjoyment or lack of enjoyment of high school students in learning a foreign language while the seventh question investigated the factors that contribute to the feelings of connectedness or disconnection of high school students. Data were analyzed using MAXQDA 2024 software. The researcher transcribed the interviews and carefully reviewed the transcriptions before beginning the coding process. The transcribed data were then coded based on the categories that emerged. As the interviews were conducted in Turkish, they were translated into English by the researcher.

The interview data were coded under four main headings as stated in the table below.

Table 22. Main Categories in Qualitative Data

Category	f
Perceived Connectedness and Support	18
Positive Experience with Language	17
Perceived Disconnection and Discomfort	8
Lack of Enjoyment in Language Learning	1

As can be understood from Table 22, the frequency of Positive Experience with Language is 17, while the frequency of Lack of Enjoyment in Language Learning is 1. Additionally, the frequency of Perceived Connectedness and Support is 18, whereas the frequency of Perceived Disconnection and Discomfort is 8. It is evident from Table 22 that positive feelings were more prevalent than negative ones.

The Positive Experience with Language category denotes the cases in which students have positive feelings towards learning a new language while Lack of Enjoyment in Language Learning refers to the situations in which the students do not feel enjoyment. Similarly, the code Perceived Connectedness and Support is used for the instances in which the students feel a strong sense of classroom community and feel connected. Furthermore, they think that the class has a positive learning environment. They have good relationships with their teacher and peers. On the other hand, the Perceived Disconnection and Discomfort category represents the situations in which the students do not feel relaxed and connected in the classroom environment. They may have problems either with their

friends or teachers. Moreover, they are not comfortable to talk or share their ideas in the classroom.

4.2.1. The Factors That Contribute to Enjoyment or Lack of Enjoyment among High School Students in Learning a Foreign Language

The sixth research question aimed to investigate the factors that contribute to the enjoyment or lack of enjoyment of high school students in learning a foreign language. To answer this question, two main categories were defined: Positive Experience with Language and Lack of Enjoyment in Language Learning. The initial category identified through the qualitative data analysis was Positive Experience with Language. One of the questions the interview investigated was whether the students enjoyed learning a foreign language. Almost all of the participants (N=17) answered the question positively. Though they had some difficulty in some specific aspects of learning a foreign language, overall, they exhibited a positive inclination toward learning English. The following excerpts confirm this result.

I know I'm successful in this subject and that I'm interested in it, so I enjoy it and learn well. I usually feel happy when I memorize words, and they stick in my mind, and I can use them somewhere. (Student 1)

I feel happy while learning English because it's a widely recognized language globally. Learning it gives me pleasure. I feel happy in situations like when I learn new information in class or when I learn something together with my friends. (Student 2)

Yes, teacher, I feel happy. I'm learning a new language. I'm learning new words. Of course, one would feel happy. (Student 12)

Definitely. Overall, I love languages too. I've loved them since I was little. Besides English, there are other languages I want to learn or work on. English also makes me particularly happy. Because, apart from my native language, English is my best language. So definitely... (Student 16)

To examine the sources of the students' positive emotions towards learning a foreign language, the data were analyzed more closely. The data were coded under five headings which were "teacher's effect", "peers' effect", "good language performance",

“specific classroom activities” and “possibility of authentic language use”. The frequency of these categories is given in the table below.

Table 23. Sources of Positive Experience with Language

Category	Code	f
Positive Experience with Language	Teacher’s effect	18
	Peers’ positive effect	13
	Good language performance	13
	Specific classroom activities	11
	Possibility of authentic language use	9

As observed in Table 23, the primary source of enjoyment for the students was the teacher-related factors. To investigate the teacher’s effect on language learning the students were asked how their teacher affected their overall enjoyment of learning a language. All of the students (N=18) stated that the teacher had a positive effect on their learning. The teachers’ being supportive was an important factor that influenced students’ attitude towards the lesson. The examples below denote the positive effect of the teacher’s supportive attitude.

Actually, ever since she started teaching, I’ve become more interested in English and feel more motivated to try. Well, I make mistakes. I can’t always form English words correctly. When she helps me with those mistakes, I really appreciate it. I see this as a positive influence. (Student 7)

My teacher has a positive effect. She gives me a sense of comfort. Even if I make a mistake, she assures me that it’s not a problem and encourages me to keep trying. That’s why I feel comfortable. (Student 8)

As the examples above indicate the teacher's supportive attitude played a crucial role in enhancing students' motivation and confidence in learning English. Student 7 felt more interested and motivated since their teacher started teaching, especially appreciating the help with mistakes and vocabulary tasks. Similarly, Student 8 emphasized the teacher's encouragement, which created a comfortable learning environment where making mistakes was not seen as a failure but as part of the learning process. That supportive approach

fostered a positive attitude towards language learning and helped students engage more actively.

The students stated they felt more relaxed and engaged with the lesson when their teacher was not harsh and had a mild attitude. They felt freer to express their opinions and were not afraid of making mistakes. As a result this increased their interest as it is indicated in the examples below.

Teacher, I think my teacher has a positive effect because, you know, I see that there's no pressure on students, and everyone can express their opinions freely. So, I think it's a positive effect. (Student 4)

Yes, there's a positive effect. For example, our previous teacher was stricter. When the teacher is more approachable, it makes us feel more comfortable and increases both our interest in the class and our connection to the teacher. (Student 5)

Student 5 mentioned the negative impact of teacher's being strict. He also pointed out that an approachable teacher can make students more engaged in the lesson and foster a closer relationship with them. Below there are further examples supporting this finding.

If the teacher teaches in a calm, non-confrontational way like you do, I enjoy it. But if they teach angrily or harshly, I wouldn't enjoy it. (Student 6)

I think the English teacher has a big influence. Generally, teachers influence students. If you like a teacher, you'll like the lesson too. Our English teacher helps me learn English because she treats us well, and we feel free to speak and express ourselves. I don't feel shy with her. (Student 10)

The statements above clearly show that the teacher's having a temperate and compassionate demeanor had a significant impact on the students' perception of the lesson. In that case they felt closer to the teacher and more comfortable in expressing themselves. Student 10 pointed out the importance of the teacher's behaviors toward students in learning a language.

Another aspect that the students mentioned about the teacher was being friendly and fun. The teacher's friendliness and ability to make the lesson enjoyable enhanced students' enjoyment of the language and had a positive influence on them.

Teacher, for example, the teacher should not be too boring. They should be fun like my English teacher. For example, like Veysel Teacher. Veysel Teacher talks to us, has conversations. My English teacher also chats with us. It's not always like a regular lesson, sometimes she can joke around, make the students happy. (Student 11)

If I like my teacher, I will enjoy the lesson more and be happier. If the lesson is boring, I don't want to listen to it, and I get bored. (Student 14)

The students' responses demonstrated the importance of teachers being fun and friendly in language learning. Student 11 appreciated teachers who engage in conversations and make lessons enjoyable through humor, which created a relaxed and interactive learning environment. Student 14 reinforced this by stating that their enjoyment of the lesson depended on their liking the teacher. If the teacher is engaging, the lesson is enjoyable, but if the lesson is dull, motivation decreases.

A good student-teacher communication formed a positive classroom environment and as a result increased the students' enjoyment level. Mentioning the importance of forming a good student-teacher communication when learning a language, Student 15 stated as following:

For example, I used to have an English class. When the teacher behaved badly or wasn't very friendly, the students generally started to dislike the class. It depends on the teacher. (Student 15)

After teacher-related factors, peers also played a key contributor to students' enjoyment in language classes. Most of the students (N= 13) mentioned the positive role of their classmates in foreign language enjoyment. The seventh interview question explored whether the classroom environment affected the participants' attitude towards the English course positively or negatively and asked for the reasons for this. While answering this question, the students indicated the overwhelming effect of their peers in contributing a high SCC and as result, a high FLE. The positive effect of peers can be observed in the following examples.

I don't think anyone would mock my mispronunciations or anything. Also, since it's a nice, fun environment, there's no issue with me participating. (Student 1)

For example, when I make a mistake, no one criticizes me. They don't criticize me, so I feel comfortable around them. (Student 8)

I don't think the classroom environment affects me much. As I said, I love learning languages, but if the classroom environment does have an effect, it's positive when no one mocks or creates problems, and they don't laugh. That's a good influence. (Student 15)

The students generally viewed the classroom environment as a positive factor in their English lessons. They emphasized that the absence of criticism or mockery when making mistakes helped them feel more comfortable and willing to participate. While Student 15 stated that the environment did not affect her significantly, she still acknowledged that a non-judgmental atmosphere can have a positive influence. The responses highlighted the crucial role peers play in shaping students' enjoyment of the lesson. A supportive and respectful classroom atmosphere fostered confidence, reducing anxiety about making mistakes. When students felt safe from criticism, they were more likely to engage, take risks, and develop a positive attitude toward learning. This suggests that peer interactions significantly contributed to motivation and overall enjoyment in language learning.

Students also emphasized the effect of the peers' enthusiasm for the lesson on their enjoyment. They stated their classmates' being willing to participate and being active during the lesson increased their enthusiasm, too. The examples below support this.

The classroom environment affects me positively. Seeing that they're (classmates) eager to learn motivates me as well. (Speaker 2)

Everyone participates. It increases our willingness to learn. As I said, the classroom environment influences me positively because everyone respects each other's opinions. And when everyone participates, you feel like you should participate too. Then you start enjoying the lesson. (Speaker 4)

When others participate in the class, it makes me want to participate too. (Speaker 6)

In our class, there are people with good English skills. Seeing them makes me want to work harder. (Speaker 14)

These examples show that the students generally perceived the classroom environment as a positive influence on their attitude toward English lessons. They mentioned that seeing their peers eager to learn and actively participating motivated them to engage more in class. When students saw their classmates actively engaging and progressing, it encouraged a positive learning cycle where enthusiasm spread among them. Furthermore, according to Student 14, having role models with strong language skills could serve as an inspiration, pushing others to strive for improvement. This stressed the importance of peer support in building both confidence and enjoyment in language learning.

Showing a good language performance was another prevalent factor increasing the students' language enjoyment. Many students (N=13) stated they felt happy when they had a good language performance. The forthcoming examples depict their feelings.

For example, when answering the questions you ask and giving the correct answer makes me happy. (Student 3)

For example, when I learn a new word or can say something more fluently, I feel happier because it's important for my future. (Student 5)

Honestly, in language learning, for example, I enjoy repeatedly practicing words over and over again, and then when I need that word, it suddenly comes to mind. I really like that moment. (Student 7)

The happiest moments for me are when I succeed. Of course, when I try something and then manage to achieve it, I'm very happy remembering the effort I put in. (Student 8)

I think speaking, learning new words, and transferring them into conversations make me happy, and it benefits my learning more. (Student 10)

For example, I feel happy when I learn new things, new expressions. When I speak more fluently like that. Learning a new language makes a person happy. (Student 11)

When I learn a new word or when I manage to read something correctly in class, I feel happy. I feel happy when I realize I can do it. When I understand the topics, I feel happy. Or when I pronounce the words correctly, I feel happy too. Some words are really hard. It's hard to read them. (Student 15)

These responses stressed the significant role that good language performance plays in fostering enjoyment in language learning. Students expressed happiness when they successfully answered questions, recalled and used new vocabulary fluently, or achieved progress through practice. The sense of accomplishment derived from correct responses, improved fluency, successful word recall, and overall achievement after effort suggested that mastery and progress in language learning contribute to a more positive and fulfilling experience. This reinforces the idea that foreign language enjoyment was closely linked to students' perceived success and self-efficacy in their learning journey.

More than half of the students (N=11) mentioned the importance of specific classroom activities in FLE. They stated when there were enjoyable activities, they understood better and felt happier. In the following examples the students make comments on the classroom activities they enjoyed and their influence on their learning experience.

Since I've used many books and also attended courses, I find some activities in the books enjoyable. When there are activities I can do and have fun with, I understand better and feel happier in such situations. (...) Yes, I remember. In middle school, in fifth grade, as a class, we sang the song "Everything at Once." It was so much fun; we memorized that song. It was a very nice memory. (Student 1)

Student 1 indicated how enjoyable activities, such as interactive exercises in books and singing songs as a class, enhanced understanding and created positive emotions. These experiences not only contributed to better comprehension but also left lasting, enjoyable memories, reinforcing the link between active participation and language learning enjoyment. Below there are further examples supporting this finding.

Yes, there are fun and interesting aspects. For example, sometimes songs are played to help us learn English, activities are organized, and games are played. They grab my attention. (Student 2)

Teacher, sometimes during activities you organize, I find them interesting, and they contribute a lot. For example, teacher, there was that one where you put words on the board, and we played something like Taboo. (Student 4)

There was an activity you did last term. It was nice. You put papers on the board. (Student 6)

Teacher, we played Taboo, for example. That was a really nice activity. It was exciting to explain things. (Student 11)

For example, there was an activity that I really liked. All the speaking activities we did in class were quite enjoyable and fun for me. (Student 15)

My teacher always taught us English through games. And I still remember it like that. I still use games when I'm doing it now. I think about it. With codes or whatever. It was so much fun back then. It's still the same now. (Student 16)

These responses emphasized the strong influence of interactive classroom activities on foreign language enjoyment. Students pointed out how games, songs, and engaging exercises capture their attention, enhance their learning experience, and make lessons more enjoyable. Furthermore, they stated activities like Taboo and word-based games not only contributed to their understanding but also created excitement and lasting positive memories.

Another source of enjoyment for the students was the possibility of authentic language use. Half of the students (N=9) reported they enjoyed learning the language because there is the possibility of using English in real life. They also maintained that acquiring English skills could benefit their future careers, especially if they choose to work overseas. In this regard, students felt enthusiastic about learning English and enjoyed their classes, appreciating the opportunity to apply the language in real-life situations. This was explicitly reflected in the following statements:

Speaking provides an opportunity to talk to foreigners. There was a foreigner who came to our housing complex. We tried to talk to them a little. That's the only experience I've had. (Speaker 6)

I feel happy when I learn a new word or when I feel that I can communicate with other foreign people because they are foreigners and live in different worlds. (Speaker 10)

For example, you're learning a new language, your speaking ability increases. Like, for instance, if you meet an English speaker outside, it will be better for you to know those words. (Speaker 12)

Yes, teacher, because many fields today have become in English. Also, since there are many job opportunities abroad, we are happy when we learn. (Speaker 13)

Teacher, learning a language makes you a more social person. You can communicate better with others. In the future, teacher, it will be helpful for you abroad or in other places. Language means a new person, a new culture. That's why I really like it. (Speaker 14)

When you learn a language, for example, when we go abroad or even when we're in our own country, being able to talk to a foreigner who we don't know is really important. Because you can learn a different culture, learn something new from them. (Speaker 16)

The results indicated that students find learning English enjoyable and valuable, particularly because it enhances their communication skills and opens opportunities for real-life interactions with foreigners. Several students expressed excitement about speaking with native speakers and using English in practical situations. Others talked about the benefits of learning new words, improving their speaking abilities, and increasing job prospects abroad. Additionally, some emphasized that learning a language fosters socialization and cultural exchange, allowing them to connect with different people and broaden their perspectives.

Lack of Enjoyment in Language Learning was the second category that emerged from the analysis. The fifth question of the interview explored the aspects the students have difficulty in and do not enjoy while learning a language. Only one student answered the question of whether they enjoyed learning a language negatively. The students generally stated they enjoyed learning languages. Though the students enjoyed learning languages in general, there were some specific aspects they struggled with. These aspects were examined in detail. The sources of negative emotions the students experienced were coded into four main themes. The frequency of these codes is demonstrated in Table 24.

Table 24. Lack of Enjoyment in Language Learning

Category	Code	f
Lack of Enjoyment in Language Learning	Speaking-related problems	9
	Peers' negative effect	6
	Grammar	5
	Memorization of words	3
	Teacher's negative effect	2

Some of the students (N=9) stated that they had difficulty in speaking English and had problems with pronunciation. Below are some examples of the situations in which the students have difficulty in the language learning process and as a result, they have a negative feeling towards learning a language. The following excerpts demonstrate the participants' comments on this aspect during the interviews.

What I don't like about learning English is usually speaking. Sometimes I get stuck during speaking; I can't express what's in my mind, and it frustrates me a lot. (Student 1)

When I speak English and mispronounce something, my friends might make fun of me, and that makes me uncomfortable sometimes. (Student 2)

Teacher, the words I can't pronounce. (Student 6)

Generally, when I learn a word, I can't use it, or even if I form a sentence, I can't convey it to the other person. I can't express myself in English. (Student 10)

Student 10 complained about having difficulty in communicating her thoughts in English. Similarly, the student in the following example stated that one of the main problems she had while speaking English was pronunciation. Mispronouncing the words and having to pronounce them over and over again overwhelmed her.

When I mispronounce a word or read something wrong during speaking or reading, I don't want to read it again. I don't like that. It bothers me when I mispronounce or misread a word. (Student 16)

As can be understood from the examples above, the participants had negative feelings towards a specific aspect of language learning. The students expressed discomfort and dislike for mispronouncing or misreading words. Furthermore, they felt frustrated when they could not express themselves in English while speaking.

Some students (N=6) mentioned the negative effect of their peers on their learning process. They stated sometimes they could not feel comfortable enough to speak in the classroom and the peers' attitude affected them negatively. The excerpts below provide some examples for the students' feelings.

When I speak English and mispronounce something, my friends might make fun of me, and that makes me uncomfortable sometimes. (Student 2)

Well, honestly, when we don't practice speaking, it's not something that you can improve by just practicing on your own. You need to talk to others, but sometimes there are situations where I feel shy. Sometimes I can get embarrassed speaking in front of others. For example, (...) when we make mistakes, they sometimes make fun of us. They tease us when we make mistakes. (Student 9)

Well, teacher... My classmates talk all the time, so ...sometimes I feel like talking to them too. It affects me negatively. (Student 17)

The responses showed the negative impact of peers on language learning. Some students stated they felt discouraged from speaking English due to fear of being teased for mispronunciations or mistakes. Moreover, Student 17 expressed disruptive classmates formed a distracting environment, making it harder to stay focused and engaged in learning.

Another aspect of language that the students found difficult and less enjoyable was learning grammar. Some students (N=5) stated that they found grammar hard and did not like it. The following excerpts demonstrate participants' remarks on this matter from the interviews.

I don't like English grammar because it's hard. (Student 3)

What I don't like is grammar. In Turkish, there's grammar, and I don't like learning grammar. I just can't do it. (Student 8)

Teacher, there are some verb conjugations and such. The grammar topics. Those can be frustrating. (Student 13)

All of the students in the examples above indicated that that grammar affected their attitude towards learning a language in a negative way. Student 8 stated that it was not just English grammar that he found challenging but also Turkish grammar.

Memorizing words was another area where students faced difficulty. About one-fifth of the students (N=3) indicated having to memorize words was challenging for them and resulted in a negative attitude towards learning English. Below there are some examples of students' negative statements for memorization of the words.

When learning English, teacher, for example, there are new words to memorize, and forming new sentences with them is a bit challenging for me. (Student 4)

Well, honestly, I don't really like English class. But, I do struggle with certain topics in English, like vocabulary memorization, which I don't enjoy. Other than that, when I start to understand the subject, I feel happy about the lesson.

Well, for instance, I do a lot of vocabulary practice. But even after all that, I still mix up words or they don't come to mind when I need them. I struggle to use the right word in the right context. It upsets me. (Student 7)

The examples above clearly show that some students do not like memorizing words and find it difficult. The statement of the Student 7 indicates that besides memorizing the words, the students are also struggling with using the words in the correct context. Lastly, 2 students mentioned the negative effect of the teacher on language learning during the interviews.

For example, I used to have an English class. When the teacher behaved badly or wasn't very friendly, the students generally started to dislike the class. (Student 15)

My primary school teacher was definitely a little mean to us. She treated us really badly. And because of that, I didn't like English at all at that time. Afterward, English became a beautiful language for me, a beautiful subject because my teacher changed. After my teacher changed, I realized that I liked English. So definitely, it has a huge effect. (Student 16)

These examples demonstrated the significant impact of teachers' attitudes on students' language learning experiences. When teachers were unfriendly or behaved poorly, students tended to develop negative feelings toward English classes, as noted by Student 15. Similarly, Student 16 shared how a harsh primary school teacher initially caused them to dislike English. However, her perception changed once she had a more supportive teacher, ultimately leading her to appreciate the language.

4.2.2. The Factors That Contribute to the Feelings of Connectedness or Disconnection among High School Students

The last research question aimed to examine the factors that contribute to the feelings of connectedness or disconnection among high school students. After the students' positive and negative attitudes were examined in detail, their perceptions of the sense of

classroom community were analyzed at a deeper level. While analyzing the data, two main categories were defined: “Perceived connectedness and support” and “Perceived disconnection and discomfort”.

Firstly, the situations where the participants had a positive sense of community were gone through. The frequency of the incidents of Perceived connectedness and support that the students mentioned during the interviews was 18. This indicated the students experienced a high sense of community and felt comfortable in the classroom.

Upon the data were analyzed closely, it was observed that the effect of peers and the teacher were the main determiners of the students’ sense of classroom community. Many students (N=12) pointed to the positive effect of their peers on forming a positive classroom community. When they had a good relationship with their classmates, they experienced a higher SCC. Below are some examples from the interviews for the effect of peers on students’ SCC.

Since I know all my classmates, it’s generally a pleasant atmosphere. It’s a friendly environment, so I’m not hesitant about what they might say. (Student 1)

The classroom environment mostly affects me positively. I don’t think anyone would mock my mispronunciations or anything. Also, since it’s a nice, fun environment, there’s no issue with me participating. Generally, everyone supports each other. It’s a nice atmosphere. I don’t think there are many cliques, so communication is easy. (Student 1)

I think it’s a good atmosphere because no one interferes with others’ opinions. Everyone is free to express themselves. For example, even if someone says something wrong, they’re not mocked much. So, I think it’s a nice environment where everyone can speak freely. (Student 4)

As I said, classroom environment influences me positively because everyone respects each other’s opinions. And when everyone participates, you feel like you should participate too. Then you start enjoying the lesson. (Student 4)

From these excerpts it can clearly be seen that the students have a positive sense of community. They expressed that they did not fear negative evaluations and they can freely express their opinions. Student 1 indicated that there was a friendly and relaxed environment in the classroom and that affected his attitude towards English positively.

This shows that the peers' positive attitude towards the lesson increases the students' enjoyment level. In these examples, the peers' positive effect can be observed. The following example also supports this.

The classroom environment is positive, teacher. When others participate in the class, it makes me want to participate too. (Student 6)

I feel very comfortable when sharing my thoughts and opinions, teacher. (Student 6)

A close examination of the data revealed that students' overcoming a challenge together as a class or collaboratively developing a solution to a problem is another factor contributing to the formation of a positive classroom environment. According to the students when they found a solution for a problem together, it increased their feeling of connectedness. The following remarks reflect their perspectives:

Recently, class A and B were taken on a picnic, and we were really upset about it. We wondered why we didn't go, as the class teacher had taken them. When we got upset, we decided to do it ourselves. When Emine teacher saw us organizing, she said, "Since you've done it, I'll take you to the picnic area." That made me really happy. (Student 8)

Actually, everyone is really good to their friends, and I think that if there's ever a problem, they'd support each other. So far, there haven't been any issues. (Student 8)

This example shows when students were upset about not being included in a picnic; they took the initiative to organize their own event, which led to their teacher offering to take them as well, creating a sense of accomplishment and happiness. The following example also supports this.

When we played football, the teacher came and took our ball. Teacher, we cleaned the whole class, cleaned the windows, walls, ceilings, and everything. We even cleaned the rows of desks. (Student 13)

Teacher, there is an atmosphere in class. There is a class environment. In some classes, there's a lot of fighting, but we haven't had anything like that this year. (Student 13)

These statements demonstrated the class' acting as a whole in a challenging situation to find a solution has a positive effect on the students' sense of belongingness and connectedness. When faced with the challenge of cleaning the classroom after a football game, students collaborated to clean the entire space, demonstrating teamwork and responsibility. This cooperative attitude fosters a supportive and harmonious classroom atmosphere, where students feel connected and motivated to help one another, contributing to a positive learning environment free from conflict.

The teacher had a significant role in forming a positive classroom environment according to the students. All of the students (N=18) pointed to the role of the teacher in having positive feelings for the lesson and the classroom. When the teacher was understanding and had a welcoming attitude towards students' mistakes, the students felt freer to express their opinions in the classroom. Below there is an example of this situation.

My teacher doesn't give us a bad look when we make mistakes. That's why I feel free to say whatever I want in class. (Speaker 9)

My teacher relaxes me when listening to and helping with my ideas. That's why I don't feel shy with her. But of course, there's still the teacher-student relationship. I also think she helps me a lot. (Speaker 10)

Thank God for my teacher. She really doesn't stress people out that much. Some teachers really do a lot. We had an English teacher who would make us write 5 words. But she isn't like that. Her teaching style is very relaxed. I am very satisfied with her. I can learn her lessons much more easily. It relaxes the whole class. (Speaker 11)

This example highlights the significant impact a teacher has on creating a positive classroom environment. Student 11 expressed gratitude for the teacher's relaxed and low-stress teaching style, contrasting it with a previous experience where strict demands made learning more difficult. The conversation suggests that when teachers foster a calm and supportive atmosphere, students feel more at ease, which enhances their ability to learn. The examples below demonstrate the important influence of the teacher on developing a positive classroom environment.

Teacher, 10D is normally a very talkative class. Really. But in English class, normally they don't say things like this about other teachers, but they say, "English

teacher's class is good, we feel relaxed." For example, no one participates in class normally. Well, sometimes people do, but in English class, there's something special. There's a certain level of participation. (Speaker 11)

Teacher, the teachers are more influential. For example, if they are effective, the class works hard to understand the lesson. (Speaker 13)

In the next example, a student defines the teacher as the most important factor in forming a positive classroom environment.

Teacher, the most important thing is the classroom teacher. The teacher affects the overall atmosphere of the class. Also, students' ability to control their willpower contributes to creating a positive environment. (Speaker 14)

Two students stated the teacher's having a certain level of authority in the classroom could be helpful for a positive community in the classroom.

The teacher's authority and the awareness of my classmates are needed to foster a good classroom environment. (Speaker 2)

(...)Also, I think teacher authority is very important because teachers shouldn't be too lenient with students. There should be some fear of them. Not too much fear, but I think there should be a boundary. You can't be too friendly or too harsh with them. (Speaker 9)

This statement reflects a balanced perspective on teacher authority in the classroom. The student 9 acknowledged that while teachers should not be overly strict or intimidating, they also should not be too lenient. Instead, they advocate for a middle ground, where a certain level of authority is maintained to establish boundaries and respect.

Upon the situations in which the students felt a positive classroom community were analyzed, the data were more closely examined to go over the perceived disconnection and discomfort incidents. As previously mentioned, two main sources influencing the students' sense of classroom community were the teacher's and peers' effect. About half of the students (N=8) talked about the negative effect of their peers on their perception of sense of classroom community. The following excerpts indicated this.

I don't think my classmates are helpful. I mostly learn on my own and with the help of my teacher. (Speaker 2)

The student expressed a lack of cooperation and support from classmates, which suggests a weak sense of community. Instead of feeling encouraged to engage with peers, he relied primarily on the teacher for learning. Another student mentioned discomfort he experienced in sharing his ideas in the classroom in the following example.

Teacher, honestly, I don't feel very comfortable when sharing my thoughts and opinions because if I realize others don't agree with me, I don't want to share my thoughts. For example, let's say five people believe something incorrect, and I know the right answer. Since those five people believe the wrong thing, they'll think I'm the one who's wrong, even though I'm right. (Speaker 4)

When we make mistakes, they sometimes make fun of us. They tease us when we make mistakes. (Speaker 9)

Additionally, the students expressed discomfort in sharing opinions during class discussions. One of them explained that he avoided speaking up when their views differed from those of the majority, fearing that others would perceive them as incorrect. This finding suggested that a lack of peer support and a fear of social judgment discouraged active participation. As a result, the student's engagement in classroom discussions was limited, which may have further weakened their sense of belonging within the learning environment. Below there are further examples denoting different aspects of peers' negative effect.

The class environment can sometimes be unpleasant. There's often a lot of belittling. For example, if I say something, there might be negative comments from the other side of the room, which is uncomfortable. (Speaker 5)

I don't like the classroom environment at all. In terms of friendship, I love all my classmates, but academically, it's a mess. There's a lot of belittling, mocking, and bullying. I'm not talking about myself specifically, but if someone tries to learn, they're often discouraged by being ridiculed. (Speaker 5)

I feel like they interrupt me a lot. The interruptions bother me. Yes, it makes me uncomfortable. Also, they talk a lot, which makes it hard to focus on the lesson. I mean, I talk sometimes too, occasionally. Well, I can't always share all of my thoughts, of course, because of my classmates. (Speaker 7)

The examples showed that while students maintained positive social bonds, negative peer interactions weakened their sense of classroom community. One participant reported a strong sense of friendship but described an unsupportive academic environment, citing belittling, mocking, and bullying that discouraged learning. Another participant mentioned frequent interruptions that disrupted focus, acknowledging that peer behavior sometimes influenced her willingness to participate negatively. These findings suggested that despite friendly relationships, a lack of academic support and disruptive behaviors hindered classroom engagement.

Only two students mentioned the negative effect of the teacher on the classroom environment.

Sometimes we feel like some teachers don't care much about us. They act too casually. They give the impression that they don't care about our opinions. (Speaker 16)

Some teachers seem like they don't care about us much. They act too relaxed. They give the impression that they don't care about our ideas. (Speaker 18)

These examples suggested that students perceived some teachers as indifferent, which negatively impacted their sense of classroom community. Participants expressed that certain teachers acted too casually and gave the impression that they did not care about students' opinions or ideas. This perceived lack of engagement may have contributed to a weaker connection between students and teachers, potentially affecting students' overall classroom experience.

CHAPTER 5

DISCUSSION

This study mainly sought to explore the connection between FLE and SCC among EFL learners in a Turkish high school setting. Additionally, it aimed to determine the levels of SCC and FLE among high school students. It intended to investigate the factors that contribute to enjoyment or lack of enjoyment among high school students and their feelings of connectedness or disconnection. To this end, a mixed-method approach was employed to clarify the research hypothesis. Initially, the researcher gathered quantitative data through the SCC and FLE scales. Descriptive and inferential statistical methods were employed to analyze the quantitative data. After analyzing the quantitative data, semi-structured interviews were conducted with 18 students. The collected data were examined using content analysis.

The previous chapter presented the findings obtained through the study's research instruments. Findings revealed that students experienced a relatively high level of enjoyment and a moderate sense of classroom community in their English classes. With respect to the relationship between gender and enjoyment, no significant differences were observed in language enjoyment and sense of classroom community levels between male and female students. In the same way, no significant difference was found between students who had previously taken an English course and those who had not. However, the present study demonstrated that the presence of an English-speaking family member, along with the frequency of familial support, had a significant impact on levels of foreign language enjoyment. Furthermore, the findings revealed a strong, statistically significant positive association between FLE and SCC. Lastly, the teacher and peers were the most important factors affecting students' SCC and FLE. This chapter examines those results in detail by responding to the research questions.

5.1. THE LEVEL OF PERCEIVED FLE AMONG HIGH SCHOOL EFL STUDENTS

Previous research has emphasized the significance of examining positive emotions in language education (Kristjansson, 2012; MacIntyre and Gregersen, 2012; Dewaele et al. 2019). Accordingly, this study was conducted to examine the levels of language enjoyment and sense of classroom community among Turkish EFL students. The first research

question examined the level of perceived FLE among high school EFL students. The results indicated that in their English classes the students experienced a relatively high level of enjoyment ($M=3.41$). This is consistent with previous studies, which found that students enjoyed the language learning process (Deawele & Macintyre, 2014; Dewaele & Dewaele, 2017; Mierzwa, 2019). According to Özer (2020), students had a high level enjoyment and were motivated to improve their English probably because most of them enroll in private courses for this purpose. Though in the current study, the FLE level of the students was high; it did not result from the same reason. Instead, it was primarily teacher-related factors that contributed to the student's enjoyment. This may be due to the traditional teacher-centered approach commonly used in Turkey, where educators are viewed as the main authority in the classroom. In addition to teaching, they are responsible for managing the overall learning environment, which makes teacher-related factors highly influential in shaping students' emotional experiences.

5.2. THE LEVEL OF PERCEIVED SCC AMONG HIGH SCHOOL EFL STUDENTS

The second research question of this study investigated the level of perceived SCC among high school EFL students. The findings revealed that EFL students in Türkiye had a moderate level of sense of classroom community. This result is in line with some studies in the literature (Rovai, 2002; Pichon, 2016; Anlı, 2019). It can be concluded that Turkish EFL students perceived a sense of classroom community to a certain extent. This may be because they had good relationships with their teachers and peers (Erdem-Aydın & Gumus, 2016; Pichon, 2016; Özer, 2020). Furthermore, engaging classroom activities may be another source of SCC the students (Freeman, Anderman & Jensen, 2007; Özer, 2020). Involving students in meaningful activities can reinforce their sense of value, competence, and belonging (Deil-Amen, 2011).

Erdem-Aydın & Gumus (2016) reached different results from the current study. Investigating the development of a sense of classroom community and team cohesion within the context of online learning they found that the students had a low sense of classroom community in contrast to this study. They attributed this result to the individualistic and competitive nature of the education system in Türkiye. Türkiye is among the countries where access to higher education is highly competitive. Getting an undergraduate degree is widely viewed as a pathway to securing a respectable job. Each

year, millions of individuals sit for the centralized university entrance exam in hopes of gaining admission to a program. However, due to a limited number of available seats, only a small number are admitted to traditional undergraduate programs lasting four years or more. Many others must wait to retake the exam the following year. This fact may be the reason for students' low sense of community (Erdem-Aydın and Gumus, 2016).

5.3. THE EFFECT OF GENDER ON THE FLE AND SCC LEVELS OF HIGH SCHOOL EFL STUDENTS

The third research question of this study aimed to investigate whether there is a significant correlation between gender and the FLE and SCC levels among high school EFL students. Regarding the connection between gender and enjoyment, this study revealed no significant difference in language enjoyment levels between male and female students. A key focus in FLE research is the impact of gender, which has been widely explored in the literature (Dewaele & MacIntyre, 2014; Dewaele et al., 2016; Jiang & Dewaele, 2019; Mierzwa, 2018). This finding aligns with Mierzwa (2018), who also reported that gender did not influence FLE levels among secondary school students. Likewise, Jiang and Dewaele (2019) observed no significant difference in enjoyment levels between male and female students. This finding could be due to both boys and girls enjoying their language classes equally. Their similar upbringing and schooling may contribute to this, as shared experiences without gender-based differences foster a positive environment for learning English.

However, the findings of this study also contrast with previous research (Dewaele & MacIntyre, 2014; Dewaele et al., 2016). Dewaele et al. (2016) found that female students experience greater enjoyment than their male counterparts. This result doesn't align with the findings of the current study. This somewhat conflicting outcome could be attributed to differences in the backgrounds of the learners. As the participants in those studies had varying educational, cultural and social backgrounds, their emotional experiences differed as a result. A student's educational background is a crucial factor in determining their emotional response. In particular, learners with higher language proficiency are more likely to find greater enjoyment in language learning.

With respect to the correlation between gender and the SCC levels among high school EFL students, aligning with existing studies, it was discovered that the variation in the perceived sense of classroom levels between male and female students was not

significant (Atila, 2019; Albert, 2022). In her study, Atila (2019) found that male university students had higher classroom connectedness compared to female students although there wasn't a meaningful difference. This implies that gender is not a determining factor in the sense of classroom community. Male and female students' comparable backgrounds and education might play a role in this since common experiences devoid of gender biases promote a supportive classroom atmosphere.

On the other hand, the results of the current study contradict with that of Rovai (2002). His study revealed that a statistically significant difference was found between the perceptions of male and female students' sense of classroom community. Female students demonstrated a stronger sense of classroom community compared to males. This partially contradictory result may be explained by the diverse backgrounds of the learners. Since the participants in that study came from different educational, cultural, and social contexts, their emotional experiences varied accordingly. A student's educational background, in particular, plays a significant role in shaping their perceptions.

5.4. THE EFFECT OF THE PRIOR ENGLISH COURSE ATTENDANCE, THE PRESENCE OF ENGLISH-SPEAKING FAMILY MEMBERS, AND THE FREQUENCY OF FAMILY SUPPORT ON THE FLE LEVELS OF HIGH SCHOOL EFL STUDENTS

The fourth research question sought to investigate whether there is a significant correlation between prior English course attendance, the presence of English-speaking family members, and the frequency of family support and the FLE levels among high school EFL students.

Per to the effect of prior English course attendance on FLE, no significant difference between those who had taken an English course beforehand and those who had not was revealed. To the best of the researcher's knowledge, there is limited research about the correlation between prior English course attendance and the FLE levels of the students. Contrary to the results of the current study, Özer (2020) revealed there was a positive effect of prior English course attendance on students' FLE levels. She further stated that most of the students attended private English courses, which is an indication of their high motivation to learn English.

As to the effect of the presence of English-speaking family members on the FLE, this study indicated that the presence of English-speaking family members led to

significant differences in foreign language enjoyment. Furthermore, a statistically significant difference in participants' enjoyment levels based on the varying frequency of family assistance was revealed. It can be inferred that the presence of an English-speaking family member and family support have a positive effect on the student's enjoyment levels. Though the research related to the effect of these factors on FLE is limited, the results of the current study are in accordance with the existing literature. Su (2024) stated parents who speak English well can help their children more with speaking practice. They also have more chances to support and be involved in their children's learning, which leads to better educational help over time. In these terms, it can be stated that family plays an important role in shaping students' enjoyment in learning a foreign language. When family members show interest, provide encouragement, or actively support the learning process, students are more likely to feel motivated and enjoy learning.

5.5. THE RELATIONSHIP BETWEEN THE LEVELS OF FLE AND PERCEIVED SCC OF HIGH SCHOOL EFL STUDENTS

The objective of the fifth research question of the current study was to determine whether there is a significant correlation between the level of FLE and perceived SCC of high school EFL students. To answer this question, quantitative research method was applied. Quantitative data was analyzed through the Spearman rank-order correlation test. The results indicated a strong and statistically significant positive correlation between FLE and SCC. It suggests that a strong sense of classroom community is linked to a high level of enjoyment. There is a strong consistency between this result and prior research (Mierzwa, 2019; Özer, 2020; Li, Huang & Li, 2021; Alberth, 2022).

This study indicated a close link between classroom environment and FLE. Li et al. (2021) suggest the relationship between classroom environment and FLE emphasizes the social nature of L2 emotions, with their strong correlation reinforcing the role of environmental influences in shaping FLE. Learners are never truly isolated in their educational experiences, as their goals, content, learning processes, and outcomes are shaped by social contexts and interactions; this happens even when they are studying independently.

Pointing to the importance of a positive sense of classroom community, Mierzwa (2019) stated learners experience the highest levels of enjoyment in learning English as a foreign language when the classroom environment is positive. A positive classroom atmosphere is a key contributor to learners' foreign language enjoyment, as it fosters

comfort and relaxation, which participants generally reported experiencing in their language classes (Özer, 2020). Furthermore, according to Alberth (2022), as learners enjoy their foreign language learning experience more, their sense of classroom community tends to strengthen. Deawele & Macintyre (2014) states a supportive classroom atmosphere can enhance enjoyment. Specifically, students value teachers who are cheerful, humorous, organized, respectful, and who offer praise for strong performance.

In the current study, the teacher and the peers were the main source of a positive classroom community and FLE for the students. When the students had good relationships with their peers and teachers in the classroom, they experienced a high level of SCC and as a result a strong feeling of enjoyment. Mierzwa (2019) defined the factors that made the lesson the most enjoyable for the students as a positive classroom environment and a supportive teacher. In reference to the teacher's role in fostering a positive classroom environment, she notes that teachers can support language learners by valuing effort, promoting perseverance, and fostering strong social bonds. This will result in a supportive classroom where students feel more comfortable communicating without fear or anxiety.

5.6. THE FACTORS THAT CONTRIBUTE TO ENJOYMENT OR LACK OF ENJOYMENT AMONG HIGH SCHOOL STUDENTS IN LEARNING A FOREIGN LANGUAGE

The sixth research question tried to explore the factors that contribute to enjoyment or lack of enjoyment among high school students in learning a foreign language. As previously mentioned, to explore the sources of enjoyment and lack of enjoyment among the students, semi-structured interviews were conducted. The results were analyzed with the help of MAXQDA 2024 software program. After the interviews were analyzed it was revealed that there were five main factors for the students' enjoyment which were as follows: teacher's effect, peers' positive effect, good language performance, specific classroom activities and possibility of authentic language use. In the same way, five factors influencing the students' lack of enjoyment were identified: speaking-related problems, peers' negative effect, grammar, memorization of words, and teacher's negative effect.

The most important source of students' enjoyment was teachers' effect followed by peers' positive effect which was related to the classroom environment. Consistent with the current findings, previous research has shown that teacher-related and factors related to classroom atmosphere contribute to students' enjoyment (Dewaele and MacIntyre, 2014; Li

et al., 2018; Özer, 2020; Yılmaz, 2023). Li et al. (2018) attributed these findings to China's traditional, teacher-led education system. A similar explanation may apply to the results of the present study. In Turkey, the conventional teacher-centered approach positions educators as the primary authority in the classroom. Beyond delivering instruction, they also manage the learning environment. As a result, teacher-related factors play a significant role in shaping students' emotions.

A closer examination of the data revealed specific teacher characteristics such as being supportive, friendly, and encouraging enhanced students' enjoyment. This finding aligns with Dewaele and MacIntyre (2014), Kun et al. (2020) and Özer (2020), who emphasized that teachers' positive actions enhance students' enjoyment. Consequently, it can be inferred that supportive, enthusiastic, and compassionate teachers contribute to a more enjoyable learning experience. Since educators play a key role in shaping students' positive emotions, they should be equipped with strategies to effectively manage their students' emotional well-being. Furthermore, as Özer indicates, since teachers play a crucial role in fostering a positive classroom environment, they can be considered the primary contributors to students' enjoyment. Yılmaz (2023) also supports this finding. She states students felt more comfortable, motivated and enjoyed the lesson more during the language learning course when the teacher is engaging, supporting and encouraging.

Further, the relation between the peers and their attitude toward their friends was discovered to be another significant source of enjoyment among the students. They mention they have a more enjoyable learning experience and feel more confident when their peers are friendly, supportive and don't judge them when they make mistakes. This result is consistent with a number of studies (Dewaele et al., 2017, 2019, 2021; Dewaele & Alfawzan, 2018; Jiang & Dewaele, 2019; Özer, 2021; Yılmaz, 2023). Özer (2020) denotes the students' having a good relationship with their peers in the classroom is very important in terms of forming a positive classroom environment and as a result in enhancing the students' FLE. In the same way, Yılmaz (2023) states the students have a more satisfying language learning experience when they have group work activities and contact with their peers. Therefore, the teacher should try to foster a friendly and supportive learning environment for the students in the classroom.

Moreover, performing a good language performance was an important determinant of the students' FLE. Students mention they feel happy when they can perform certain aspects of English successfully and manage some activities successfully. Some previous studies point to this aspect, too (Dewaele & MacIntyre, 2014; Dewaele & Alfawzan, 2018; Özer, 2020; Yılmaz, 2023). Dewaele & MacIntyre (2014) defines realization of progress as one of the main sources of enjoyment for the students. According to Dewaele & Alfawzan (2018), students have more fun during the lesson when they are proud of their language performances. Özer (2020) supports this idea by stating students' being proud of their achievements has a positive effect on their FLE.

It was revealed that other factors affecting students' enjoyment were well organized specific classroom activities and possibility of authentic language use. Students find some specific classroom activities such as taboo and some vocabulary-related games enjoyable which increases their interest in the lesson. This finding aligns with previous research (Dewaele & MacIntyre, 2014; Dewaele et al., 2017; Dewaele & Alfawzan, 2018; Jiang & Dewaele, 2019). Specific classroom activities such as debates, role plays, games and group presentations boosted the students' enjoyment (Dewaele & MacIntyre, 2014). Jiang & Dewaele (2019) denotes the significance of novel, creative and interesting classroom activities in increasing students' enjoyment. In the same way, Dewaele & MacIntyre (2014) mentions the authentic use of foreign language as another factor influencing FLE though it was the factor with the smallest frequency of episodes, probably because authentic use of the foreign language usually happens outside the classroom. Therefore, effectively structured classroom activities and opportunities for authentic language use are essential in language learning, as they foster engagement, enhance communicative competence, and create a more immersive and meaningful learning experience.

After further analysis of the data, five main factors that contribute to the lack of enjoyment among students were identified. These were, respectively, as follows: Speaking-related problems, peers' negative effect, grammar, memorization of words and teacher's negative effect. These factors align with earlier studies (Dewaele, 2017; Özer, 2020; Yılmaz, 2023). Özer states teacher strictness, perfectionism and fear of negative evaluation, and are the primary contributors to language anxiety and as a result to lack of enjoyment. This suggests that learners are concerned about being judged by their peers,

which leads to discomfort in language learning environments. Furthermore, teacher strictness, as a negative trait, can make students feel uneasy during lessons.

The data revealed that although students enjoyed the language more when they had the opportunity to use it authentically, certain problems related to speaking reduced their enjoyment. This result is supported by previous research (Darancık, 2018 and Yılmaz, 2023). Yılmaz suggests that though students consider speaking to be the most difficult skill to master, they also view it as the most enjoyable. In the current study, another factor leading to lack of enjoyment was grammar. This finding contradicts that of Yılmaz (2023). She stated although grammar was anticipated to be the most tedious skill for learners, the participants unexpectedly identified reading as the most boring aspect of language learning. They reported experiencing the highest levels of foreign language boredom during reading tasks, mainly due to lengthy texts, unengaging topics, and repetitive activity types.

5.7. THE FACTORS THAT CONTRIBUTE TO THE FEELINGS OF CONNECTEDNESS OR DISCONNECTION AMONG HIGH SCHOOL STUDENTS

The last research question aimed to investigate the factors that contribute to the feelings of connectedness or disconnection among high school students. The teacher's and peers' effect were the main sources of feeling of connectedness and disconnection among the Turkish EFL students. Pichon (2016) denoted the importance of these two factors in forming a sense of connectedness and increasing the quality of education. The current study revealed some teacher features that developed a sense of community among the students. Having a friendly attitude, being approachable and supportive were some of these features. In the same way, Pichon states positive instructor behaviors such as being supportive, engaging, and approachable play a key role in helping students feel a sense of belonging. Furthermore, Freeman et al. (2007) suggest that creating a sense of belonging involves showing warmth, being approachable, and encouraging student participation. Therefore, positive teacher behaviors are vital in fostering a strong sense of classroom community and student belonging.

As noted before, this study revealed peers had a significant role in students' SCC levels. This finding was in accordance with the previous research (Erdem-Aydın & Gumus, 2016; Pichon, 2016; Trespalacios & Uribe-Florez, 2019; Özer, 2020). Trespalacios &

Uribe-Florez stated students expressed a preference for instructional activities that promote meaningful interactions with their peers, pointing to the significance of peer relationships in building a classroom community. In the same vein, Özer denoted the essential contribution of positive peer relationships in forming a positive classroom environment. She mentioned that, in order to enhance students' sense of classroom community and boost their level of foreign language enjoyment, teachers should create a welcoming and accepting environment. In such a setting, students can express themselves confidently without the fear of embarrassment.

The current study indicated that lack of cooperation and support from peers was the main reason for the disconnection among the students and a fear of social judgment discouraged active participation. Solomon et al. (1997) confirms that the role of cooperation in the classroom holds particular significance. According to Solomon et al., collaborative interactions serve as a key mechanism through which students can exert meaningful influence and engage in as well as observe positive behaviors among their peers.

Unlike the findings of this study, Erdem-Aydın and Gümüş (2016) linked students' sense of disconnection and low SCC level to the competitive and individualistic structure of the Turkish education system. They suggest that in Türkiye, access to higher education is highly competitive, with limited university spots and intense pressure on entrance exams. This competitive environment may contribute to students' diminished sense of community.

CHAPTER 6

CONCLUSION

This chapter summarizes the current study and offers a conclusion. Afterwards, it discusses pedagogical implications and proposes suggestions for future research.

This study aimed to assess the levels of FLE and SCC among Turkish EFL learners. It also sought to explore the relationship between classroom community and enjoyment. Moreover, the study examined how factors such as previous English course attendance, having English-speaking family members, and the frequency of family support influenced FLE, as well as how gender affected both FLE and SCC. Lastly, the factors that contributed to students' feelings of enjoyment, lack of enjoyment, connectedness and disconnection were investigated.

To ensure data triangulation, the study employed a mixed-method research design. Data were gathered through semi-structured interviews, two questionnaires and a personal information form. Developed by Dewaele and MacIntyre (2014), the FLE scale included 21 items and assessed two components: FLE-Private and FLE-Social. Originally developed in English by Rovai (2002), the SCC scale was later translated into Turkish by Öztürk (2009). In its adapted version, the questionnaire was reduced to 13 items. The researcher developed semi-structured interview questions based on the existing literature and the study's research questions. Following the collection of quantitative data, the researcher gathered qualitative data. Therefore, an explanatory mixed-method research design was employed in this study.

Prior to data collection, ethical approval was secured from the Dicle University Ethics Committee and the MoNE. Information regarding the study's aims and data collection processes was provided to the school administration. Subsequently, the participants and their parents were asked to complete a voluntary consent form. Participants initially were distributed a personal information form, along with the FLE and SCC scales. The gathered data were processed and analyzed through SPSS 24 software. Once the quantitative phase was concluded, the process of collecting qualitative data commenced. As previously stated, participants for the interviews were selected using a convenience sampling method. The researcher carried out semi-structured interviews with 18 students who took part in the study. These interviews were held face-to-face to enable

direct interaction with the participants. Each session lasted approximately 10 to 15 minutes and was audio-recorded for documentation purposes. The researcher transcribed and coded all data prior to analysis. Content analysis was employed to interpret the qualitative findings. The data analysis mainly uncovered the results listed below:

The first research question sought to determine the extent of foreign language enjoyment among Turkish EFL students. The results indicated that the participants experienced a relatively high degree of enjoyment in their English lessons. A closer examination of the mean values for the FLE scale's sub-dimensions showed that the FLE-private component influenced learners' enjoyment more than the FLE-social component. A thorough analysis of the mean scores for each item showed that most of the participants perceived their teachers as encouraging, supportive and friendly. This finding was also supported with the qualitative data.

The second research question aimed to evaluate the participants' general SCC levels. Based on the results, the participants exhibited a moderate sense of classroom community, meaning their level of SCC was average. Further analysis showed that the learning factor has a stronger influence on the sense of classroom community compared to the connectedness factor.

The third research question sought to examine whether there is a notable correlation between gender and the levels of FLE and SCC among high school EFL students in Türkiye. Concerning the relationship between gender and enjoyment, the study found no significant difference in language enjoyment levels between male and female students. In the same way, the findings revealed that the difference in the SCC levels of male and female students was not significant.

The fourth research question of this study aimed to investigate how previous English course participation, the presence of English-speaking family members, and the frequency of family support affect the participants' FLE level. Regarding the impact of prior English course attendance on FLE, no significant difference was found between those who had taken an English course previously and those who had not. However, the study showed that having an English-speaking family member resulted in significant differences in foreign language enjoyment. Additionally, a statistically significant difference was found in the participants' enjoyment levels depending on the frequency of family support. It can be concluded that prior course attendance had no effect on students' enjoyment level

while both the presence of an English-speaking family member and family support positively influenced it.

The fifth research question was centered on exploring the relationship between FLE and SCC. More specifically, it investigated whether students who experience a strong sense of classroom community tend to report higher levels of enjoyment in learning a foreign language. To answer this question, quantitative research method was applied. The results indicated a strong and statistically significant positive correlation between FLE and SCC. It suggested that a strong sense of classroom community was linked to a high level of enjoyment.

The sixth research question investigated the factors contributing to students' enjoyment and lack of enjoyment. The detailed analysis of the qualitative data revealed that, in accordance with the previous research, the main sources of enjoyment for the students were the teacher's effect, peers' effect, good language performance, specific classroom activities and the possibility of authentic language use. On the other hand, the factors causing a lack of enjoyment in students were mainly speaking-related problems, peers' negative effect, grammar, memorization of words and teacher's negative effect.

The last research question aimed to examine the factors affecting the feelings of connectedness and disconnection of the students. When the qualitative data was examined it was revealed that the teacher's and peers' positive effect were the main sources of connectedness while the teacher's and peers' negative effect were the main sources of disconnection among the Turkish EFL students. Most of the students stated when they had good relationships with their teachers and peers; they felt a stronger sense of community.

6.1. IMPLICATIONS

The present study has important implications for language instructors, administrators, teacher educators, ELT students, researchers, and learners. The use of FLE and SCC scales, alongside interview data, enables researchers to systematically explore students' perceptions of their teachers, peers, instructional practices, classroom environment, and their emotional experiences throughout the language learning process. One implication of these findings is the potential to enhance language teaching practices and methodologies by prioritizing students' perspectives and emotional experiences.

The findings of the present study align with the view that language learners encounter both positive and negative emotional experiences (Dewaele & MacIntyre, 2014). However, the field of language teaching has predominantly focused on negative emotions, which have attracted considerable scholarly attention (Horwitz et al., 2010; MacIntyre, 2017). The outcomes of this study reinforce the argument that greater attention should be directed toward examining the function of positive emotions in second language acquisition (Dewaele & MacIntyre, 2014).

The primary theoretical implication derived from this study is that teacher-related variables play a crucial role in shaping foreign language enjoyment. The findings stress the important role of teacher behavior in shaping students' emotional engagement and motivation in the language learning process. A key implication is that teachers' affective features particularly their ability to maintain calm, supportive, and approachable demeanor can significantly enhance learners' willingness to participate. Moreover, it enables them to express themselves freely, and take linguistic risks without fear of judgment.

Furthermore, the results suggest that when teachers foster a relaxed and enjoyable classroom atmosphere through the use of humor, open communication, and engaging interactions, students are more likely to perceive the learning experience positively. This, in turn, contributes to increased FLE, greater confidence, and sustained motivation. Therefore, teacher training programs should emphasize the development of interpersonal skills and emotional intelligence, encouraging educators to cultivate friendly, empathetic, and student-centered classroom practices. Promoting strong teacher-student rapport is not only beneficial for classroom management, but also essential for enhancing students' affective experiences and overall language acquisition outcomes.

Students reported that engaging with captivating content in class enhances their enjoyment. Therefore, it is essential for teachers to maintain an engaging classroom environment by selecting stimulating topics and activities that make lessons enjoyable. Additionally, coursebooks should align with students' needs and interests. In doing so, teachers can encourage positive emotions and boost students' enthusiasm for learning.

This study found that learners with clear goals for learning English, such as pursuing successful careers, tend to be more motivated in their studies. As a result, these students experience greater enjoyment during the language learning process. Therefore, it

is important for teachers to motivate students to establish clear goals for learning English in order to increase their enjoyment and motivation.

The findings of this study also emphasized the significant impact of SCC on FLE. The students with a higher level of SCC tended to experience stronger FLE in the language classes. A positive classroom community, where students feel free to express their opinions without fear of negative judgment, can significantly increase their emotional engagement and motivation to learn. Teachers should foster supportive, inclusive environments where students feel comfortable expressing themselves and engaging with peers. Emphasizing peer support and collaboration can further enhance the collective experience, creating an atmosphere that encourages both personal and academic growth.

Furthermore, Administrators can support initiatives that promote positive classroom dynamics, such as workshops for teachers on building classroom community or integrating cooperative learning strategies. Such efforts can significantly contribute to the overall success of language learning programs by enhancing students' emotional well-being. The results highlight the importance of investigating the relationship between SCC and FLE in diverse classroom settings. Future research can explore how different classroom dynamics, teaching strategies, and peer interactions influence the sense of community and its impact on students' emotional experiences in language learning.

6.2. SUGGESTIONS FOR FURTHER RESEARCH

This study aimed to evaluate the levels of FLE and SCC among Turkish EFL students and also examine the relationship between these two factors. To achieve this, a mixed-methods research design was employed. However, the data were collected from just one state school in Turkey. Future research should incorporate a broader range of schools across the country to validate the findings. Additionally, since the participants were exclusively high school students, the sample is not representative of all EFL learners in Türkiye. Therefore, conducting further research with a larger, more diverse sample, including students from various grade levels, is crucial for generalizing and confirming the results.

This cross-sectional study employed a mixed-method research design to assess FLE and SCC levels of students. While semi-structured interviews were utilized to identify the sources of these emotions, they did not capture fluctuations in FLE and SCC over time.

Therefore, further longitudinal studies are necessary to examine how these emotions evolve. Gaining more insight into the dynamic nature of emotions will help improve the accuracy of our understanding of their role in language education. Additionally, more research is needed to fully comprehend the factors influencing FLE and SCC, as well as their interaction, over an extended period.

The study should be replicated with teachers included as participants. Since this study is based solely on students' self-reports, it is limited to their perspectives. Including teachers' perceptions could yield valuable insights into the factors that influence student enjoyment and sense of classroom community, offering a more comprehensive understanding of these emotions.

The present study demonstrates that teacher-related variables are fundamental factors influencing FLE and SCC. Therefore, gaining more insights into the relationship between teachers' personality traits, FLE, and SCC would enhance our understanding of these dynamics. As a result, additional research is necessary to examine how teacher-related factors influence students' enjoyment and their sense of classroom community.

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APPENDICES

APPENDIX-A. Personal Information Form

Dear Participant,

We kindly request your assistance in providing responses to the following inquiries regarding the learning of foreign languages. This survey aims to take your opinions about your foreign language classes. It is important to note that this is not an exam, so there are no correct or incorrect answers. You do not need to write your name. Your replies will be handled with utmost confidentiality.

Thank you very much for your assistance.

Thesis Advisor

Prof. Dr. Nilüfer Bekleyen

E-mail: rukiyeekici38@gmail.com

Researcher

Rukiye Ekici

PERSONAL INFORMATION

Gender : Male (.....) Female (.....)

Age :

Grade :

Have you ever attended an English course before: Yes (.....) No (.....)

How many siblings do you have : 1(...) 2-3(...) 4-5(...) 6 and more (...)

Is there anyone in your family who knows English: Yes (.....) No (.....)

How often does your family help you with your English lessons:

Never (.....) Sometimes (.....) Always (.....)

APPENDIX - B. Kişisel Bilgi Formu

Değerli Katılımcı,

Sizden yabancı dil öğrenmeyle ilgili olan aşağıdaki soruları cevaplamanızı rica ediyoruz. Bu anket yabancı dil dersleriniz hakkındaki görüşlerinizi almayı amaçlamaktadır. Bu bir sınav değildir dolayısıyla doğru veya yanlış cevaplar yoktur. Adınızı yazmaya gerek yoktur. Cevaplarınız gizlilik ilkeleri çerçevesinde ele alınacaktır.

Katılımınız için çok teşekkür ederiz.

Tez Danışmanı

Prof. Dr. Nilüfer Bekleyen

Araştırmacı

Rukiye Ekici

E-mail: rukiyeekici38@gmail.com

KİŞİSEL BİLGİLER

Cinsiyetiniz: Erkek (.....) Kadın (.....)

Yaşınız :

Sınıfınız:

Daha önce bir İngilizce kursuna gittiniz mi : Evet (.....) Hayır (.....)

Kaç kardeşsiniz: 1(...) 2-3(...) 4-5(...) 6 ve üstü (...)

Ailenizde İngilizce bilen var mı : Evet (.....) Hayır (.....)

Aileniz İngilizce dersinizde size ne sıklıkla yardım ediyor :

Hiçbir zaman (.....) Bazen (.....) Her zaman (.....)

APPENDIX- C. Sense of Classroom Community Scale

Do you agree or to what extent do you agree with the following statements?

	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
1. I feel that students in this course care about each other.					
2. I feel that I am encouraged to ask questions.					
3. I feel connected to others in this course.					
4. I feel that it is hard to get help when I have a question.					
5. I do not feel a spirit of community.					
6. I feel that I receive timely feedback.					
7. I feel that this course is like a family.					
8. I feel uneasy exposing gaps in my understanding.					
9. I feel isolated in this course.					
10. I feel reluctant to speak openly.					
11. I trust others in this course					
12. I feel that this course results in only modest learning.					
13. I feel that I can rely on others in this course.					
14. I feel that other students do not help me learn.					
15. I feel that members of this course depend on me.					
16. I feel that I am given ample opportunities to learn.					
17. I feel uncertain about others in this course					
18. I feel that my educational needs are not being met.					
19. I feel confident that others will support me.					
20. I feel that this course does not promote a desire to learn.					

APPENDIX- D. Sınıf Topluluğu Hissi Ölçeği

Aşağıdaki ifadelere katılıyor musunuz veya ne ölçüde katılıyorsunuz?

	Kesinlikle Katılmıyorum	Kısmen Katılmıyorum	Kararsızım	Kısmen Katılıyorum	Kesinlikle Katılıyorum
1. Bu dersteki öğrencilerin birbirlerini önemsediklerini düşünüyorum.					
2. Bu derste diğer öğrencilerle kaynaşmış olduğumuzu düşünüyorum.					
3. Bir sorum olduğunda yardım almamın zor olduğunu düşünüyorum					
4. Sınıfta bir topluluk ruhu hissetmiyorum.					
5. Bu derste bir aile ortamındaymışım gibi hissediyorum.					
6. Bu derste açıkça konuşmaktan çekiniyorum.					
7. Bu dersin bana bir şeyler katacağına güveniyorum.					
8. Bu derste pek bir şey öğrendiğimi düşünmüyorum.					
9. Bu derste diğerlerine güvenebileceğimi düşünüyorum.					
10. Bu derste öğrenmem için yeteri kadar fırsat verildi.					
11. Bana göre, bu derste öğrenme gereksinimlerim karşılanmıyor.					
12. Diğerlerinin beni destekleyeceklerinden eminim.					
13. Bence bu ders, öğrenmek için hiçbir istek uyandırmıyor.					

APPENDIX- E. Foreign Language Enjoyment Scale

To what extent do you agree with the following statements?

	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
1. I can be creative					
2. I can laugh off embarrassing mistakes in the FL					
3. I don't get bored					
4. I enjoy it					
5. I feel as though I'm a different person during the FL class					
6. I learnt to express myself better in the FL					
7. I'm a worthy member of the FL class					
8. I've learnt interesting things					
9. In class, I feel proud of my accomplishments					
10. It's a positive environment					
11. It's cool to know a FL					
12. It's fun					
13. Making errors is part of the learning process					
14. The peers are nice					
15. The teacher is encouraging					
16. The teacher is friendly					
17. The teacher is supportive					
18. There is a good atmosphere					
19. We form a tight group					
20. We have common "legends", such as running jokes					
21. We laugh a lot					

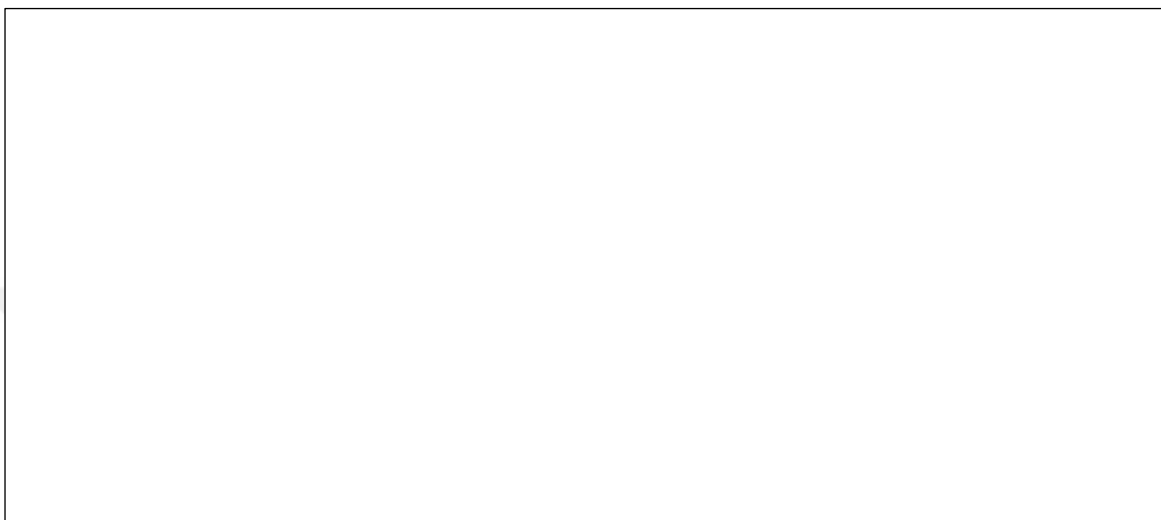
APPENDIX- F. Yabancı Dilden Keyif Alma Ölçeği

Aşağıdaki ifadelere katılıyor musunuz veya ne ölçüde katılıyorsunuz?

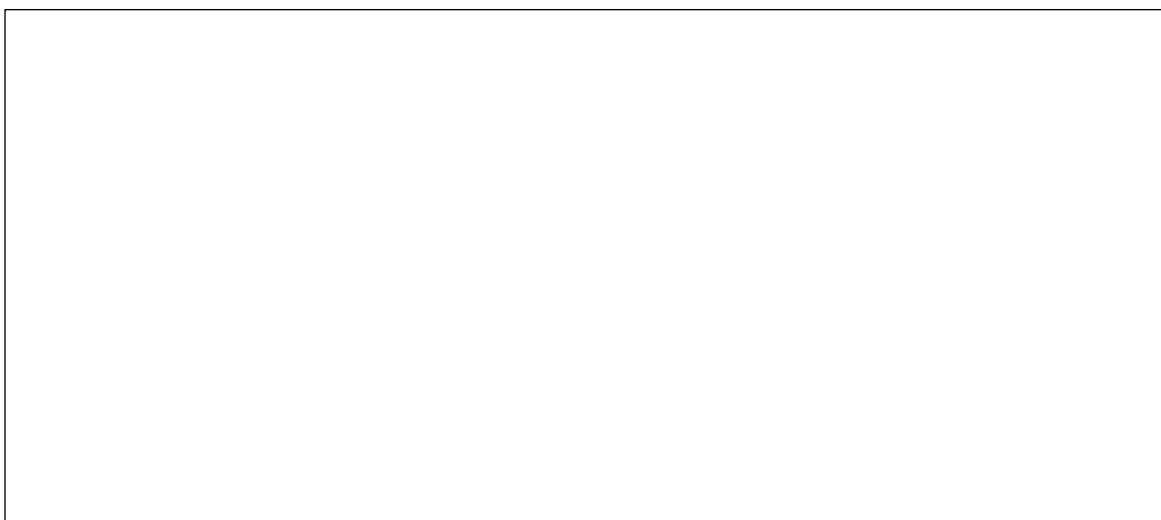
	Kesinlikle Katılmıyorum	Kısmen Katılmıyorum	Kararsızım	Kısmen Katılıyorum	Kesinlikle Katılıyorum
1. İngilizce dersinde yaratıcı olabilirim.					
2. İngilizce dersinde yaptığım utandırıcı hatalara gülüp geçebilirim.					
3. İngilizce dersinde sıkılmam.					
4. İngilizce dersinden keyif alırım.					
5. İngilizce dersindeyken farklı bir insanmışım gibi hissediyorum.					
6. İngilizce dersinde kendimi daha iyi ifade etmeyi öğrendim.					
7. Kendimi İngilizce sınıfının değerli bir üyesi gibi hissediyorum.					
8. İngilizce dersinde ilginç şeyler öğrendim.					
9. Sınıfta başarılarımla gurur duyuyorum.					
10. İngilizce dersinde olumlu bir ortam var.					
11. İngilizce bilmek çok havalı.					
12. İngilizce öğrenmek eğlencelidir.					
13. Hata yapmak öğrenme sürecinin bir parçasıdır.					
14. Sınıf arkadaşlarım iyi insanlar.					
15. İngilizce öğretmenim beni cesaretlendirir.					
16 İngilizce öğretmenim arkadaş canlısıdır.					
17. İngilizce öğretmenim bana destek olur.					
18. İngilizce dersinde iyi bir ortam var.					
19. İngilizce dersinde birbirimize bağlı ve destek veren bir sınıfız.					
20. Sınıfta sürekli şaka yapmak gibi efsaneleşmiş ortak davranışlarımız var.					
21. İngilizce dersinde çok gülüyoruz.					

APPENDIX- G. Open-ended Questionnaire Questions

1. Do you think English class has a supportive environment? Why?



2. Do you enjoy English class? Why?



APPENDIX- H. Açık uçlu Anket Soruları

1. Sınıf ortamının (arkadaşlarınız, öğretmenleriniz vs.), İngilizce öğrenmeniz üzerinde olumlu etkisi olduğunu düşünüyor musunuz? Neden?

2. İngilizce dersinden keyif alıyor musunuz? Neden?

APPENDIX- I. Interview Questions

1. Are you happy while learning English? In what situations do you feel happy?
2. Can you share specific aspects of the language learning process that you find particularly enjoyable or interesting?
3. In your opinion, how does the teacher affect your overall enjoyment of learning a language?
4. Can you recall a specific moment or activity that stands out as particularly enjoyable in your language learning experience?
5. What are the things you do not like while learning English?
6. How would you describe the overall atmosphere in your classroom?
7. Does your classroom environment affect your attitude towards the English course positively or negatively? Why?
8. To what extent do you feel comfortable sharing your thoughts and opinions with the class during class discussions?
9. Have you experienced any challenges in terms of collaboration or communication with your teacher? If so, how were they addressed?
10. Can you recall a specific instance where you felt that the class worked well together as a community to overcome a challenge?
11. How do you perceive the level of support and collaboration among classmates in this class?
12. In your opinion, what factors contribute most to the development of a positive classroom community?

APPENDIX- J. Mülakat Soruları

1. İngilizce öğrenirken mutlu hissediyor musun? Hangi durumlarda mutlu hissediyorsun?
2. Dil öğrenme sürecinin özellikle eğlenceli ve ilginç bulduğun yönlerini paylaşabilir misin?
3. Sence İngilizce öğretmenin senin dil öğrenmekten keyif almanı nasıl etkiliyor?
4. Dil öğrenme deneyimini düşündüğünde özellikle keyif aldığın bir anı veya etkinlik hatırlıyor musun?
5. İngilizce öğrenirken hoşuna gitmeyen şeyler nelerdir?
6. Sınıfındaki genel havayı nasıl tanımlıyorsun/buluyorsun?
7. Sınıf ortamı senin İngilizce dersine tutumunu olumlu yönde mi yoksa olumsuz yönde mi etkiliyor? Neden?
8. Ders esnasında bir konuyu tartışırken düşünce ve görüşlerini sınıfla paylaşma konusunda ne kadar rahat hissediyorsun?
9. Öğretmeninle işbirliği veya iletişim kurma konusunda herhangi bir sıkıntı yaşadın mı? Eğer yaşadıysan problem nasıl çözüldü?
10. Sınıfın bir zorlukla mücadele etmek için bir bütün olarak hareket edip beraber iyi çalıştığı belli bir olay hatırlıyor musun?
11. Bu sınıfta arkadaşların arasındaki işbirliği ve onların birbirine desteklerini nasıl değerlendiriyorsun?
12. Sence, olumlu bir sınıf topluluğunun gelişmesine en çok katkıda bulunan faktörler nelerdir?

APPENDIX- K. Consent Form

Ek-1

Sayın Veli;

Çocuğunuzun katılacağı bu çalışma, "Lise Öğrencilerinde Yabancı Dilden Keyif Alma ve Sınıf Topluluğu Hissi Arasındaki İlişkinin İncelenmesi" adıyla 19/02/2024 ve 18/03/2024 tarihleri arasında yapılacak bir araştırma uygulamasıdır.

Araştırmanın Hedefi: Lise öğrencilerinin yabancı dil dersleri hakkındaki görüşlerini almaktır.

Araştırma Uygulaması: Anket ve Görüşme şeklindedir.

Araştırma T.C. Milli Eğitim Bakanlığı'nın ve okul yönetiminin de izni ile gerçekleştirilmektedir. Araştırma uygulamasına katılımıyla gönüllülük esasına dayalı olmaktadır. Çocuğunuz çalışmaya katılıp katılmamakta özgürdür. Araştırma çocuğunuz için herhangi bir istenmeyen etki ya da risk taşımamaktadır. Çocuğunuzun katılımı **tamamen sizin isteğinize bağlıdır**, reddedebilir ya da herhangi bir aşamasında ayrılabilirsiniz. Araştırmaya katılmamama veya araştırmadan ayrılma durumunda öğrencilerin akademik başarıları, okul ve öğretmenleriyle olan ilişkileri etkilemeyecektir.

Çalışmada öğrencilerden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplar tamamen gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir.

Uygulamalar, genel olarak kişisel rahatsızlık verecek sorular ve durumlar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden çocuğunuz kendisini rahatsız hissederse cevaplama işini yarıda bırakıp çıkmakta özgürdür. Bu durumda rahatsızlığın giderilmesi için gereken yardım sağlanacaktır. Çocuğunuz çalışmaya katıldıktan sonra istediği an vazgeçebilir. Böyle bir durumda veri toplama aracını uygulayan kişiye, çalışmayı tamamlamayacağını söylemesi yeterli olacaktır. Anket çalışmasına katılmamak ya da katıldıktan sonra vazgeçmek çocuğunuza hiçbir sorumluluk getirmeyecektir.

Onay vermeden önce sormak istediğiniz herhangi bir konu varsa sormaktan çekinmeyiniz. Çalışma bittikten sonra bizlere telefon veya e-posta ile ulaşarak soru sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz. Saygılarımızla,

Araştırmacı : Rukiye EKİCİ

İletişim bilgileri : E-mail

*Velisi bulunduğum sınıfı numaralı öğrencisi
.....'ın yukarıda açıklanan araştırmaya katılmasına izin veriyorum.
(Lütfen formu imzaladıktan sonra çocuğunuzla okula geri gönderiniz*).*

.../.../.....

İsim-Soyisim İmza:

Veli Adı-Soyadı :

Telefon Numarası :

APPENDIX- L. Ethics Committee Approval

Evrak Tarih ve Sayısı: 10/01/2024-633870



T.C.
DİCLE ÜNİVERSİTESİ REKTÖRLÜĞÜ
Hukuk Müşavirliği



Sayı : E-14679147-663.05-633870
Konu : İnceleme (Projenin Değerlendirilmesi)

10/01/2024

Sayın RUKİYE EKİCİ

"Lise Öğrencilerinde Yabancı Dilden Keyif Alma ve Sınıf Topluluğu Hissi Arasındaki İlişkinin İncelenmesi" başlıklı çalışmanız Yükseköğretim Kurumları Bilimsel Çalışma ve Yayın Etiği Yönergesi uyarınca Üniversitemiz Sosyal ve Beşeri Bilimler Etik Kurulu Başkanlığı tarafından değerlendirilmiş olup söz konusu çalışmanın bilimsel etik açısından uygun olduğuna ilişkin Üniversitemiz Sosyal ve Beşeri Bilimler Etik Kurulu Başkanlığı kararı Üniversitemiz Rektörlük Makamının 09.01.2024 tarih ve 632817 sayılı Olur'u ile uygun görülmüştür.

Bilgilerini rica ederim.

Av. Rengin AVCI
Hukuk Müşaviri V.

Ek: İlgili Belgeler(1 sayfa)

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu :BSC01VDV3Z Pin Kodu :75482 Adres:Dicle Üniversitesi Rektörlüğü, 21280-Diyarbakır Telefon:+90 412 241 10 00 Faks:+90 412 241 10 56 e-Posta:gensek@dicle.edu.tr Elektronik Ağ:http://www.dicle.edu.tr Kep Adresi: dicleuniversitesi@hs01.kep.tr	Belge Takip Adresi : https://turkiye.gov.tr/ebd?eK=5539&eD=BSC01VDV3Z&eS=633870 Bilgi için: Erkan Seyrek Unvanı: Büro Personeli Tel No: 2237
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Bu belge, güvenli elektronik imza ile imzalanmıştır.

APPENDIX- M. Ethical Approval Obtained from MoNE



T.C.
DİYARBAKIR VALİLİĞİ
İl Millî Eğitim Müdürlüğü



Sayı : E-30769799-44-96560328
Konu : Araştırma İzni (Rukiye EKİCİ)

13.02.2024

MÜDÜRLÜK MAKAMINA

İlgi: a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 21/01/2020 tarih ve 1563890 sayılı 2020/2 Nolu Genelgesi
b) Dicle Üniversitesi Rektörlüğünün 01/02/2024 tarih ve 648364 sayılı yazısı.

Dicle Üniversitesi Eğitim Bilimleri Enstitüsü İngiliz Dili Eğitimi Bilim Dalı Tezli Yüksek Lisans Öğrencisi Rukiye EKİCİ'nin "**Lise Öğrencilerinde Yabancı Dilden Keyif Alma ve Sınıf Topluluğu Hissi Arasındaki İlişkinin İncelenmesi**" konulu araştırma çalışmasını İlimiz Yenişehir Selahaddin'i Eyyubi Anadolu lisesinde uygulama talebi ilgi (b) yazıda belirtilmektedir.

Söz konusu araştırma çalışmasının Türkiye Cumhuriyeti Anayasası, Milli Eğitim Temel Kanunu ile Türk Milli Eğitiminin Genel amaçlarına uygun olarak ilgili yasal düzenlemelerde belirtilen ilke, esas ve amaçlara aykırılık teşkil etmeyecek şekilde gönüllülük esasına bağlı olarak yapılması uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Selahattin BALKAN
İl Millî Eğitim Şube Müdürü

OLUR
Murat KÜÇÜKALİ
İl Millî Eğitim Müdürü

EK:

- 1- Anket Belgeleri
- 2- Değerlendirme Formu

Bu belge güvenli elektronik imza ile imzalanmıştır.

Adres : şehitlik mahallesi mehmet akif ersoy bulvarı eski eğitim fakültesi

Belge Doğrulama Adresi : <https://www.turkiye.gov.tr/meb-ebys>

binası

Bilgi için: BİNGÖL GÜLTEKİN

Telefon No : 0 (412) 322 22 35

Unvan : İşçi

E-Posta: arge21@meb.gov.tr

İnternet Adresi:

Faks:

Kep Adresi : meb@hs01.kep.tr

Bu evrak güvenli elektronik imza ile imzalanmıştır. <https://evrak.syrn.meb.gov.tr> adresinden 7a7d-9947-3a7h-a6a2-4ae8 kodu ile teyit edilebilir



APPENDIX- N. Permission to Use the FLE Scale

12.06.2025 09:43

Gmail - Asking for permission to use Foreign Language Enjoyment scale



rukiye ekici <...>

Asking for permission to use Foreign Language Enjoyment scale

Jean Marc Dewaele

22 Kasım 2023 23:44

Yanıtlama Adresi: j...

Alıcı: rukiye ekici <...>

Hi Rukiye,

Sure!

Here are the scales!

Greetings!

JM

[Alınılana metin gizlendi]



Three emotions scales.docx

17K

APPENDIX- O. Permission to Use the Turkish Translation of the FLE Scale

12.06.2025 09:21

Gmail - Turkish version of Foreign Language Enjoyment Scale



rukiye ekici <

Turkish version of Foreign Language Enjoyment Scale

ZEKİYE ÖZER ALTINKAYA

26 Kasım 2023 10:27

Alıcı: rukiye ekici

Merhaba hocam,
 Ölçeği kullanmanızda hiçbir sakınca yoktur. Ekte bulabilirsiniz.
 Çalışmanızla ilgili destek olup yardım edebileceğim bir konu varsa lütfen iletişime geçmekten çekinmeyin.

p.s.Ben ölçeğin 2014 yılında 21 item olarak geliştirilen şeklini kullandım. Translation-back translation yöntemi ile çevirisini yaptım. Daha sonra yazarlar ölçeği kısaltıp geçerlik ve güvenirlik çalışmasını yaptılar. O halini de kullanabilirsiniz. Ölçeğin çevirisi konusunda destek olabilirim.

İyi çalışmalar.

----- Orijinal Mesaj -----

Kimden: "rukiye ekici"

Kime: "zekiye ozer"

Gönderilenler: 22 Kasım Çarşamba 2023 16:23:04

Konu: Turkish version of Foreign Language Enjoyment Scale

[Alıntılanan metin gizlendi]

**enjoyment turkish version.docx**

15K