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**THE RELATIONSHIP BETWEEN THE ACADEMIC PERFORMANCE AND
ACHIEVEMENT EMOTIONS OF TURKISH TERTIARY STUDENTS**

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

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To my lovely mother, NEŞE ÖNGÖREN...

ABSTRACT

THE RELATIONSHIP BETWEEN THE ACADEMIC PERFORMANCE AND ACHIEVEMENT EMOTIONS OF TURKISH TERTIARY STUDENTS

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This study aimed to examine the relationship between the academic performance of Turkish university students in the language learning process and their achievement emotions. The study also tried to find out whether students' English language levels had a significant effect on their achievement emotions. Finally, the current study investigated the differences in students' achievement emotions over time (before, during after the exams). For these purposes of the research, the sample of the research was collected from 126 volunteer preparatory class students enrolled in a level-based class in the preparatory program at a foundation university in Istanbul. As the data collection tool, the Test Emotions Questionnaire, which is a part of the Achievement Emotions Questionnaire developed by Pekrun, Goetz, and Frenzel (2005) and adapted into Turkish by Can, Emmioğlu-Sarıkaya, and Bardakçı, and the results of 3 exams administered during the Fall Term were used. The data were analyzed using SPSS-25 and LISREL 8.8 programs. As a result, it was found that there was a statistically significant relationship between the students' academic performance and their test-related emotions. Besides, it was concluded that there was a statistically significant relationship between the

students' English language levels and their achievement emotions. Moreover, the results showed that students' achievement emotions differed over time (before, during after the exams), both positively and negatively, depending on their academic performance. Finally, the suggestions for future studies were presented in the research.

Keywords: Achievement Emotions, Test-Related Emotions, Academic Performance, English Language Levels of Students



ÖZET

TÜRK YÜKSEKÖĞRETİM ÖĞRENCİLERİNİN İNGİLİZCE ÖĞRENİMİNDE AKADEMİK PERFORMANSLARI İLE BAŞARI DUYGU DURUMLARI ARASINDAKİ İLİŞKİ

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Bu araştırma Türk üniversite öğrencilerinin dil öğrenme sürecinde akademik performansları ile başarı duygu durumları arasındaki ilişkiyi incelemeyi amaçlamaktadır. Çalışma ayrıca öğrencilerin İngilizce dil düzeylerinin başarı duyguları üzerinde anlamlı bir etkisinin olup olmadığını bulmaya çalışmıştır. Son olarak, mevcut çalışmada öğrencilerin başarı duygularının zaman içindeki farklılıkları araştırılmıştır. Araştırmanın bu amaçları doğrultusunda araştırmanın örneklemini İstanbul ilinde bir vakıf üniversitesinde hazırlık programında seviye temelli bir sınıfa kayıtlı 126 gönüllü hazırlık sınıfı öğrencisinden toplanmıştır. Veri toplama aracı olarak Pekrun, Goetz ve Frenzel (2007) tarafından geliştirilen ve Can, Emmioğlu-Sarıkaya ve Bardakçı tarafından Türkçe'ye uyarlan Başarı Duyguları Anketi'nin Sınav Duyguları bölümü ve dönem içinde uygulanan 3 sınavın sonuçları kullanılmıştır. Veriler SPSS-25 ve LISREL 8.8 programları kullanılarak analiz edilmiştir. Araştırmada gelecekte yapılacak çalışmalar için öneriler sunulmuştur. Sonuç olarak, öğrencilerin akademik performansları ile öğrencilerin sınav duyguları arasında istatistiksel olarak anlamlı bir ilişki olduğu bulunmuştur. Öğrencilerin İngilizce dil düzeylerinin ile başarı duyguları arasında istatistiksel olarak anlamlı bir ilişki olduğu sonucuna varılmıştır.

Son olarak, sonuçlar öğrencilerin başarı duygularının akademik performanslarına bağlı olarak zaman içinde hem olumlu hem de olumsuz olarak farklılaştığını göstermiştir.

Anahtar Kelimeler: Başarı Duyguları, Sınav Duyguları, Akademik Performans, Öğrencilerin İngilizce Dil Seviyeleri



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LIST OF ABBREVIATIONS

AEQ: Achievement Emotions Questionnaire

AEQ-ES: Achievement Emotions Questionnaire for Pre-Adolescents

AEQ-M: Mathematics Achievement Emotions Questionnaire

AEQ-PA: Achievement Emotions Questionnaire for Pre-Adolescents

AEQ-S: A Short Version of the AEQ

ANOVA: Analysis of Variance

CEFR: Common European Framework of Reference for Languages

EF EPI: EF English Proficiency Index

EFL: English as a Foreign Language

LISREL: Linear Structural Relations

MoNe : Ministry of National Education

SPSS: Statistical Package for the Social Sciences

TEQ: Test Emotions Questionnaire

CHAPTER I

INTRODUCTION

This chapter's purpose is to present a summary of the study's background, which is to research the link between the academic performance and achievement emotions of Turkish tertiary students. The study's purpose and significance, along with the research questions are discussed later in this chapter. Next, the definitions of certain terms related to the study are presented. Lastly, the study's assumptions and limitations are discussed in the final section of the chapter.

1.1 Background of the Study

Language learning is considered as the most significant issue all around the world. Furthermore, it can assist us in expressing our thoughts, aspirations, and even dreams (Tavil, 2009). Furthermore, it is indisputable that knowing English provides people with great job opportunities and access to science and technology since it is a global language (Tran et al., 2012). These advantages motivate learners to make a great effort to learn English.

Due to the Englishization of the world, most K16 schools and institutes of education in non-English speaking countries have become or incorporated English language classes in their curricula. (Hu, 2007; Nunan, 2003). However, it has been observed from the literature that most students who graduated from English-medium departments have difficulty communicating at even a basic level (Okari, 2018). As a result, it may be claimed that individuals experience some challenges while learning the language. Moreover, students from certain countries, as well as Turkish students, have difficulty learning English.

According to the EF English Proficiency Index 2021 (EF EPI), students from some countries such as Kazakhstan, Afghanistan, Mexico, and Thailand have very low proficiency levels in English. According to this report, the students from these countries can introduce themselves briefly and understand basic instructions. Besides, students from certain countries such as Brazil, Pakistan, and Turkey have low proficiency levels in English. They can engage in small talks and understand simple e-mails. In this report, Turkey was placed at number 70 out of 1112 (EF EPI, 2020). The countries mentioned above were rated as follows: Brazil 60, Pakistan 63, Afghanistan 87, Mexico 92, Kazakhstan 96, and Thailand 100 (EF EPI, 2020). Hence, it can be claimed that learning English is a vital endeavour in many countries, including Turkey.

On the other hand, when considering the EF EPI report, it is worth noting that Turkey is placed at number 69 out of 100 countries, and the proficiency level is very low. This score was 79 out of 100 countries in 2019, 73 out of 88 countries in 2018, and 62 out of 80 countries in 2017, which referred to a low proficiency level in 2019 (EF EPI, 2019;2018;2017). As a result of the findings of these reports, it can be concluded that there has been no considerable change in the level of English competence in Turkey in the recent five years. That means there is an ongoing problem regarding teaching and learning English in Turkey.

In Turkey, learning English is of utmost importance. Learning and teaching English is also a vital issue from the primary through the tertiary level. However, in terms of English language competency, in particular, the results of some research studies have revealed a widespread worry about the growing gap between the graduates' competency level and the level required for employment (Sarudin et al., 2013).

As mentioned above, the majority of students who graduated from English-medium departments struggle to communicate even on a fundamental level (Okari, 2018). Moreover, in Turkey, it is frequently maintained that even if some people study English for many years, they would never be able to speak it accurately and fluently (Yurtsever-Bodur&Arıkan, 2017). Thus, it is an obvious fact that it is necessary to do some implementations in the educational system. So as to meet this requirement, the Ministry of National Education revamped the English language curriculum for young learners and deployed English in the 2nd grade of state schools in 2017 (MoNE, 2019). However, in spite of the efforts of all the parties involved, teaching and mastering English has been a pressurizing and persistent problem in Turkey (Yaman, 2018; Tepav, 2015; Soner, 2007).

Emotions, age, personality, etc., have an impact on language acquisition (Gardner, 1959). Other emotional aspects that might have an impact on the language acquisition process, such as anxiety, enthusiasm, and perspectives toward acquiring a foreign language, have also been considered (Tran, Moni & Baldauf, 2012). Nonetheless, the main focus of literature has mainly been on the teaching aspect of the language issue. The causes of not being fluent in English have been identified as not having a systematic curriculum (Işık, 2008), not including teachers in the design of syllabi (Tütüniş, 2014), teacher shortage (Kırkgöz, 2005), teacher training not equipping teachers with 21st-century skills (Çinkır & Kurum, 2015; Bayraktaroğlu, 2012; Özoğlu, 2010), crowded classrooms and fear of making a mistake and being mocked (Büyükduman, 2005; Tutaş, 2000; Ekmekçi, 1998), instructional design of the English language courses (Vahapoğlu, 2009), and lack of motivation (Ataman, 2017).

The language problems being looked into from the learners' perspective have mainly focused on gender, age, learners' learning strategies, and educational and socioeconomic status (Şeref & Cin Şeker, 2017; Bülbül, 2015; Harputoğlu, 2015; Elemen, 2014; Güngör, 2013; Silahsızoğlu, 2004). The studies focusing on the learners' emotional state (Yiğit et al, 2020; Şahin et al, 2016; Yastıbaş, 2016; Göksu, 2015; Kayaoğlu & Sağlamel, 2013) and its relation to achievement (Aydoğan, 2016; Büyükkarcı, 2016; Yaman et al, 2011) are fairly limited. The study's purpose was to explore the emotions of Turkish tertiary students with the notion that learners' emotional experiences, like everyone else's, have an impact on their English language learning. Pekrun's Control-Value theory (2006) was used to examine the emotional experiences and achievements of the undergraduates.

In the traditional context, while pleasant emotions such as hope and delight were favorably connected with the effort of students and studying techniques, negative emotions such as boredom were linked to lower performance and increased external regulation (Pekrun, 2006). The assumption underlying the theory is that achievement emotions are emotions that are directly related to the learning process and achievement outcomes, with control and value as critical antecedents.

Control is the perceived casual influence of achievement, while value is the perceived significance of activities and consequences associated with the intrinsic value, attainment value, utility value, and cost dimensions of achievement (Pekrun & Stephens, 2010).

It is stressed in the related literature that exam anxiety, which is among the achievement emotions, is studied and reported the most (Pekrun & Stephens, 2010). However, there are other emotions related to the achievement, such as anger, hope, shame, enjoyment, etc.

To give an example, students might feel angry when they have lots of assigned tasks, or they might be proud of themselves when they pass an exam, or they might be hopeless and ashamed when they fail an exam although they try hard. All of these emotions are related to the feelings of achievement. According to Pekrun (2006), students can experience achievement emotions in six different settings, including before class, during class, after the class, before taking the exam, during the exam, after the exam, before studying, during studying, and after studying. In the current study, the correlation between the academic performance and achievement emotions of Turkish tertiary students who experienced those emotions in the exam contexts was examined.

1.2 Purpose of the Study

This study aimed to look at the outcome (academic performance) and predictor (test-related achievement emotions) variables of Turkish tertiary students studying English language learning.

1.3 Research Questions

The key question guiding this study was: "What are the correlations between the outcome and predictor variables of Turkish tertiary students in English language learning?".

This study mainly focused on the following questions:

1. What is the level of academic performance and achievement emotions of preparatory class students in English classes?

2. Is there a statistically significant relationship between the preparatory class students' achievement emotions towards English classes and their academic success in English classes?
3. Do the students' achievement emotions in English classes significantly predict their academic performance related to English classes?
4. Do the preparatory class students' achievement emotions regarding the exam differ significantly according to time periods (before, during after the exams) and language levels?

1.4 Significance of the Study

Learning a foreign language is more dependent on what is happening inside the classroom and among the learners than on resources and approaches (Stevick, 1980). Even the most innovative procedures and appealing materials can be rendered ineffective if harmful emotional elements are present in the learning environment (Arnold and Brown, 1999). As stated in the Council of Europe 2001, a learner who is attentive and relaxed tends to comprehend and accomplish their goals more than one who is exhausted and stressed.

Emotions have a significant effect on student motivation and following academic and non-academic outcomes (Pekrun, Goetz, Titz & Perry, 2002; Pekrun, 2006). Besides, students' learning and achievement can be maximized by identifying effective approaches that foster adaptive emotional patterns such as learning, self-regulation, and attention (Pekrun et al., 2002).

Therefore, it can be stated that finding out the relationship between academic performance and achievement emotions is vital for better teaching and learning environment and for a solution to the aforementioned problems. Moreover, there are limited research studies on the correlation between the academic performance and achievement emotions in English language acquisition among Turkish tertiary students. Besides, the current study is process-based since the data was gathered at nine different times, and the results were compared to see the effect of these time periods as well. Thus, it is a significant study that has contributed to the literature. Moreover, the obtained findings might raise teachers' awareness of the importance of the achievement emotions to increase students' motivation and learning.

1.5 Definitions

Emotions: Humans' subjective, complex experiences elicited by a multitude of internal and external stimuli, which may occur concurrently in one person via coordinated psychological processes (including behavioral responses): Subjective emotions (monitoring), action proclivity (motivation or activation), evaluation(meaning-making), motor activity(communication, and physiological (support) factors all play active roles (Shuman& Sherer, 2014).

Academic Emotions: These are the feelings that are straight linked to academic achievement (Goetz et al., 2003).

Achievement Emotions: Emotions intimately connected to academic performance are experienced in three academic domains: the classroom, the learning, and the testing domain (Pekrun et al., 2002). These emotions consist of enjoyment, pride, hope, hopelessness, relief, boredom, anxiety, and shame.

Enjoyment: Enjoyment is a pleasant emotional condition that happens when an individual participates in events or activities that fulfill the participant with ambition, aim or need, such as pleasure, security, love, or belongingness (Smith, Harrison & Bryon, 2014).

Anxiety: Anxiety is an emotion of unease, intrusive thoughts about an unknown future, and non-adaptive bodily and mental responses (Xi, 2020).

Anger: Anger can be described as an emotional reaction hazard and stressful situations which can lead to aggressive attitudes and behaviours (Novaco, 2016).

Shame: Shame means a negative judgment of one's global self (Muris, 2015), particularly when measured against one's own firmly held beliefs or ideals (Miceli & Castlefranchi, 2018).

Hope: According to the Cambridge English Dictionary, hope can be defined as expecting anything positive desired to happen in the future.

Pride: According to the Cambridge English Dictionary, it is an emotion of joy and fulfillment that comes from doing or receiving something good from one person or others.

Hopelessness: Hopelessness is an individual's own pessimistic feelings and thoughts about their own future (Greene, 1989).

Boredom: Boredom is an undesirable mental condition characterized by fatigue, loss of interest, and dissatisfaction with particular causal relationships between the components (Wendell, 2014).

Academic performance: It is the performance of undergraduates on the exams administered during the academic year by the Department of Foreign Languages.

1.6 Assumptions

In this study, the following assumptions were made :

- The data collection tools were appropriate for gathering detailed data from the respondents.
- The participants answered the questions themselves.
- The participants answered the questions honestly.

1.7 Limitations

Although this study has met its objectives, there are certain limitations to it. To start with, there were only 126 participants since the convenience sampling was used.

That means with a larger sample, the results may be different. Another limitation is that this study is limited to the 2021-2022 academic years' Fall Term. Thus, it was conducted in 14 weeks. Moreover, all of the questionnaires were shared with the participants via Google Forms. Thus, it was not possible to predict if all of the items had been answered by the participants themselves, which could have influenced the precision of the results.

CHAPTER II

LITERATURE REVIEW

This section's purpose is to examine the previous studies through the variables of this study. The control-value theory's theoretical framework is provided in the first part, which includes a comprehensive review of the theory while examining the achievement emotions' antecedents and past research investigations. Then, based on the current research studies, the second part analyzes the link between the tertiary learners' success at school and achievement emotions. Lastly, there is a synopsis of the relevant literature.

2.1 The Control-Value Theory of Achievement Emotions

The control-value theory is an integrated method for studying distinct feelings encountered in educational contexts and other life domains (Pekrun et al., 2011). Models of the performance impacts of emotions, attributional theories, transactional approaches, and expectanc-value theories of emotions are benefitted to support the theory, as Pekrun and others (2011) mentioned. It broadens these perspectives by combining ideas from many theories and giving emphasis on outcome and activity-related achievement emotions (Pekrun et al., 2011).

In accordance with the system dynamics element descriptions of feelings, are composite, synchronized mental subsystem processes that include behavioural, cognitive, emotional, peripheral physiological, and motivating processes (Scherer, 1984).

To give an example, uncomfortable feelings (affective), concerns (cognitive), a rise in cardiorespiratory symptoms (physiological), and seriously concerned facial expression (expressive) can all occur before a student takes an exam (Pekrun et al., 2011; Pekrun & Stephens, 2010; Pekrun, 2006).

In the control-value theory, achievement emotions are described as “emotions tied directly to achievement activities or achievement outcomes” (Pekrun, Frenzel, Goetz & Perry, 2007, p.15). According to the definition stated here, learners' delight of learning, tedium arising from instructional strategies, or rage at the performance objectives of classroom studies are all examples of achievement emotions (Pekrun, 2006).

The control-value theory identifies a dynamic system (shown in Table 2.1) that includes situational antecedents, cognitive appraisals, and achievement outcomes. (Pekrun, 2006). Each element in the framework has a reciprocal interaction with positive and negative feedback cycles. (Pekrun, 2006).

Table 2.1 Overview of the Control-Value Theory

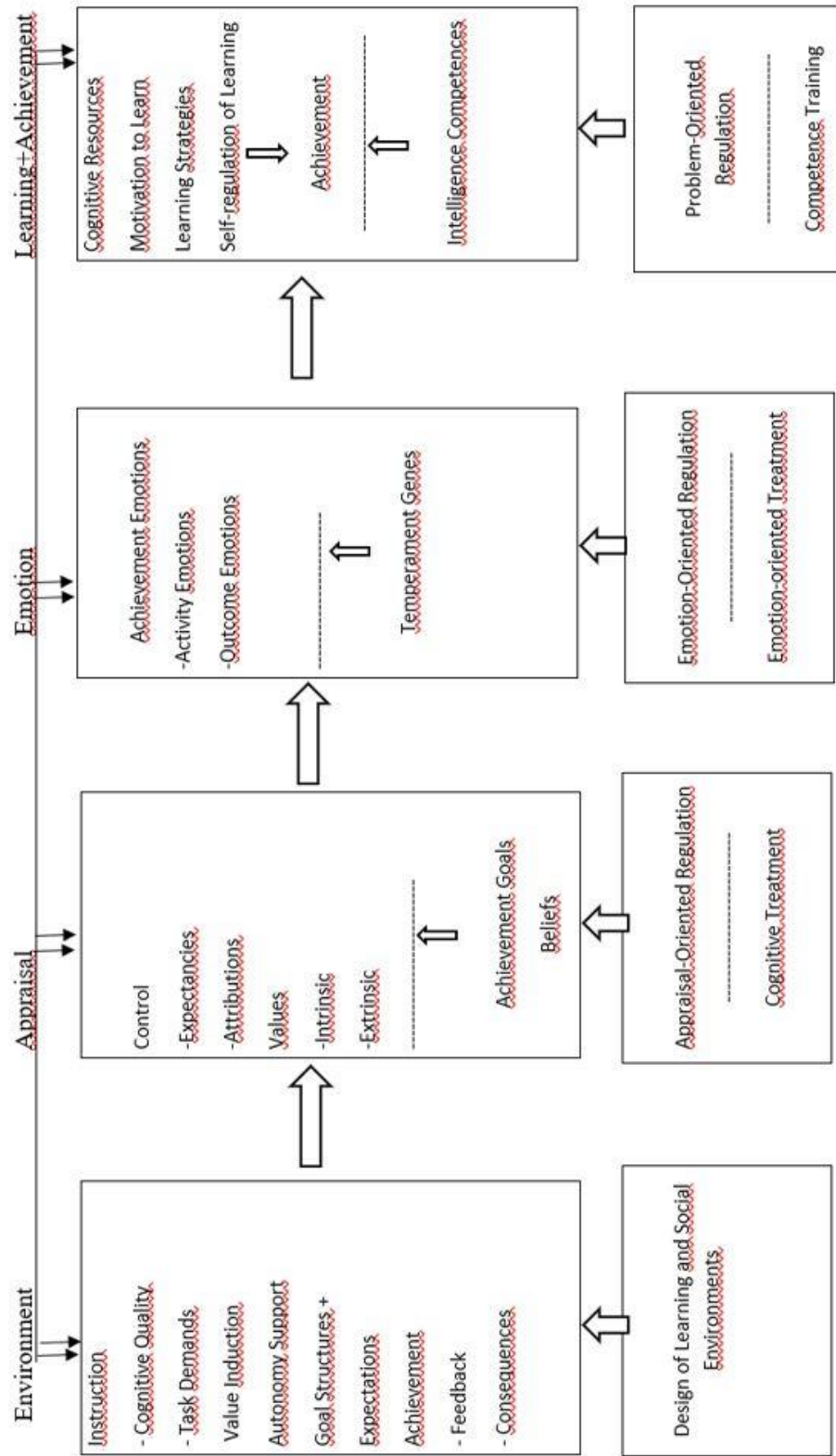


Table 2.1 Overview of the Control-Value theory. It is adapted from “The control-value theory of achievement emotions: assumptions, corollaries, and implications for educational research and practice” by R. Pekrun, 2006, Educational Psychology Review, 18 p.328.

The summary of the control-value theory is presented in Table 2.1. As stated in the table, more distant individual antecedents influence these emotions in the first place by impacting control and value appraisals (Pekrun, Frenzel, and Goetz, 2007). Nonetheless, the theory acknowledges that non-cognitive variables such as hereditary dispositions and psychologically tied temperament can influence emotions (Pekrun, Frenzel, and Goetz, 2007). The control-value theory's premises indicate that efforts to control someone's personal feelings are able to give emphasis on either of the factors listed above in the feedback cycle systems integrating emotion, its antecedents, and impacts (Pekrun, 2006).

Apart from the dynamic system, achievement emotions have a three-dimensional taxonomy. The object focus of achievement feelings is the distinction between activity and outcome emotions in Pekrun's three-dimensional taxonomy. In this taxonomy, the structure of emotions is depicted, which includes activation degree (activating and deactivating), object focus (activity and outcome emotions), and valence (positive and negative).

Table 2.2 The Three-Dimensional Taxonomy of Achievement Emotions

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

Note: A Positive = pleasant emotion; b Negative= unpleasant emotion; c Anticipatory joy/relief

Table 2.2 Three-Dimensional Taxonomy of Achievement Emotions. Adapted from “Achievement emotions: a control-value approach” by R. Pekrun and E.J. Stephens, 2010, *Social and Psychology Personality Compass*, 4, p.239.

There are activity emotions and outcome emotions, as it is stated in the first group, "object focus." Ongoing achievement-related activities are linked to activity emotions, which are based on the observed manageability of actions and their values. To illustrate, enjoyment may result if the activities are controlled and favourably appreciated. On the contrary, if the activities are negatively valued, anger may be experienced.

Furthermore, both prospective and retrospective outcomes are associated with outcome-related emotions. For example, prospective (anticipatory) outcome emotions are experienced, when either favorably considered achievement or negatively considered failing is predicted (Pekrun, Frenzel, and Goetz, 2007).

Anticipatory joy is thought to be induced when one feels in control and focuses on success (Pekrun, Frenzel, and Goetz, 2007). For instance, if a student believes that she has much control over an upcoming exam, she may expect a good grade. On the other hand, if the student focuses on the failure and has a high level of subjective control, anticipatory relief will be experienced (Pekrun, Frenzel, and Goetz, 2007). Another example is that the student can realize that she would be able to avoid a predicted exam failure due to her excellent exam preparation. Even if the exam has not started yet, she will realize that she was probably concerned unnecessarily (Pekrun, Frenzel, and Goetz, 2007).

Moreover, this taxonomy also distinguishes between positive-activating feelings that motivate students to keep learning (pride, enjoyment, and hope); positive-deactivating feelings that cause students to set back their learning pace for a short time, however, motivate them to keep studying (relaxation and relief); and negative-activating feelings that motivate students to cope with challenges in the learning process and negative-deactivating emotions that make students believe that their abilities are limited (boredom, hopelessness, and disappointment) (Chiang&Liu, 2014).

2.1.1 Antecedents of Achievement Emotions

Scherer, Schorr, and Johnstone (2001) stated that in contemporary ideas on emotion psychology, self-related and contextual assessments are thought to be major fundamental predictors of human feelings. (as cited in Pekrun, 2006). Moreover, appraisals are also essential from an academic perspective because they are considered to intercede the effect of contextual elements and may be addressed by educational programmes aimed at fostering constructive emotional development (Pekrun, 2006).

Considering the three-dimensional taxonomy, it can be stated that subjective value and subjective control are two appraisals of the control value theory. Therefore, with respect to control-value theory, achievement emotions' proximal antecedents are control and value appraisals (Pekrun & Perry, 2014; Pekrun, 2006).

The term “subjective control” pertains to a person's perception of their own causal effect on their actions (Skinner, 1996). In other words, based on causal expectations and causal attributions, subjective control is associated with perceived control on accomplishment actions as well as results. The controllability of an action or consequence decided by oneself or other variables is called as perceived control.

On the other hand, expectancies and attributions about links between an accomplishment scenario, the individual, someone's personal achievement actions, and their consequences are seen as significant in terms of subjective control (Pekrun, 2006). Causal expectations are 'probable cognitions' that deal with the relationships between antecedents and potential outcomes (e.g., the effect of recent effort on an forthcoming exam performance) (Pekrun, 2006).

The term "subjective value" pertains to how actions and outcomes are perceived (Pekrun, 2006). In other words, it pertains to how important actions and results are perceived. Subject-value is separated into two categories by the control-value theory: intrinsic values and extrinsic values. There is a connection between intrinsic values and the individual's appreciation of the activities regardless of getting high grades. For example, if a student is willing to learn English, s/he can be encouraged by the challenges in learning English even if s/he does not get good grades in the exams. On the other hand, extrinsic values are concerned with the utility of actions or outcomes in achieving other objectives. The need of studying persistence in order to gain respect from teachers and parents, or the importance of exam results in reaching prospective job aspirations would be given as an example (Pekrun, 2006).

Apart from cognitive appraisals, achievement emotions are influenced by both individual and social factors. According to the control-value theory, as control and value appraisals are considered as proximal antecedents of achievement emotions, any individual variables that affect these appraisals can likewise affect the subsequent emotions (Pekrun, Frenzel, and Goetz, 2007). Two major categories of such variables are individual, academic achievement goals and persistent control and value beliefs (Pekrun, Frenzel, and Goetz, 2007).

Performance-avoidance goals, mastery-approach, and goals performance-approach goals are all examples of achievement goals. Elliot (1999) stated achievement goals are supposed to influence students' cognition and affect (as cited in Pekrun, 2006).

Mastery approach goals direct students' focus on the current competence and activities' positive value, boosting pleasant activity feelings (e.g., enjoyment), and minimizing unpleasant activity feelings (e.g., frustration), while performance-approach goals, on the other hand, direct students' attention to the perceived manageability and the consequences' positive value, resulting in good outcome feelings (e.g., pride and hope) (Pekrun, 2006). Performance-avoidance goals, however, direct learners' focus on the perceived unpredictability of consequences and their negative value, eliciting negative outcome feelings (e.g., hopelessness, shame, and anxiety) (Pekrun, 2006).

Individual control and value views, as well as noncognitive elements such as physiologically dependent emotional character, are thought to be achievement emotions' crucial precursors (Pekrun, 2006; Pekrun, Frenzel & Goetz, 2007). To exemplify, if a student has positive control beliefs about his/her academic achievement in English language learning, activating these beliefs will result in appraisals of difficult assignments as controllable and linked to positive emotions.

Moreover, the control-value theory states that social and cultural antecedents include achievement-related expectancies of significant others, value induction, goal structures, quality of instruction, autonomy support, as well as achievement results which are influenced by control and value appraisals (Pekrun, 2000).

Some research has examined the achievement emotions' precursors (e.g., Held & Hascher, 2022; Sun et al., 2022; Putwain et al., 2021; Ghensi et al., 2021; Yang et al., 2021; Raccanello et al., 2018; Nicolescu et al., 2015).

2.1.2 Domain Specificity of Achievement Emotions

According to the control-value theory, control and value appraisal that underpin achievement feelings might be situational, connected to particular academic domains (e.g., math, English, German, etc.) or branches and assignments within these areas (Pekrun, 2006). The results of the studies presented below revealed that the emotions felt by students can differ according to the various academic domains.

Goetz, Frenzel, Pekrun, and Hall (2006) investigated the emotions' domain-specific nature in English, German, Latin, and maths, focusing on experiences of enjoyment, anxiety, and boredom. In accordance with the control-value theory premises, and the pilot tests' results, the researchers postulated the existence of a predominantly domain-specific structure. There were 721 students in grades 7 through 10 included in the study. The two-faceted dataset (emotions and domains) was subjected to a confirmatory multitrait-multimethod factor analysis, which validated domain specificity assumptions. The authors discovered that students' feelings were more domain-specific than their exam scores, with enjoyment being the most domain-specific feeling tested.

Goetz, Frenzel, Pekrun, and Hall (2007) examined the between and within domain correlations of achievement feelings like anger, enjoyment, hope, etc. In English, German, math, and physics classes. The sample size was 542 (grades 8 and 11). The between-domain relationships of these emotions were poor and unpredictable. According to this study's findings, Goetz et al. (2007) claimed that academic emotions were more domain-specific for 11th graders than 8th graders, which indicates that the between-domain difference grew as students advanced through the grades. Also, as the results showed, within-domain relationships were characterized by emotional feelings of pride and enjoyment, anxiety, anger, and boredom.

The degree of academic emotion within-domain interactions differed greatly across the four academic areas. Within-domain relationships for the two grades, on the other hand, were similar for each of the four domains.

Goetz et al. (2010) investigated the links between academic self-concepts and the feelings of pride, enjoyment, hope, pride, boredom, anger, and anxiety reported by students in German, English, physics, and mathematics classes. The participants of this study were 1710, 8th and 11th graders. Goetz et al. (2010) stated that within-domain correlations between emotions and self-concepts were higher and more robust in quantitative domains (maths and physics) than verbal domains (English and German).

Goetz et al. (2012) conducted research to find out students' achievement emotions such as pride, hope, anxiety, etc, when doing their homework and contrast these homework emotions to the classroom emotions. There were 553 participants from the 8th and 11th grades. Different academic domains such as English, German, maths, etc, were utilized to assess these emotions individually. According to these results, Goetz et al. (2012) claimed that within domains, homework and classroom feelings were found to be related to students' academic self-concept and achievement results, with self-concept being moderately linked to classroom feelings. However, owing to the high contextual homogeneity of homework circumstances within domains, between-domain emotional links for homework feelings were substantially more powerful than for classroom emotions. Furthermore, in both situations, between-domain relationships for emotions were poorer for 11th graders, although within-domain relationships were unaffected by age.

Raccanello, Brondino, and Bernardi (2013) investigated how children describe achievement feelings as a result of grade level, concentrating on scenarios with different settings and academic domains. There were 527 participants from 4th, 7th, and 11th grades who completed questionnaires evaluating ten different feelings using verbal language and mathematics in a variety of circumstances (class, homework, tests). With respect to this study's findings, Raccanello, Brondino, and Bernardi (2013) found subject domains more important than contexts for all emotions; nevertheless, heterogeneity of reality was better illustrated when contexts were also taken into account. The results also revealed substantial variations in most feelings depending on the critical aspect of the contexts, controlled by grade levels; stronger positive feelings for maths and stronger negative feelings for Italian.

Goetz et al. (2014) carried out three studies to improve their comprehension of the between-domain relationships of achievement feelings. The purpose of Study 1, which was carried out with 40 participants from 8th and 11th grades using interviews, was to collect key academic domain characteristics from students' perspectives. Then the second study which was conducted with 1709 8th and 11th graders using questionnaire-based characteristic assessment examined the 13 features revealed in Study 1 as well as achievement feelings in four different academic domains (German, English, maths and physics). Lastly, the Study 3, which was carried out with 121, 8th and 11th graders, state emotions were assessed using an experience sampling approach in the same areas. According to the results, between-domain relationships of characteristics represented between domain relationships of domain characteristics, but not achievement emotions.

Raccanello et al. (2019) investigated the association between primary school students' enjoyment, boredom and anxiety and their level of accomplishment in two categories (native language and maths). 767 students who were from the 2nd and 4th grades took part in this research. The results of this study revealed that the level of anxiety was adversely connected with achievement, and enjoyment was positively associated with achievement; yet, only in native language classrooms did anxiety have an inverse relationship with academic success. There was no discernible link between boredom and academic performance. The data, on the other hand, demonstrated cross-domain anxiety-academic performance relationships. The level of anxiety felt in the native language was found to be adversely connected to maths academic performance, whereas the level of anxiety experienced in maths was inversely associated with native language academic performance. Anxiety, according to this research, is a widespread emotion that affects achievement across various domains.

Clem et al. (2021) investigated cross-lagged relationships between self-concepts of competence and achievement feelings in two core academic subjects (maths and literacy). The sample size was 848. The participants who were from 6th and 7th grades stated their achievement feelings and self concepts of competence four times. In literacy and maths, the findings followed a distinct pattern. Clem et al. (2021) stated that in maths, there was a positive mutual association between ability and enjoyment and inverse connection between anxiety and self-concept. Higher boredom in maths was associated with lower self-concepts of mathematical proficiency, but not the other way around. Literacy, self-conceptence did not anticipate literacy feelings. The results also indicated that achievement emotions, particularly in mathematics, serve as both sources and repercussions of teenagers' self-concepts of competence.

These studies mentioned above prove the significance of domain specificity of achievement emotions. That means achievement emotions is important not only in the domain of English but also in other domains.

2.1.3 Effects of Achievement Emotions

Students' learning, motivation and academic success are all influenced by their feelings (Pekrun et al., 2011). To give an example, future outcome feelings like worry and hope are related to the chance of succeeding or failing, whereas retrospective outcome feelings such as pride are associated with existing accomplishment or disappointment. Furthermore, achievement emotions include activity feelings like anger and enjoyment, which are felt during success-related activities (Pekrun et al., 2011).

Two human affect variables, activation and valence are utilized to categorize types of feelings in the control-value theory. The four basic kinds of emotions coming from these aspects are affirmative activating feelings like delight, affirmative deactivating feelings like shame, as well as negative deactivating emotions such as tedium (Pekrun, 2006; Pekrun et al., 2007; Pekrun et al., 2017).

In agreement with the control-value theory achievement feelings can have a major impact on students' comprehension and educational performance. Students' motivation, learning technique utilization, and self-regulated learning are thought to modulate these effects (Pekrun, 2006; Pekrun et al., 2017). They assist place emphasis on the learning activity, boost intrinsic motivation and promoting learning by conserving cognitive resources (Pekrun et al., 2002, 2004, 2011; Pekrun, 2006). In other words, it can be stated that if students enjoy their learning or have pleasant feelings throughout the educational process, they will be more willing to participate in the lesson, get higher grades in the exams or improve their learning strategies.

On the contrary, positive deactivation feelings like relaxation are considered to decrease attentional resources in the short term while improving long-term willingness to continue learning. (Pekrun et al., 2017). Nonetheless, the negative feeling aroused during the learning process will negatively affect students. These emotions, such as boredom, can discourage or unmotivate students. Moreover, boredom has been linked to lower educational outcomes as it causes distractions, lowers students' motivation, and promotes inadequate learning and memory processing. (Pekrun et al., 2004, 2010, 2011). Furthermore, it is thought that triggering adverse feelings like rage are hypothesized to deplete cognitive resources by generating inappropriate reasoning, such as test anxiety's fears of failure, and to impede intrinsic drive (Pekrun et al., 2017).

In contrast, it is observed from the literature that activating negative emotions is a controversial issue since it is thought that they can either motivate or unmotivate students depending on the context. For example, if a student who gets angry during the learning process wants to be more successful, this emotion will boost his or her confidence and make the student put a great effort into his or her studies. Thus, it triggers the motivation. However, if a student who is angry as a result of his or her studies tends to give up, this emotion will lower the student's motivation and slower the learning process. Thus, it is evident that students' intrinsic and extrinsic motivation has great importance in the learning process.

Moreover, Pekrun (2006) states that reciprocal causation connects emotions, individual and social antecedents, and outcomes over time (See Table 2). That emphasizes on the dynamics of the control-value theory.

Furthermore, the theory indicates that positive feedback loops can cause reciprocal causation (e.g., enjoying the learning process, and capability in learning supporting each other). In contrast, negative feedback cycles may be ubiquitous (for example, test fear producing a drive to prevent failing avoid failure and subsequent achievement, lowering test anxiety) (Pekrun, 2006).

There are several studies conducted so far to investigate the effects of achievement feelings on students' success level and factors affecting their success, such as motivation, self-regulation strategies, etc. To give an example, Perry, Pekrun, Goetz, and Titz (2002) analyzed the links between achievement feelings, grasping and the level of success. The respondents included university and school students. According to the study results students' encouragement, studying approaches, cognitive resources, academic performance and self-regulation were found to be significantly linked to achievement emotions, as well as interpersonal and class antecedents.

Additionally, Ranellucci, Hall, and Goetz (2015) investigated the links between accomplishment objectives, emotions, learning techniques and academic performance using the control-value theory. In the fall and winter semesters, 203 university students from various departments performed domain-general, self-report assessments with sessional GPAs assessed over two years. Ranelluci, Hall and Goetz (2015) stated that performance approach objectives reduced critical thinking, while performance avoidance objectives imply more worry, tedium, critical thinking and poorer educational outcomes. The results showed that while most learning strategies benefit from enjoyment, tedium predicts poor time management, and worry predicts worse self-monitoring and total grade average.

Only in the second semester did learning styles have an effect on subsequent achievement, with elaboration indicating higher achievement and critical thinking indicating a reduced GPA.

In addition, Pekrun et al. (2017) examined the hypothesized mutual impacts model utilizing a long-term study of (Project for the Analysis of Learning and Achievement in Mathematics (PALMA)). For this research; the researchers applied the data from PALMA research for the grades 5-9 in their investigation. Consequently, the study comprised five emotional assessments and five achievement tests. These evaluations cover the period 4 years , which is from Grade 5 to Grade 9 in Germany. The findings revealed that positive emotions like pride predicted eventual achievement, which includes final exam results and achievement predicted these emotions. On the contrary, negative feelings such as shame, anger etc. were reported to be adverse predictors of achievement and academic performance negatively predicted these emotions.

Ismaiel (2015) worked with 315 university students (177 males and 138 females) to examine the effects of achievement emotions such as hope, hopelessness, enjoyment, shame etc. on Saudi EFL learners' English progress. Students' class feelings were assessed with the help of the class-related emotions scale which is part of the AEQ developed by Pekrun, Goetz, Titz and Perry (2002). The findings revealed no variations in achievement or class emotions between science and humanities, except for boredom, which favors the scientific stream. Moreover, emotions were found to account for 65.8% of the diversity in students' academic achievement.

Lei and Cui (2016) conducted a meta-analysis to look into the link between academic performance and academic feelings of Chinese students, as well as the mediating effects of particular region, gender, achievement domain match and age, on these relationships. They benefitted from 35 primary studies with a total of 17,548 individuals.

The results indicated that positive-high arousal and positive low arousal feelings had a substantial positive link with academic performance, whereas negative-high arousal and negative low arousal feelings had a substantial correlation with academic performance. According to the researchers, the outcomes of the study, support the long-held belief that high levels of positive achievement emotions result in high academic performance and low degrees of positive feelings of achievement lead to worse academic performance.

Putwain, Becker, Symes, and Pekrun (2018) claimed that achievement feelings and academic performance have a reciprocal relationship across time and they investigated these relationships. In one academic year, data on two academic feelings: boredom and enjoyment, mathematical academic performance were gathered throughout four rounds waves in 5th and 6th graders. The results revealed that emotions and achievement have a reciprocal relationship. Better degrees of enjoyment and decreased levels of boredom predicted higher levels of achievement, whereas higher academic achievement predicted more significant levels of enjoyment and boredom. In addition, achievement influenced the temporal correlations between emotions.

Furthermore, Masoumi Jahandizi et al. (2018) investigated role of achievement feelings in nursing students' academic performance through the intervention of school performance and cognitive strategies. As a result, it is concluded that academic engagement mediation and cognitive techniques would enhance the impact of achievement feelings on academic achievement, and the research variables demonstrated their function as mediators.

Elmalı-Özsaray and Eren (2018) worked with 475 English preparatory class students to determine the correlations between academic emotions, epistemic curiosity, and graded competence in undergraduate English courses for English preparatory classes.

According to the findings, curiosity as a sense of privation and curiosity as a sense of interest both substantially and positively influenced assessed performance in English courses. Anxiety and boredom were also shown to be strongly but inversely linked to graded competence in English classes.

Lee et al. (2021) investigated the link between meditative and sociocognitive mindfulness and mindfulness, achievement feelings and educational performance. The role of achievement emotions as a mediating component was also investigated. study also looked into the role of achievement emotions as a mediating factor. According to the study's findings, both meditative and sociocognitive mindfulness, both meditative and sociocognitive, had a clear correlation with pleasant achievement emotions and educational performances and a negative correlation with negative emotions, whereas negative emotions were found to be adversely related.

Heckel and Ringeisen (2019) worked with 220 university students to find out the relationships among outcome-related achievement emotions (pride and anxiety), their cognitive predictors (appraisals and online learning-related self-efficacy), and learning outcomes (competence gain and satisfaction) in the context of online learning in higher education. As the findings of the study demonstrated, self-efficacy was found to have favorable connections with pride and inverse correlation with. Interest was linked to feelings of pride, increased competence, and satisfaction. Although anxiety was only adversely connected with pleasure, both outcomes showed clear positive relations with pride. The results also revealed that self-efficacy had three substantial indirect impacts on two outcomes.

Wei et al. (2020) worked with 1423 students in grades 7 to 9 in mainland China to look into middle school students' maths academic emotions and their moderating role in the relations between classroom environmental factors such as teacher-student interactional styles students' mathematical achievement outcomes. The findings revealed that both teacher leadership and learner independence styles were favorably related to learners' mathematics learning outcomes. Furthermore, the correlations between these two interactional techniques, and students' mathematical achievement outcomes were mediated by their academic feelings. The role of these emotions in student learning is highlighted by these findings, which have implications for improving mathematics teaching environments

Apart from the studies stated above, various research studies have been conducted to examine the impacts of some factors affecting the learning process on students' achievement emotions. To illustrate, Can, Bardakçı, and Sarıkaya (2021) investigated the influence of a student response system (SRS) on learners' academic performance and achievement emotions relating to the English class. A total of 83 9th graders (40 females and 43 males) from a Turkish high school took part in the study. The study included one experiment and two control groups. The researchers used SRS to pose questions and deliver immediate feedback to the participants in the experimental group. The first control group received a paper and pen version of the same questions and were given quick feedback. These questions were not requested from the individuals in the second control group. All of the groups were given the English Achievement Test as well as the Class-Related and Test-Related Emotions Questionnaires before and after the implementation process. The findings revealed that employing an SRS had a statistically important influence on students' academic performance in learning English and lessening students' exam anxiety regarding achievement emotions.

Moreover, this student response system had a good influence on students' class-related boredom, enjoyment and exam relief, by employing questions and rapid feedback in a paper and pen format.

Monteiro et al. (2017) examined achievement emotions and how they relate to reported classroom support (from instructors and peers) and the impacts of grade, academic performance, and gender on achievement emotions in maths. In two distinct settings in the study, 1,494 Portuguese 6th and 8th graders were interviewed regarding their impressions of instructor and peer support, as well as their feelings toward maths such as anger, anxiety, pride etc. According to the results, students' views of classroom assistance were favorably connected to positive activating feelings and adversely related to negative feelings. Moreover, the results showed that in both classroom and exam scenarios, students who got higher grades in maths had higher pleasant emotion ratings and lower negative. Furthermore, learners who got higher grades in mathematics had greater positive emotion levels and less negative emotion levels.

When all of these research studies are considered, it might be concluded that while the social environment is intended to form emotions, students' emotions cause an impact on the classroom learning environment (Pekrun, 2006).

2.1.4 Measurement of Achievement Emotions

Students experience different emotions in various academic contexts, such as shame, pride, enjoyment, etc. Students' motivation, achievement, learning, self-esteem, and well-being are all affected by these emotions (Schutz & Pekrun, 2007). Therefore, it is essential to measure these emotions experienced by students. However, there was a lack of instruments in the literature before the Achievement Emotions Questionnaire (AEQ) was constructed.

In order to fulfill this need, Pekrun, Goetz, Frenzel, Barchfeld, and Perry developed (2011) developed this scale to measure one's discrete emotions.

The Achievement Emotions Questionnaire (AEQ) is a multidimensional self-report tool used to examine the achievement emotions of college students (Pekrun, Goetz & Perry, 2005). The AEQ was constructed based on the control-value theory as well as a number of early empirical studies. As Pekrun et al.(2011) mentioned, these studies consisted of exploratory research examining the presence and processes of different achievement feelings (Pekrun et al., 2002; Spangler, Pekrun, Kramer, & Hochstadt, 2002; Titz, 2001) and four quantitative studies on scale development Pekrun et al., 2002; Spangler, Pekrun, Kramer, & Hochstadt, 2002; Titz, 2001) . The scale's emotions were chosen based on these studies' results and three-dimensional taxonomy. As a result, the AEQ takes into account activity feelings (boredom, enjoyment, and anger), retrospective outcome feelings (shame, relief, and pride), and prospective outcome feelings (hopelessness, anxiety, hope) (Pekrun et al., 2011). Furthermore, in terms of valence, the instrument evaluates both positive and negative emotions, as well as activating and deactivating emotions in terms of activation. Thus, the AEQ is made up of the four emotion categories comprising the valence and activation dimensions: positive activating (enjoyment, hope, pride); positive deactivating (relief); negative activating (shame, anxiety, anger); and negative deactivating (boredom, hopelessness) (Pekrun et al., 2011).

The AEQ is divided into three main categories: class-related emotions, test-related emotions, and learning-related emotions. The reason behind it is that according to Pekrun and others (2005), taking exams, studying, and attending classes are the three most significant achievement situations at college or university. That means students may experience various feelings in different achievement situations.

Emotions in each category are also assessed in three different blocks: before, during, and after being in achievement situations. The instrument's test emotions part has been entitled "Test Emotions Questionnaire" (TEQ; Pekrun, Goetz, Perry, Kramer, & Hochstadt, 2004). Therefore, the AEQ includes the Test Emotions Questionnaire (Pekrun, Goetz & Perry, 2005).

There are 80 items on the class-related emotion scales, which measure the following eight emotions: enjoyment, pride, hope, shame, hopelessness, boredom, anxiety, and anger associated with the class. The learning-related emotion scales are made up of 75 items that evaluate the same set of emotions in study circumstances. There are 77 items on the eight test emotion measures, including exam-related hope, enjoyment, relief, pride, hopelessness, shame, anger, and anxiety.

Students' normal, individual emotional reactions in achievement situations (trait achievement emotions) are assessed with the AEQ. It can also measure emotions experienced in single courses (course-specific emotions) or specific settings at certain times by applying alternative instructions (Pekrun et al., 2002;2005).

A team of three professionals, two of whom are bilingual, translated the original German AEQ scales into English. It was also adapted into Turkish by Can and others (2020). Moreover, there are other versions of the AEQ. First of all, the AEQ-S (a short version of the AEQ) was developed by Bieleke and others (2021). Next, the Achievement Emotions Questionnaire for Pre-Adolescents (AEQ-PA; Peixoto et al., 2015) and "Achievement Emotions Questionnaire-Elementary School (AEQ-ES; Lichtenfeld et al., 2012)" were developed to measure elementary school students' emotions. The AEQ-ES was adapted to Turkish by Hacıömeroğlu, Bilgen and Tabuk (2013).

Finally, the Mathematics Achievement Emotion Scale (AEQ-M) was developed by Pekrun, Goetz, and Frenzel (2005) (to assess students' emotions towards maths and was adapted to Turkish by Çalık and Çapa-Aydın (2019).

The original AEQ provides scale and descriptive item statistics. These statistics show that there is enough variety in item scores and that item-total correlations are high. (Pekrun et al., 2005) There is also enough diversity in the scale scores for each scale. The reliability of the AEQ scales ranges from adequate to very good (Alpha = .75 to .93). (Pekrun et al., 2005).

Only the research studies on achievement emotions by academic performance are provided below, as the current study focuses on the relationship between the academic performance and achievement feelings.

2.1.5 Research Studies on Achievement Emotions According to Academic Performance

The current study aims to find the relationship between the academic performance and achievement emotions of students, since there have been a few studies that have looked into the link between learners' achievement emotions and academic performance. To give an example, Pekrun et al. (2017) identified adolescents' development in mathematics. The study was carried out with 3,425 German learners. This study's findings suggested that positive emotions anticipated upcoming achievement and achievement predicted these emotions. Also, negative feelings were shown to be a negative predictor of achievement.

Büchner et al. (2019) used frames of reference, accomplishment objectives, and achievement values to highlight the link between self-based pride and social comparison-based pride with 354 participants. Self-based pride is associated with self-approach objectives, individual success ideals, and performance and affiliation reasons, according to the research.

Social accomplishment values, performance, and power motives, on the other hand, are all positively related to social comparison-based pride. Furthermore, when those antecedent variables are included, the good effect of social comparison-based pride on academic achievement disappears, and a positive effect of self-based pride on academic performance reappears.

Camacho-Morles et al. (2021) conducted a review of the literature on achievement emotions, placing emphasis on activity-related emotions like enjoyment, anger, and their links to academic performance, with two clear objectives: The first objective is to allocate all study results and decide how highly those feelings are associated with academic performance, and the second one is to examine the moderators of those effects. 68 studies were used to conduct a meta-analytical review. There were 57 separate samples of enjoyment, 25 independent samples of anger, 9 independent samples of frustration, and 66 independent samples of boredom in the 68 investigations. The results revealed a favorable relationship between learning enjoyment and academic achievement ($r=.27$) but negative relationships for both anger ($r=-.35$) and boredom ($r=-.25$). The relationship between frustration and performance was nearly negligible ($r=.02$). The results also showed that the correlation between activity emotions and academic performance is greater for secondary school students.

Putwain, Wood, and Pekrun (2022) looked at the reciprocal relationships between test performance and three achievement emotions (enjoyment, boredom, and anxiety), as well as whether academic buoyancy moderated these relationships in the context of mathematics. This study revealed the negative relationships between anxiety and later test performance, as well as negative relationships between subsequent test performance and anxiety.

Moreover, when test anxiety was minimal, and the level of enjoyment was greater, test performance was optimal.

When the studies stated above are taken into account, it can be noted that there are fairly limited research studies examining the relationship between academic performance and achievement emotions, except for anxiety. Therefore, there is a need to conduct more studies to find the links between students' academic performance and other achievement emotions (e.g., shame, pride, etc.).

2.1.6 Summary of the Related Literature

As the related literature shows, achievement emotions influence students' learning and motivation. Therefore, they are vital for a better teaching and learning environment. Also, as Pekrun (2006) stated, achievement emotions can be situation-specific which refers to different academic subjects. That means these emotions are significant and can occur in any academic domain, not especially in mathematics or English. Moreover, as the studies in the related literature review, the effects of achievement emotions are in a correlation with the academic performance. That means the academic performance of students directly influences their achievement emotions or vice versa.

Furthermore, there have been no studies regarding the correlation between the language levels of learners and achievement emotions. Thus, the study's aim was to examine the relationship between the academic performance and achievement emotions of Turkish tertiary learners regarding their academic performance, and English language levels.

CHAPTER III

METHOD

This chapter's main aim is to present the research methods in great depth. First of all, the research design is discussed in relation to the study's purpose. Next, the research variables' definitions are provided. Then, the setting and participants, data gathering process, including data gathering tools, and analysis of the data and the reliability and validity analysis of the measurement tool are described.

3.1. Research Design

This study used a non-experimental predictive correlation design to seek significant correlations between students' academic performance and achievement emotions that were experienced during the English language courses they were taking.

The studies conducted so far in English language learning have been restricted to only one adverse emotion: exam anxiety. Nonetheless, in research studies covering primary to postgraduate education, positive and negative feelings generated during the process of learning have been linked to academic success on exams (Pekrun & Linnenbrink-Gracia, 2014). Therefore, this study was conducted to explore if there is a connection between English preparatory class learners' positive and negative emotions and their level of success. The variables were not manipulated; thus, the study was non-experimental.

In non-experimental research, predictive designs are preferable when the researcher is unable or unwilling to change the predictor variables (Howell et al., 2011; Reio, 2016).

However, considers the related literature confirms the theory that the result variable and the predictor variables might also have a causal association. (Howell et al., 2011). Besides, predictive correlation studies analyze numerous independent variables to construct a model for predicting when a specific result will occur (Portney and Watkins, 2009; as cited in Glasofer and Townsend, 2020).

There is sufficient evidence in this study to demonstrate that the test-related emotions' predictor variable stated by preparatory class learners might have an effect on the process of learning, which might influence academic achievement's outcome variable. Thus, this thesis was intended to be conducted using the predictive correlation approach to investigate the correlation between the tertiary learners' achievement emotions and academic performance to narrow the knowledge gap in the literature.

3.2 Research Variables

Achievement emotions for English classes: This is one of the independent variables of the study, which was measured by the Turkish version of the Achievement Emotions Questionnaire – Test Emotions (AEQ). The AEQ was developed by Pekrun (2006) and adapted to Turkish by Can, Emmioğlu-Sarıkaya, and Bardakçı (2020). The scale has eight dimensions: enjoyment, pride, hope, boredom, shame, anger, hopelessness, and anxiety. Since it includes more than one dimension, mean scores for each dimension were calculated individually. As a result, higher scores on each dimension indicate that students have a high level of emotion in that domain. The scale of measurement is considered an interval.

English language levels of participants: This is one of the independent variables of the study whose scale of measurement is considered nominal. The students were asked to write their classes which show their English language level. There are 4 different levels in this study: Beginner, Elementary, Pre-intermediate and Intermediate.

Academic Performance: Academic performance of students was measured by three exams administered during the course. In order to assess students' academic performance, they were required to write down their exam results. The grades in this preparatory school range between 0 and 100.

3.3 Setting and Participants

This study was conducted in a preparatory program at a foundation university in Istanbul, Turkey. The Department of Foreign Languages, which was founded in 1977, was accredited on 06 July 2018 by Pearson Assured. The primary goal of this program is to help students develop their general foreign language background as well as the four core language abilities of reading, writing, listening, and speaking. The English Preparatory Program consists of one academic year, which is split into 2 semesters, each lasting 14 weeks in the fall and spring terms.

This program consists of four levels based on CEFR (Common European Framework of Reference for Languages). These levels are as follows: Beginner-A1, Elementary-A2, Pre-Intermediate-B1, and Intermediate-B2. Students are registered in one of the level-based classes according to their English levels. Students who enroll in an English-medium program first take the English Placement. Students who score 40 or higher in this exam take the English Proficiency Exam.

While students who receive enough points in the English Proficiency Exam, depending on the department in which they are enrolled, begin their undergraduate studies, other students who do not receive enough points attend the English Preparatory Class.

There are 6 Beginner level classes, 6 Elementary classes, 4 Pre-intermediate level classes, and 3 Intermediate level classes. In each classroom, the number of students is between 18-24. Students begin the semester on the level determined by the results of the placement test administered at the beginning of the academic year. There is no passing Students must pass their achievement and final exams, as well as completing specific assignments, in order to receive enough credit to pass. Per term, students need to take two achievement exams and a final exam, complete their online homework on the Macmillan System, read the articles and do the related tasks on Achieve3000 and keep a writing portfolio.

Due to the Covid-19 pandemic, the hybrid learning method has been implemented this year. From Monday to Wednesday, students who prefer to come to the campus can attend face-to-face lessons, and other students can attend lessons online. However, all students are required to attend lessons online on Thursdays and Fridays.

A total of 126 participants took part in this study. They were between the ages of 18 and 36. There were at least 3 participants from each classroom. Therefore, it can be said that the English language level of participants varied.

3.3.1 Demographic Information about the Participants

In the first questionnaire 6 questions were asked to determine the participants' demographic profile. These are :

- Gender
- Age
- Department
- Language Level (Beginner/Elementary/Pre-intermediate/Intermediate)
- Which high school did you graduate from?
- How long have you been living in Istanbul?
- Is there anyone who can speak English in your family?

When the answers related to the demographic information were examined, it was found that 71 (56.3%) of the participants were female, while 55 (43.7%) of the participants were male. In addition, 23 (18.3%) of the participants were beginners, 51 (40.5%) of the participants were elementary level students, 40 (31.7%) of the participants were pre-intermediate level students, and 12 (9.5%) of the participants were intermediate level students. In addition, the average age of the participants was 19.

Furthermore, the results regarding the departments of the participants are as follows: There were 60 (47.6%) participants enrolled in Engineering, 20 (15.9%) enrolled in Architecture, 7 (5.6%) enrolled in English Language Teaching, 14 (11.1%) enrolled in English Language and Literature, 12 (9.5%) enrolled in Business, 6 (4.8%) enrolled in International Relations, and 7 (5.5%) enrolled in other departments. These results reveal that 94,5% of the participants were enrolled in English-medium departments.

In terms of high school, it was found that 76 (60.3%) of the participants graduated from one of the state high schools in Turkey. On the contrary, 50 (39.7%) of the participants graduated from one of the private high schools in Turkey. Additionally, 30 (23.8%) of the participants have been living in Istanbul for less than 5 years. 1 (0.8%) of the participants have been living in Istanbul for 6-10 years. And, 95 (75.4%) of the participants have been living in Istanbul for at least 11 years. Moreover, 75 (59.5%) of the participants stated that there is someone in their families who can speak English, while 51 (40.5%) stated that there is no one who can speak English in their families.

Table 3.1 Demographic Information about the Participants

		NUMBER	PERCENTAGE
GENDER	MALE	55	43.7%
	FEMALE	71	56.3%
RESIDENTS IN ISTANBUL	1-5 YEARS	30	23.8%
	6-10 YEARS	1	0.8%
	11 + YEARS	95	75.4%
DEPARTMENTS	ENGINEERING	60	47.6%
	ARCHITECTURE	20	15.9%
	ENGLISH LANGUAGE TEACHING	7	5.6%
	ENGLISH LANGUAGE AND LITERATURE	14	11.1%
	BUSINESS	12	9.5%
	INTERNATIONAL RELATIONS	6	4.8%
	OTHERS	7	5.5%
HIGH SCHOOL	STATE	76	60.3%
	PRIVATE	50	39.7%
LANGUAGE LEVELS	BEGINNER	23	18.3%
	ELEMENTARY	51	40.5%
	PRE-INTERMEDIATE	40	31.7%
	INTERMEDIATE	12	9.5%
ENGLISH SPEAKING FAMILY MEMBERS	YES	75	59.5%
	NO	51	40.5%

3.4 Procedures

In this part, sampling, data gathering tools, data collection procedure, and analysis of the data and the reliability and validity analysis of the Test-Related Emotions Questionnaire were covered in depth.

3.4.1. Types of Sampling: This is a process-based study. That means each participant was required to complete 9 questionnaires. Therefore, random sampling was not used, and only volunteers were chosen for the study. In addition, since it was almost not possible to collect the data from all students enrolled in the preparatory classroom, convenience sampling was adopted. Convenience sampling is a kind of nonprobability sampling that can be used to choose respondents who are available for the study (Fraenkel, Wallen & Hyun, 2012). Choosing a group of people who are convenient for the study is the most advantageous feature of this sampling (Fraenkel, Wallen & Hyun, 2012)

3.4.2 Data Collection Tools

The Achievement Emotions Questionnaire (the AEQ) (Pekrun, 2005) was the initial data gathering instrument. As mentioned before, the AEQ assesses various achievement emotions that students experience when in class, studying, and taking tests. The participants of the study were requested to complete the test-related emotions part. The second data collection tool was two achievement exams and one final exam administered during the course. The comparison of the exam results was used to explore the relationship between the level of success and the achievement feelings of students.

3.4.2.1 The Achievement Emotions Questionnaire

The first data collection tool was the test-related emotions scale part of the Achievement Emotions Questionnaire (the AEQ) (Pekrun, 2005). The Achievement Emotions Questionnaire consists of 3 main parts such as class-related emotions, test-related emotions, and learning-related emotions. However, only the test-related emotions section was employed as a data gathering instrument technique in this study. The participants assessed their degree of agreement on various emotions using a Likert scale ranging from Strongly disagree (1) to Strongly agree (5). The respondents were able to simply complete the survey since the choices represented the degree of agreement each respondent had on the particular issue. There were 76 questions in total.

3.4.2.2 Academic Performance

To find out the students' academic performance in English, a comparison of the exam results was used. The students took two achievement exams and one final exam during the fall term.

3.4.2.2.1 Achievement Exam I

This exam was administered on November 5, 2021. The exam content was as follows: Vocabulary&Structure, Listening for main ideas and Reading for details. There were 20 questions in total.

3.4.2.2.2 Achievement Exam II

This exam was administered on November 26, 2021. The exam content was as follows: Vocabulary&Structure, Listening for main ideas and Reading for details. There were 20 questions in total.

3.4.2.2.3 Final Exam

The written part of the exam was administered on December 17, 2021, while the speaking part was administered on December 24, 2021. The exam content was as follows: Listening for main ideas (5 questions), Listening for details(5 questions), Reading for main ideas(5 questions) and Reading for details (5 questions), Writing (short and long answers), and Speaking (3-5 minutes).

Table 3.2 Exam Calendar and Content

Exam	Date & Content
Achievement Exam I	November 5, 2021 Vocabulary&Structure (10 questions) Listening for main ideas (5 questions) Reading for details (5 questions)
Achievement Exam II	November 26, 2021 Vocabulary&Structure (10 questions) Listening for main ideas (5 questions) Reading for details (5 questions)

Final Exam	December 17, 2021 (Listening, Reading and Writing) Listening for main ideas (5 questions) Listening for details (5 questions) Reading for main ideas (5 questions) Reading for details (5 questions) Writing (short and long answers) December 24, 2021 (Speaking) Speaking (3-5 minutes)
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3.4.3 Data Collection Process

The essential authorization was obtained from both the Yeditepe University Human Subjects Ethics Committee and the Head of the Department of Foreign Languages at Istanbul Kültür University in order to conduct the current study. Then, to use the Turkish version of the AEQ which was adapted to Turkish by Can, Emmioğlu-Sarıkaya and Bardakçı (2020), the required permission was taken from Yafes Can, Esma Emmioğlu Sarıkaya and Salih Bardakçı. After the permissions were taken, the study was conducted with 126 preparatory class learners in four main stages during the fall term of the 2021-2022 academic year.

As for the first stage, a pilot study was conducted with 10 students and two EFL instructors in order to omit the questions that might cause ambiguity or negative effects on students. The pilot study was conducted in September 2021. The voluntary students who were enrolled in one of the Elementary level classes were chosen for the pilot study. Two EFL instructors also examined the questions. As a consequence of the pilot study, the item 44 “I feel humiliated” belonging to the during taking the exam part, was omitted since it was concluded that this question made students feel underestimated and being looked down on. Thus, although the original scale consists of 77 questions, this adapted version consists of 76 questions (See Table 3.3).

Table 3.3 The Number of Questions Regarding the Sub-dimensions of Achievement Emotions

Sub-dimension	Number of questions
Enjoyment	10
Hope	8
Pride	10
Relief	6
Anger	10
Anxiety	12
Shame	9
Hopelessness	11
Total :	76 questions

The second stage started in the last week of October 2021, and students completed the “Before Taking the Exam” part. Then, on November 5, 2021, they took the Achievement 1 Exam and completed the “During Taking the Exam” part. Finally, the last step of this stage was completed in the second week of November 2021 with the “After Taking the Exam” part.

For the third stage, the participants were requested to answer the questions in the “Before Taking the Exam” part in the third week of November 2021. Next, they took Achievement 2 Exam on November 26, 2021 and completed the “During Taking the Exam” part. Finally, the participants completed the “After Taking the Exam” part in the first week of December 2021.

Last but not least, for the last stage, students answered the questions in the “Before Taking the Exam” part in the second week of December 2021. They took the written part of the Final Exam on December 17, 2021, and the speaking part on December 24, 2021. On December 24, students completed the “During Taking the Exam” part. Finally, the last step of this stage was completed in the second week of January with the “After Taking the Exam” part.

3.4.4 Data Analysis

There are 8 different sub-dimensions of the test-related emotions part of the AEQ (enjoyment, hope, pride, relief, anger, anxiety, shame, hopelessness), and the measurement models were established for each sub-dimension using LISREL 8.8 by the researcher. Apart from the chi-square statistics, other fit indices are also reported for each sub-dimension. These are Root Mean Square Error of Approximation (RMSEA), Incremental Fit Index (IFI), Goodness-of-fit Index (GFI), Normed Fit Index (NFI), and Comparative Fit Index (CFI). Moreover, reliability was tested through Cronbach's alpha coefficients. For each sub-dimension, Cronbach's alpha coefficient was computed.

The analysis of the data gathered through the AEQ was conducted using IBM SPSS 25.0. First of all, for the first research question, the descriptive statistics were employed to describe the students' emotions about the English classes and their academic performance levels before, during, and after the exams. Moreover, for the second research question, the correlation analysis was conducted to determine the correlation between learners' emotions about the English lessons before, during, and after the exam and their academic achievement levels. In addition, for the third question, multiple regression analysis was performed to find out whether the learners' achievement feelings in English lessons significantly predict their academic success related to English classes. Last but not least, ANOVA for repeated measures analysis was performed in order to determine whether the preparatory class students' achievement emotions regarding the exam differ significantly according to time (before, during, after the exams) and language levels and to find out the reason for the intra-group differences, Bonferroni correction was applied.

3.4.5 The Reliability and Validity Analysis of the Measurement Tool

The measurement model established by the researcher for the sub-dimension of Enjoyment consisting of 10 questions in total is shown in Figure 3.1.

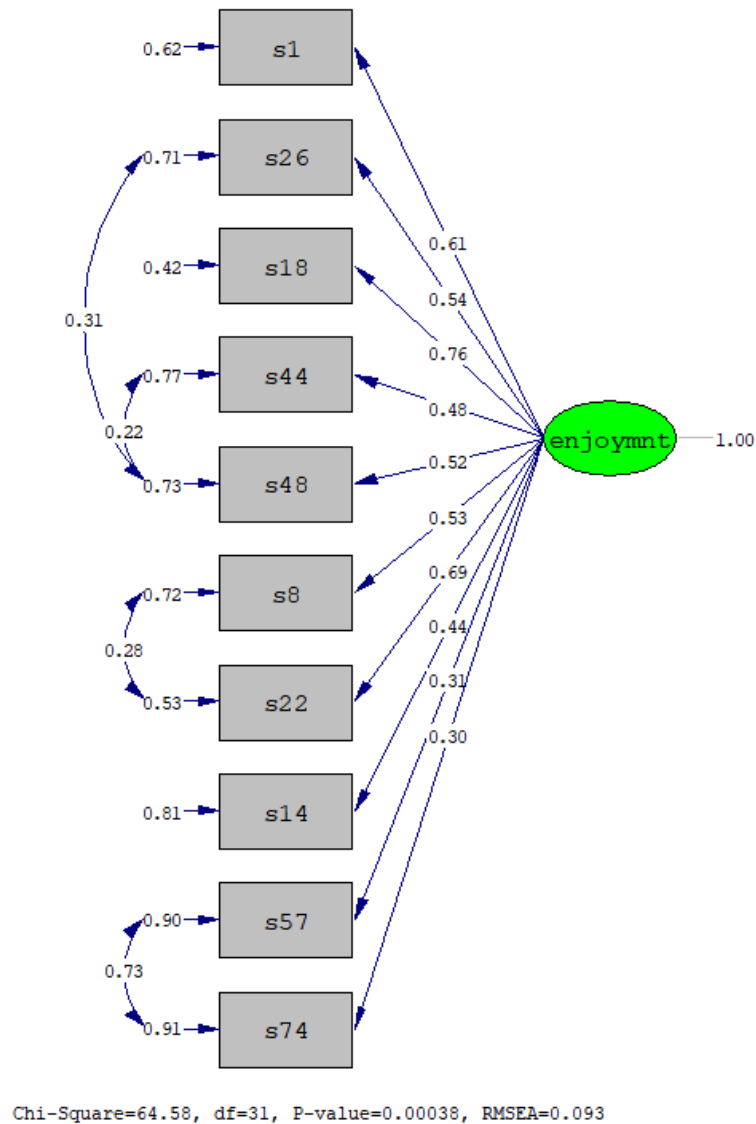


Figure 3.1. The Measurement Model for the sub-dimension of Enjoyment

For the sub-dimension of Enjoyment shown in Figure 1, the χ^2/df ratio was examined first in order to determine the level of model-data fit. According to the result obtained, four different modifications were carried out considering the modification suggestions since the χ^2/df ratio was not within acceptable ranges. After this process, the χ^2/df ratio calculated to point out the level of model-data fit was determined to be 2,08 (64.58/31).

In addition, other fit statistics were calculated as CFI=0.95, NFI=0.91, IFI=0.95 and GFI=0.91. According to these results, it can be said that the construct validity of the subscale of Enjoyment is sufficient (Kline, 2016; Joreskog & Sorbom, 1988; Wang & Wang, 2012). In other words, it was concluded that the subscale of Enjoyment, consisting of 10 items, could adequately measure the structure that was meant to be measured.

Furthermore, in order to determine the reliability levels of the results obtained from the measurement tool, the Cronbach's alpha coefficient, also known as the reliability coefficient in terms of internal consistency, was used. As a result of the analysis, it was found that the alpha coefficient was 0,811. According to this result, it can be said that the measurement tool is highly reliable (Tavakol & Dennick, 2011; George & Mallery, 2003).

The measurement model established by the researcher for the sub-dimension of Hope consisting of 8 questions in total is shown in Figure 3.2.

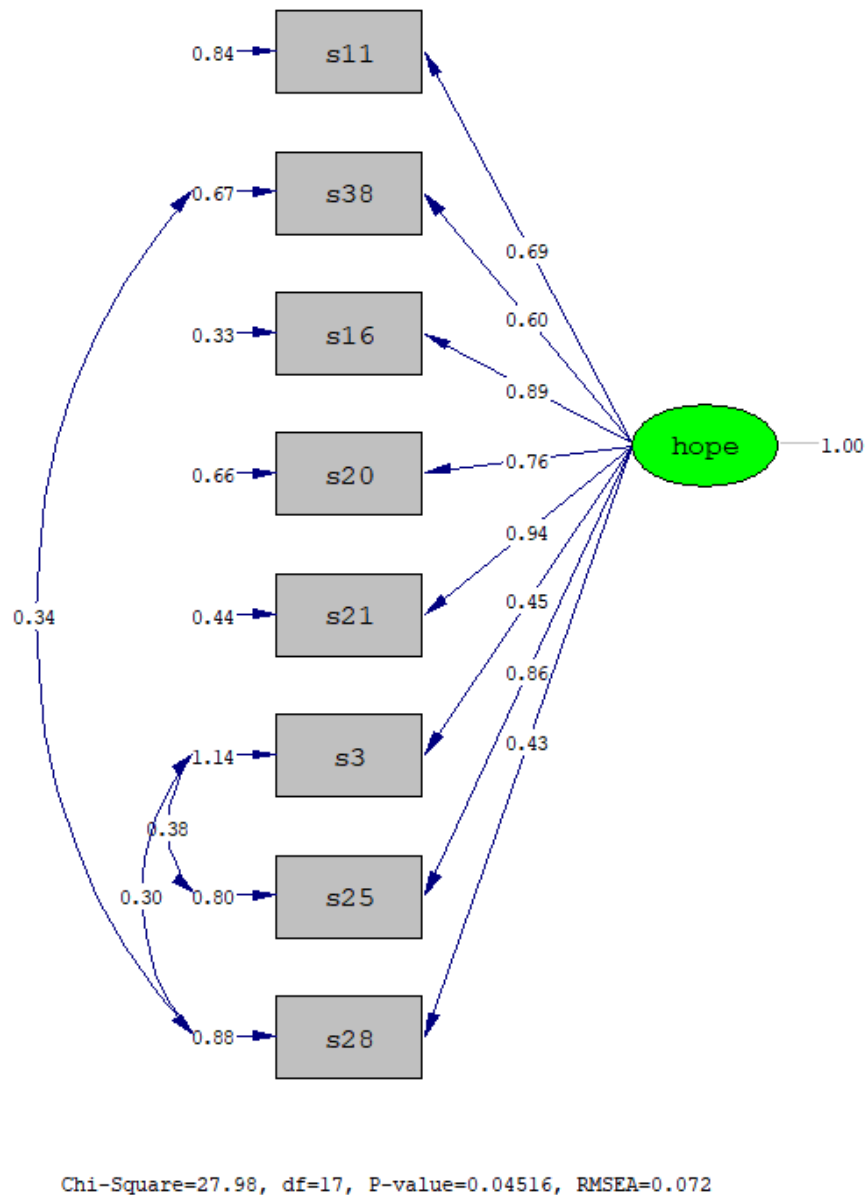


Figure 3.2. Measurement Model for the sub-dimension of Hope

For the sub-dimension of Hope shown in Figure 2, firstly, the χ^2/df ratio was examined in order to determine the level of model-data fit. According to the result obtained, it was determined as $\chi^2/df=4,387$ and RMSEA=0.165.

Due to the fact that the fit statistics were not within the acceptable ranges, the proposed modification was carried out for the items 3, 25, 28, and 38. After that, the χ^2/df ratio calculated to identify the level of model-data fit was determined to be 1,64 (27.98/17). In addition, other fit statistics were calculated as CFI=0.98, NFI=0.96, IFI=0.98 and GFI=0.95. According to these results, it can be said that the construct validity of the subscale of hope is sufficient (Kline, 2016; Joreskog & Sorbom, 1988; Wang & Wang, 2012). In other words, it was concluded that the subscale of hope, consisting of 8 items, could adequately measure the structure that is aimed to measure.

Moreover, in order to determine the reliability levels of the results obtained from the measurement tool, the Cronbach's alpha coefficient, also known as the reliability coefficient in terms of internal consistency, was used. As a consequence of the analysis, it was found that the alpha coefficient was 0.854. According to this result, it can be said that the measurement tool is highly reliable (Tavakol & Dennick, 2011; George & Mallery, 2003).

The measurement model established by the researcher for the sub-dimension of Pride consisting of a total of 10 questions is shown in Figure 3.3.

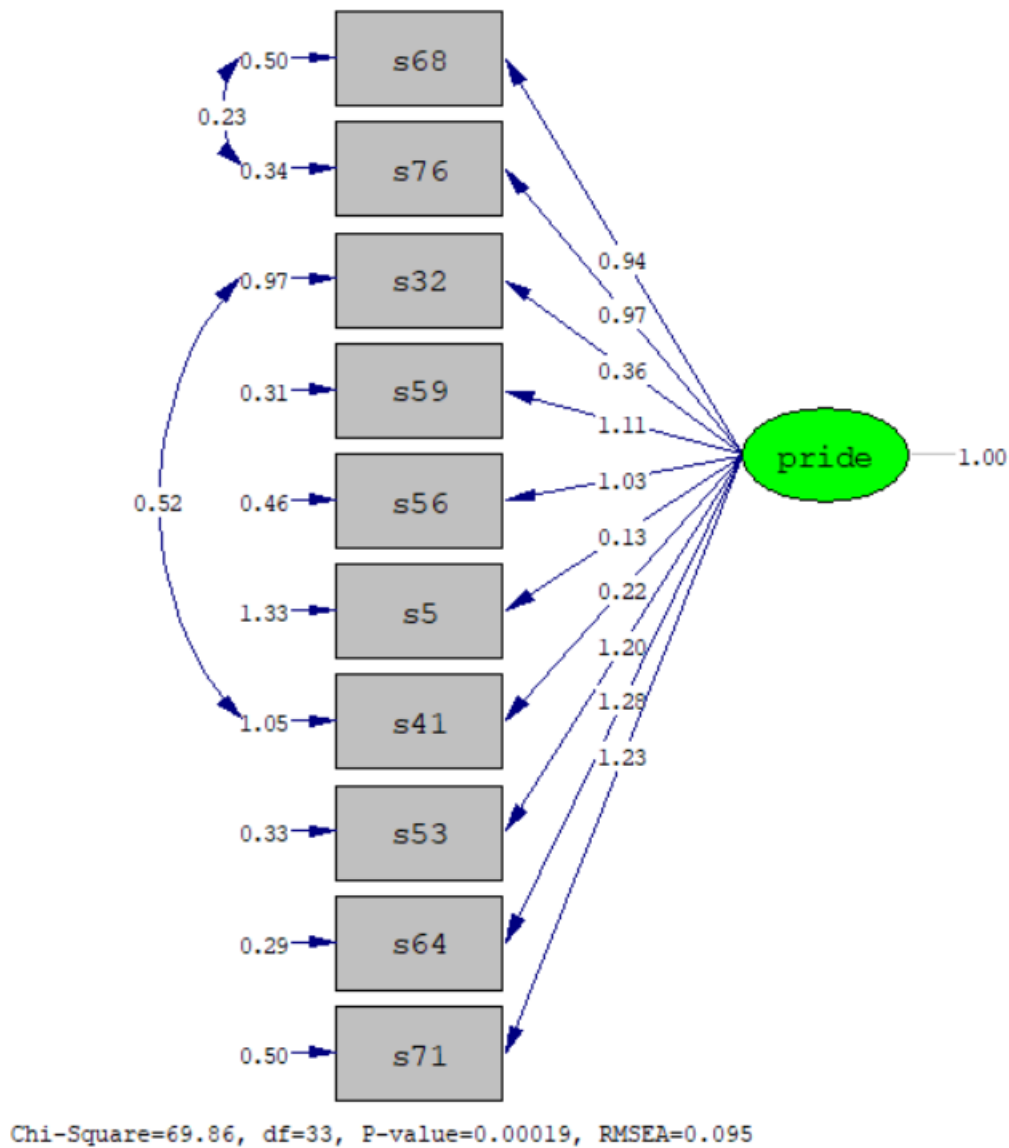


Figure 3.3. Measurement Model for the sub-dimension of Pride

For the sub-dimension of Pride shown in Figure 3, firstly, the χ^2/df ratio was examined in order to determine the level of model-data fit. According to the result obtained, it was calculated as $\chi^2/df=4,09$ and RMSEA=0.157.

Since the error value from the fit statistics was not within acceptable ranges, the proposed modification was carried out for the items 68, 76, 41, and 32. Then, the χ^2/df ratio was stated as 2,11 (69.86/33) to determine the level of model-data fit. In addition, other fit statistics were calculated as CFI=0.98, NFI=0.97, IFI=0.98 and GFI=0.92. According to these results, it can be said that the construct validity of the subscale of Pride is sufficient (Kline, 2016; Joreskog & Sorbom, 1988; Wang & Wang, 2012). In other words, it was concluded that the subscale of Pride, consisting of 9 items, could adequately measure the structure that it is meant to be measured.

In addition, in order to determine the reliability levels of the results obtained from the measurement tool, Cronbach's alpha coefficient, also known as the reliability coefficient in terms of internal consistency, was used. Consequently, it was determined that the alpha coefficient was 0.903. According to this result, it can be said that the measurement tool is highly reliable (Tavakol & Dennick, 2011; George & Mallery, 2003).

The measurement model established by the researcher for the sub-dimension of Relief consisting of 6 questions in total is shown in Figure 3.4.

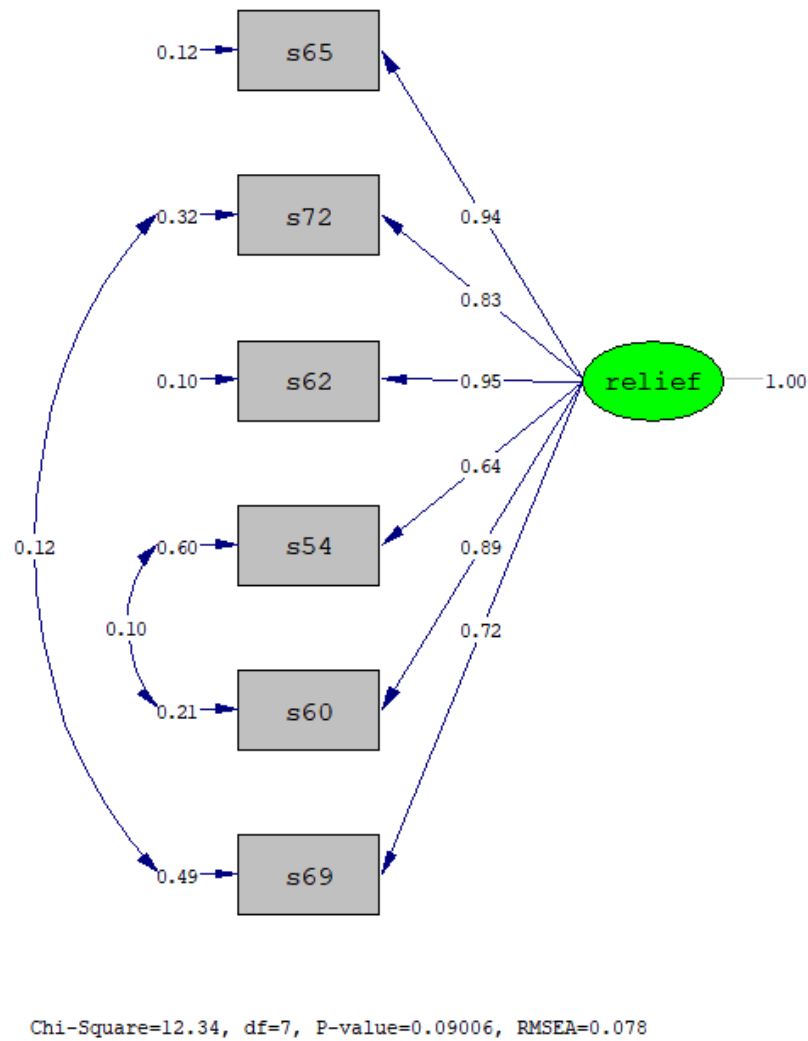


Figure 3.4. Measurement Model for the sub-dimension of Relief

For the sub-dimension of Relief shown in Figure 4, firstly, the χ^2/df ratio was examined in order to determine the level of model-data fit. According to the result obtained, it was determined as $\chi^2/df = 3.28$ and $RMSEA = 0.135$. Accordingly, the modifications for the items 54, 60, 69, and 72 were carried out, taking into account the modification suggestions, since the fit statistics were not within the acceptable ranges.

After this process, the χ^2/df ratio calculated to point out the level of model-data fit was determined to be 1.76 ($12.34/7$). In addition, other fit statistics were calculated as $CFI=0.99$, $NFI=0.99$, $IFI=0.99$ and $GFI=0.97$.

According to these results, it can be said that the construct validity of the subscale of Relief is sufficient (Kline, 2016; Joreskog & Sorbom, 1988; Wang & Wang, 2012). In other words, it was concluded that the subscale of Relief consisting of 6 items could adequately measure the structure it aimed to measure.

Furthermore, in order to determine the reliability levels of the results obtained from the measurement tool, Cronbach's alpha coefficient, also known as the reliability coefficient in terms of internal consistency, was used. As a consequence, it was found that the alpha coefficient was 0.928. According to this result, it can be said that the measurement tool is highly reliable (Tavakol & Dennick, 2011; George & Mallery, 2003).

The measurement model established by the researcher for the sub-dimension of Anger consisting of a total of 10 questions is shown in Figure 3.5.

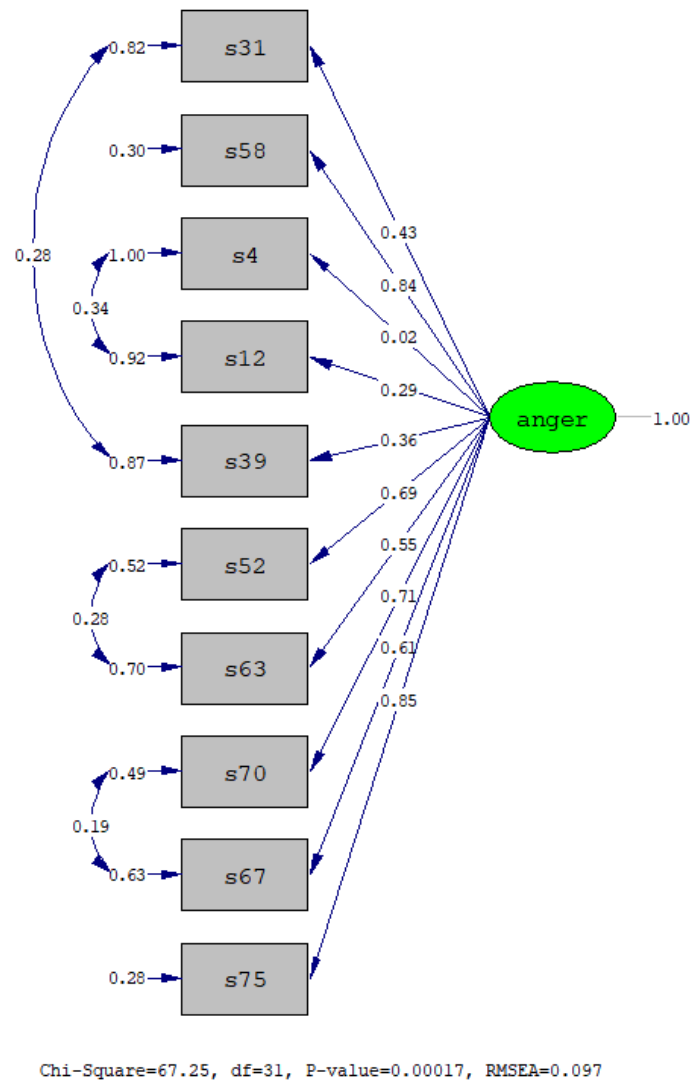


Figure 3.5. Measurement Model for the sub-dimension of Anger

For the sub-dimension of Anger shown in Figure 5, firstly, the χ^2/df ratio was examined in order to determine the level of model-data fit. According to this result, it was determined as $\chi^2/df=3,99$ and $RMSEA=0.155$. Accordingly, the suggested modifications for the items 4, 12, 31, 39, 52, 63, 67, and 70 were carried out since the fit statistics were not within the acceptable ranges. After this process, the χ^2/df ratio calculated to determine the level of model-data fit was stated as 2.17 (67.25/31). In addition, other fit statistics were calculated as $CFI=0.95$ $NFI=0.91$, $IFI=0.95$ and $GFI=0.90$.

According to these results, it can be said that the construct validity of the subscale of Anger is sufficient (Kline, 2016; Joreskog & Sorbom, 1988; Wang & Wang, 2012). In other words, it was concluded that the subscale of Anger, consisting of 10 items, could adequately measure the structure that is aimed to measure.

In addition, in order to determine the reliability levels of the results obtained from the measurement tool, Cronbach's alpha coefficient, also known as the reliability coefficient in terms of internal consistency, was used. Consequently, it was found from the results that the alpha coefficient was 0.801. According to this result, it can be said that the measurement tool is highly reliable (Tavakol & Dennick, 2011; George & Mallery, 2003).

The measurement model established by the researcher for the sub-dimension of Anxiety consisting of a total of 12 questions is shown in Figure 3.6.

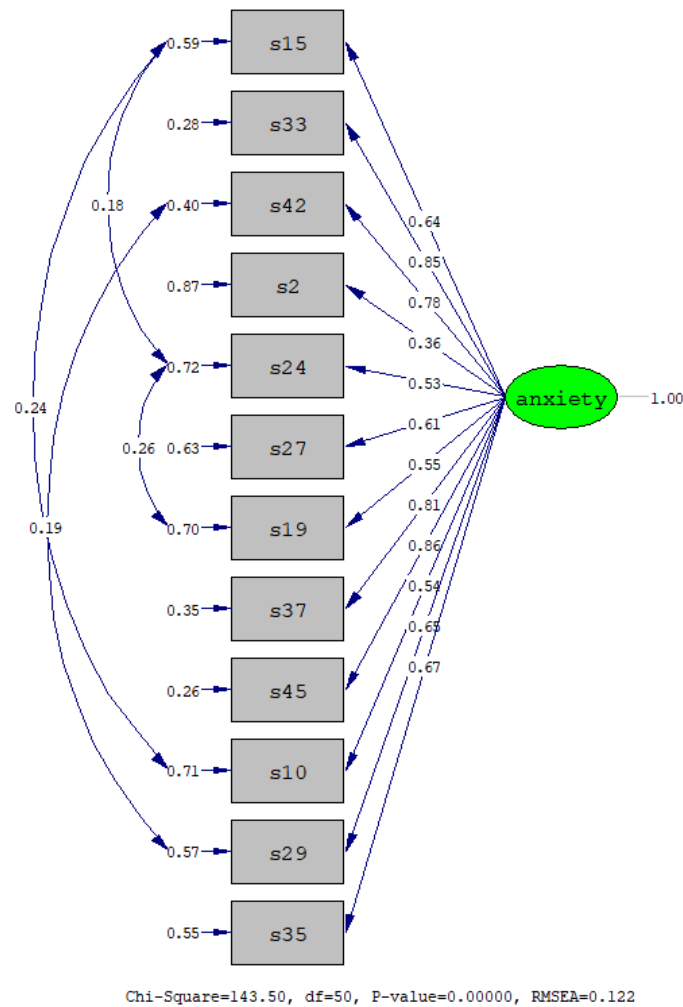


Figure 3.6. Measurement Model for the Sub-Dimension of Anxiety

For the sub-dimension of Anxiety shown in Figure 6, firstly, the χ^2/df ratio was examined in order to determine the level of model-data fit. According to the result obtained, it was determined as $\chi^2/df=4,88$ and $RMSEA=0,176$. Accordingly, since the fit statistics were not within acceptable ranges, the suggested modifications were carried out for the items 15, 24, 19, 42, 29, and 10. After this process, the χ^2/df ratio calculated to determine the level of model-data fit was determined to be 2.87 (143.50/50). In addition, other fit statistics were calculated as $CFI=0.95$ $NFI=0.92$, $IFI=0.95$, $GFI=0.84$ and $RMSEA=0.122$.

According to these results, it can be said that the construct validity of the subscale of Anxiety is sufficient (Kline, 2016; Joreskog & Sorbom, 1988; Wang & Wang, 2012). In other words, it was concluded that the subscale of Anxiety consisting of 12 items could adequately measure the structure it aimed to measure.

Moreover, in order to determine the reliability levels of the results obtained from the measurement tool, Cronbach's alpha coefficient, also known as the reliability coefficient in terms of internal consistency, was used. As a consequence of the analysis, it was found that the alpha coefficient was 0.907. According to this result, it can be said that the measurement tool is highly reliable (Tavakol & Dennick, 2011; George & Mallery, 2003).

The measurement model established by the researcher for the sub-dimension of Shame consisting of 9 questions in total is shown in Figure 3.7.

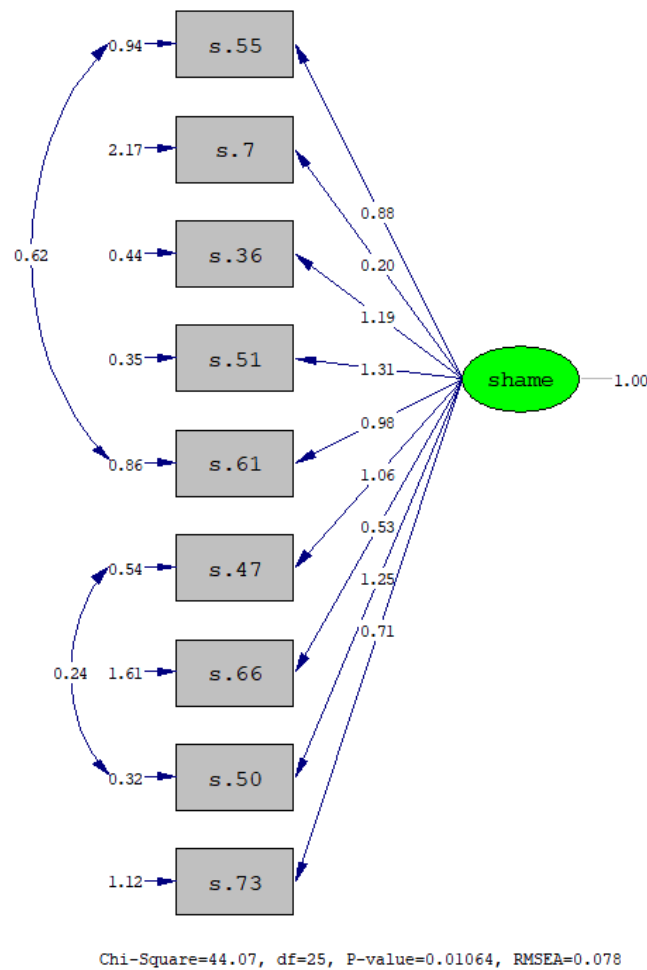


Figure 3.7. The Measurement Model for the sub-dimension of Shame

For the sub-dimension of Shame shown in Figure 7, firstly, the χ^2/df ratio was examined in order to determine the level of model data fit. According to the result obtained, it was determined as $\chi^2/df=5.65$ and $RMSEA=0.193$. Accordingly, as the fit statistics were not within the acceptable ranges, the suggested modifications were carried out only for the items 55 and 61, 47 and 50. After this process, the χ^2/df ratio calculated in order to identify the level of model-data fit was determined to be 1.76 (44.07/25). In addition, other fit statistics were calculated as $CFI=0.98$, $NFI=0.96$, $IFI=0.98$, $GFI=0.93$ and $RMSEA=0.078$.

According to these results, it can be said that the construct validity of the subscale of Shame is sufficient (Kline, 2016; Joreskog & Sorbom, 1988; Wang & Wang, 2012). In other words, it was concluded that the subscale of Shame, consisting of 9 items, could adequately measure the structure it aimed to measure.

Moreover, in order to determine the reliability levels of the results obtained from the measurement tool, the Cronbach's alpha coefficient, also known as the reliability coefficient in terms of internal consistency, was used. As a consequence, it was found that the alpha coefficient was 0.825. According to this result, it can be said that the measurement tool is highly reliable (Tavakol & Dennick, 2011; George & Mallery, 2003).

The measurement model established by the researcher for the sub-dimension of Hopelessness consisting of a total of 11 questions is shown in Figure 3.8.

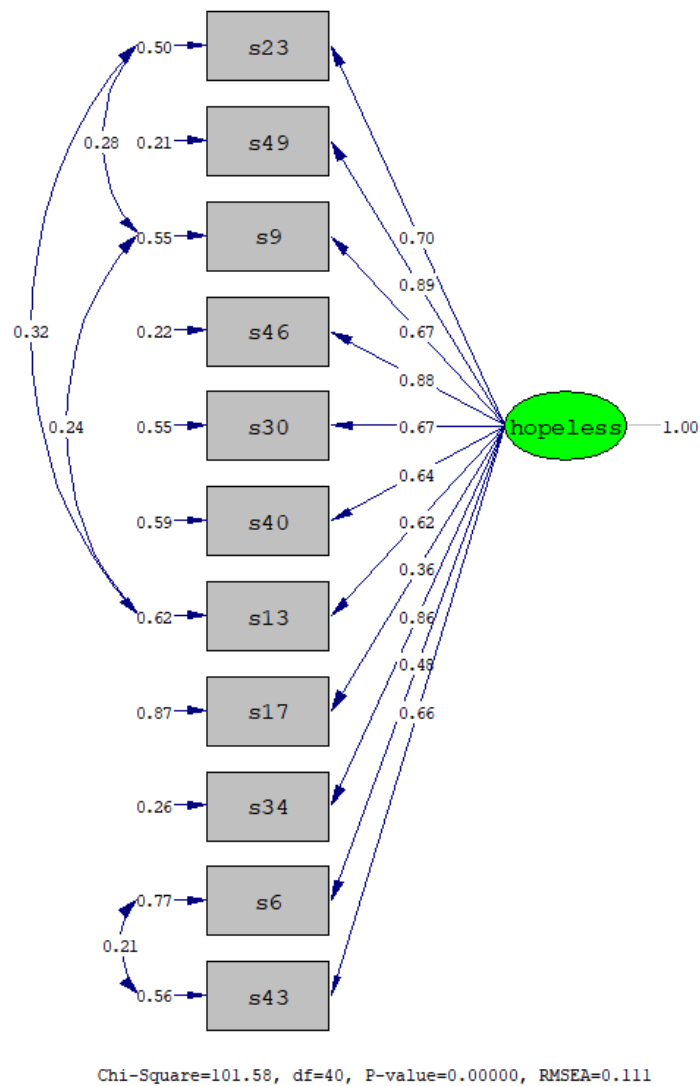


Figure 3.8. Measurement Model for the sub-dimension of Hopelessness

For the sub-dimension of Hopelessness shown in Figure 8, firstly, the χ^2/df ratio was examined in order to determine the level of model-data fit. According to the result obtained, it was determined as $\chi^2/df=4,32$ and RMSEA=0,162. Since the fit statistics were not within the acceptable ranges, the suggested modifications were carried out for the items 9, 23, and 13 and the items 6 and 43. After this process, the χ^2/df ratio was calculated as 2.54 (101.58/40).

In addition, other fit statistics were calculated as CFI=0.99, NFI=0.98, IFI=0.99 and GFI=0.89. According to these results, it can be said that the construct validity of the subscale of Hopelessness is sufficient (Kline, 2016; Joreskog & Sorbom, 1988; Wang & Wang, 2012). In other words, it was concluded that the subscale of Hopelessness, consisting of 11 items, could adequately measure the structure it aimed to measure.

Moreover, in order to determine the reliability levels of the results obtained from the measurement tool, the Cronbach's alpha coefficient, also known as the reliability coefficient in terms of internal consistency, was used. Consequently, it was reached that the alpha coefficient was 0.911. According to this result, it can be said that the measurement tool is highly reliable (Tavakol & Dennick, 2011; George & Mallery, 2003).

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this section, firstly, descriptive statistics were given about the students' achievement emotions regarding English classes and their academic performance levels. Then, in order to test the hypotheses established within the scope of the research, the results of the correlation analysis regarding the relationships between the variables of achievement emotions and academic performance levels related to the English classes, and the results of the regression analysis to determine the impact of the variables were presented. Finally, ANOVA for repeated measures was performed to find out the differences regarding the students' test-related emotions caused by time and language levels, and the findings were presented.

4.1 RQ1: What is the level of academic performance and achievement emotions of preparatory class students in English classes?

The descriptive statistics of the students' emotions about the English classes and their academic performance levels before, during and after the exams are presented in Table 4.1.

Table 4.1

Students' Achievement Emotions and Academic Performance Levels during the Implementation Process

<i>Variables</i>	<i>Before</i>		<i>During</i>		<i>After</i>	
	<i>M</i>	<i>Sd.</i>	<i>M</i>	<i>Sd.</i>	<i>M</i>	<i>Sd.</i>
Enjoyment	3,15	0,77	3,10	0,87	2,90	0,94

Hope	3,42	0,78	3,65	0,90	3,25	1,02
Pride	3,54	0,89	3,01	1,03	3,30	1,08
Relief	3,75	1,15	3,03	1,21	3,53	1,22
Anger	2,11	0,73	2,41	0,95	2,61	1,03
Anxiety	2,52	0,93	2,61	0,95	2,86	1,05
Shame	1,94	0,77	2,66	0,97	2,79	1,04
Hopelessness	1,80	0,80	2,02	0,93	2,29	1,04
Academic Performance	67,38	13,28				

In Table 4.1, students' test-related emotions regarding the before, during, and after the exam were presented. As the table shows that the level of relief experienced before the exam was higher ($\bar{x}$ = 3.75; sd = 1.15), while the level of hopelessness was low ($\bar{x}$ = 1.80; sd = .80). While the emotion of hope ($\bar{x}$ = 3.65; sd = .90) was experienced more, it was observed that the emotion of hopelessness ($\bar{x}$ = 2.02; sd .93) was experienced less according to the measurements made during the exam. In the post-exam measurement, which was the last measurement, it was found that the students experienced relief the most ($\bar{x}$ = 3.53; sd = 1.22), and they experienced hopelessness ($\bar{x}$ = 2.29; sd = 1.04) less than the other emotions. In addition, according to the results, the average academic performance level of the students in the English classes was 67.38 (sd = 13.27).

This research question sought how students felt before, during, and after taking their exams. First of all, the results of this question suggested that students felt relieved and hopeful before their exams. Besides, during the exams, the students felt more hopeful but less hopeless. Finally, after the exams, they felt more relaxed and hopeful. When their exam results are also considered, it can be claimed that students' academic performance affected their emotions. Thus, based on the results, it can be stated that students' positive and negative emotions change according to their academic performance.

The reason behind these results might be due to the nature of the exam. After the exam process starts, the level of stress usually starts reducing. Therefore, students may start feeling more positive emotions towards the end of the exam. These results are in line with some studies in the literature (Pekrun et al., 2002; Spangler et al., 2002; Reeve et al., 2014; Daniels & Gierl, 2017).

4.2 RQ2: Is there a statistically significant relationship between the preparatory class students' achievement emotions towards English classes and their academic success in English classes?

In order to determine the relationship between students' emotions about the English classes before, during and after the exam, and their academic performance levels, correlation analysis was employed. The results of the analysis are presented in Table 4.2.

Table 4.2

The Relationship Between Students' English Classes and Academic Performance Levels

<i>Variables</i>	<i>Enjoyment</i>	<i>Hope</i>	<i>Pride</i>	<i>Relief</i>	<i>Anger</i>	<i>Anxiety</i>	<i>Shame</i>	<i>Hopelessness</i>
<i>Before the exam</i>								
Academic Performance	,20*	,20*	,31**	,09	-,37**	-,25**	-,29**	-,27**
<i>During the exam</i>								
Academic Performance	,64**	,63**	,66**	,44**	-,57**	-,64**	-,45**	-,66**
<i>After the exam</i>								
Academic Performance	,66**	,69**	,60**	,45**	-,56**	-,68**	-,50**	-,71**

* $p < .05$; ** $p < .01$

First of all, when Table 2 is examined, it can be found that the relations between the variables in the theoretical model to be tested by the researchers were at low, medium, and high levels. In the results of the analysis, it is seen that there was no statistically significant difference between the academic success and relief experienced by the students only before the exam ($r = 0.09$; $p > .05$). Moreover, Table 2 shows that there was a positive, low-level, and statistically significant relationship between the academic performance and enjoyment ($r = 0.20$; $p < .05$), and hope ($r = 0.20$; $p < .05$) experienced before the exam.

Besides, it was concluded that there was a positive, low-level, and statistically significant relationship between the students' academic performance levels and the emotion of pride before the exam ($r=0.31$; $p<.01$). At the same time, a negative, low-level, and statistically significant relationship was found between the students' academic performance and the emotions of anxiety ($r=-0.25$; $p<.01$), hopelessness ($r=-0.27$; $p<.01$), shame ($r=-0.29$; $p<.01$) and anger ($r=-0.37$; $p<.01$).

Furthermore, as it can be observed from Table 4.2, there was a positive, moderate ($r= 0.44$; $p<.01$), and statistically significant relationship between the academic performance and the emotion of relief in the measurements made during the exam. In addition, when the table is examined, it can be stated that there was a positive, high level, and statistically significant relationship between the academic performance and emotions of enjoyment ($r= 0.64$; $p<.01$), hope ($r= 0.63$; $p<.01$) and pride ($r= 0.66$; $p<.01$). At the same time, a negative, moderate, and statistically significant relationship was found between the students' academic performance and the emotions of shame ($r= -0.45$; $p<.01$) and anger ($r= -0.57$; $p<.01$). Finally, in the measurements taken during the exam, there was a negative, high, and statistically significant correlation between the students' academic performance and the emotions of anxiety ($r= -0.64$; $p<.01$) and hopelessness ($r= -0.66$; $p<.01$).

Additionally, as it is seen in Table 4.2, according to the post-exam measurements of the students, there was a positive and moderate relationship between the students' academic performance and the emotion of relief ($r= 0.45$; $p<.01$); there was a positive, high level and statistically significant relationship between the students' academic performance and the emotions of enjoyment, ($r= 0.66$; $p<.01$), hope ($r= 0.69$; $p<.01$) and pride ($r= 0.60$; $p<.01$).

Furthermore, there was a negative, moderate, and statistically significant relationship between the academic performance and the emotions of anger ($r = -0.56$; $p < .01$) and shame ($r = -0.50$; $p < .01$). In the same table, it is seen that there was a negative, high-level, and statistically significant relationship between the academic performance and the emotions of anxiety ($r = -0.68$; $p < .01$) and hopelessness ($r = -0.71$; $p < .01$).

The purpose of this research question was to find out whether the students' achievement emotions towards English classes had an impact on their academic performance. The results provided evidence for the statistical relationship between the preparatory class students' achievement emotions towards English classes and their academic performance in English classes. First of all, when the emotions experienced before the exam were considered, there was no statistically significant relationship between the academic performance and the relief experienced by students. However, their academic performance affected the emotions of enjoyment and pride a little bit in a positive way. Moreover, the findings revealed an inverse correlation between the students' academic performance and their emotions of anxiety, hopelessness, shame, and anger by students. That means the higher grades students got, the less negative emotions they experienced.

Besides taking the emotions experienced during the exam into consideration, the results suggested that students felt relaxed during the exam. Besides, there was a strong relationship between academic performance and emotions of enjoyment, hope, and pride. Thus, the higher grades the students got, the more hopeful, more pleased, and prouder they were. Nevertheless, the emotions of shame and anger had a small impact on academic performance, while the emotions of anxiety and hopelessness had a more significant effect on academic performance.

That means the lower grades students got, the more anxious and more hopeless they felt. All these negative feelings had an inverse correlation with academic performance.

In addition, as the post-exam emotions showed, there was a positive relationship between academic performance and the emotions of relief, enjoyment, hope, and pride. Additionally, there was a positive relationship between the students' academic performance and the emotion of relief; there was a moderate relationship between the students' academic performance and the emotion of enjoyment, and a positive, high level, and statistically significant relationship was found between the students' academic performance and the emotions of hope and pride. Furthermore, there was a negative, moderate, and statistically significant relationship between academic performance and emotions of anger.

The findings for this research question conflicts with the study of Camacho-Morles et al. (2021), which suggests that the relationship between anger and academic performance is nearly negligible. Thus, further research is needed to fill a gap in the existing literature.

4.3 RQ 3: Do the students' achievement emotions in English classes significantly predict their academic performance related to English classes?

Multiple Regression analysis was conducted to determine the variables that predict the academic performance levels of the preparatory class students. The mean and standard deviation values of the independent variables in the model established by the regression analysis, as well as the skewness and kurtosis coefficients are shown in Table 4.3.

Table 4.3*Descriptive Statistics on Independent Variables (N=126)*

<i>Variables</i>	<i>M</i>	<i>Sd</i>	<i>Skewness</i>	<i>Kurtosis</i>
Enjoyment	3,10	,87	,15	-,25
Hope	3,65	,90	-,72	,28
Pride	3,01	1,03	,12	-,85
Relief	3,03	1,21	-,03	-,98
Anger	2,41	,95	,61	-,63
Anxiety	2,61	,95	,17	-,91
Shame	2,66	,97	,20	-,97
Hopelessness	2,02	,93	,83	-,12

When Table 4.3 is examined, it can be found that the degree of hopelessness experienced by the students was lower, while the level of hope was higher. The summary of the model and the effect levels of the independent variables on the dependent variable are presented in Table 4.4.

The results of the Regression Analysis performed to determine which of the independent variables had a significant effect on the dependent variable are shown in Table 4.4.

Table 4.4. *Variables Predicting Academic Performance of Students*

<i>Model</i>	<i>Variables</i>	β	<i>t</i>	R^2	<i>sd</i>	<i>F change</i>	<i>p</i>
1	Intercept	50,08	5,74**	,604	8	22,309	.000
	Enjoyment	1,29	,581				
	Hope	1,83	,914				
	Pride	8,20	3,908**				
	Relief	-,354	-2,42**				
	Anger	-1,46	-1,04				
	Anxiety	-1,42	-,886				
	Shame	2,01	1,54				
	Hopelessness	-2,71	-1,58				

** $p < ,01$

When the results of the Multiple Regression analysis are examined, it is determined that the model was significant as a whole and the independent variables explained the total variance on the academic performance level of the students at the rate of 60.40% ($F_{(8)}=22,31$; $p<.001$). In Table 4.4, it is observed that the emotions of enjoyment, hope, anger, anxiety, shame and hopelessness did not have a statistically significant effect on the academic performance of the students. However, pride ($\beta=8.20$; $p<.01$) had a positive and statistically significant effect on the academic performance.

At the same time, when the findings are examined, it is determined that the feeling of relief had a negative effect ($\beta = -.354$; $p < .01$) on the level of academic performance. In addition, since the Variance Inflation Factor (VIF) in Table 4.4 is less than 10, it can be claimed that there is no multicollinearity problem in the model.

This research question aimed to determine whether the achievement emotions significantly predicted the students' academic performance related to English classes. The results revealed that the emotions of enjoyment, hope, anger, anxiety, shame, and hopelessness did not have a statistically significant effect on the academic performance of the students. However, the emotion of pride had a positive and statistically significant effect on academic performance. At the same time, it was found that the emotion of relief had a negative effect on the level of academic performance.

Pekrun et al. (2017) conducted a study suggesting positive emotions (enjoyment, pride) predicted upcoming achievement, and achievement predicted these emotions, while negative emotions (anger, anxiety, shame, boredom, and hopelessness) were found to be negative predictors of achievement, and academic performance was found to be negative predictors of these achievement emotions. In terms of the emotion of pride, the current study aligns with Pekrun and others' (2017) study. However, for the other positive and negative emotions, there is still a need for more studies in the literature to investigate the predictors of achievement emotions in more detail.

4.4 RQ 4: Do the preparatory class students' achievement emotions regarding the exam differ significantly according to time periods (before, during after the exams) and language levels?

In order to find out whether the emotions of the students in the preparatory class about the exam differ according to time and language levels, Analysis of Variance (Repeated ANOVA) for Repeated Measures was conducted. When the assumptions were examined, the results of Box's M test, which tests the homogeneity of the covariance matrices, for the emotions of enjoyment, hope, pride, relief, anger and anxiety were not found to be statistically significant ($p > .05$). However, Box's M test result for the emotion of hopelessness was found to be statistically significant ($F_{(18)} = 1,7$; $p < .05$). Analysis results for the differences between groups regarding emotions are presented in Table 4.5.

Table 4.5

Difference Analysis of Language Levels Regarding the Emotions (Intergroup)

<i>Source of Variable</i>	<i>Sum of Square</i>	<i>Degree of Freedom</i>	<i>Mean Square</i>	<i>F</i>	<i>p</i>	<i>Partial Chi-square</i>
Enjoyment	8,83	3	2,94	7,36	.000	,153
Hope	9,03	3	3,01	7,11	.000	,149
Pride	9,07	3	3,02	6,22	.000	,133
Relief	4,53	3	1,51	2,66	.051	,061
Anger	5,62	3	1,87	4,45	.000	,099
Anxiety	5,62	3	1,87	3,14	.000	,072
Shame	6,79	3	2,26	5,33	.000	,116
Hopelessness	8,50	3	2,83	5,90	.000	,128

As presented in Table 4.5, students' emotions on the English classes show a significant difference according to their language levels in all class-related emotions except relief. It is observed that only the emotion of relief did not differ between the groups [$F(3)=2.66$; $p>.05$]. At the same time, 15% of enjoyment, 14% of hope, 13% of pride, 9% of anger, 7% of anxiety, 11% of shame, and 12% of hopelessness can be explained by the language level.

Analysis results for intragroup differences regarding emotions are presented in Table 4.6.

Table 4.6

Analysis Results of Intra-Group Differences in Emotions Regarding English Classes

<i>Source of Variable</i>	<i>Sum of Square</i>	<i>Degree of Freedom</i>	<i>Mean Square</i>	<i>F</i>	<i>p</i>	<i>Partial Chi-square</i>
Enjoyment	3,03	2	1,51	3,65	,000	,029
Hope	9,65	2	4,82	10,62	,000	,080
Pride	7,67	2	3,83	6,15	,000	,048
Relief	14,79	2	7,39	6,36	,000	,050
Anger	6,45	2	3,22	5,78	,000	,045
Anxiety	3,69	2	1,84	3,74	,000	,030
Shame	33,15	2	16,57	28,14	,000	,187
Hopelessness	5,93	2	2,96	6,31	,000	,050

Table 4.6 shows that the measurements taken by the students before, during and after the exam show intra-group differences in terms of emotions. When the table is examined in more detail, it is observed that 2% of enjoyment, 8% of hope, 4% of pride, 5% of relief, 4% of anger, 3% of anxiety, 18% of shame, and 5% of hopelessness can be explained by the measurement of time.

Bonferroni correction test was applied in order to examine in detail at which language level the emotions differed in the intergroup measurements. The analysis results regarding the emotion of enjoyment are presented in Table 4.7.

Table 4.7

Differences Between the Emotion of Enjoyment and Language Level Scores

<i>Measure ment</i>	<i>Language Level</i>	<i>M</i>	<i>Sd</i>	<i>N</i>	<i>p</i>	<i>Significanc e</i>
Before the Exam	Beginner (1)	3,07	,64	23	,000	
	Elementary (2)	3,02	,84	51		1-4
	Pre-intermediate	3,29	,75	40		2-4
	(3)					3-4
	Intermediate (4)	3,35	,65	12		
During the Exam	Beginner (1)	2,93	,71	23	,000	
	Elementary (2)	2,94	,88	51		1-4
	Pre-intermediate	3,10	,73	40		2-4
	(3)					3-4
	Intermediate (4)	4,16	,91	12		

After the Exam	Beginner (1)	2,45	,74	23		
	Elementary (2)	2,89	,90	51	,000	1-4
	Pre-intermediate					2-4
	(3)	2,86	,91	40		3-4
	Intermediate (4)	3,93	,93	12		

Table 4.7 shows how the level of enjoyment experienced before, during and after the exam differ according to the language level groups. When the table is examined in more detail, it is seen that the "elementary" level students experienced a lower level of enjoyment before the exam ($\bar{x}= 3,02$), while the "intermediate" level students experienced a higher level of enjoyment ($\bar{x}=3,35$). When the measurements made during the exam are taken into consideration, it is clear that the "beginner" level students experienced less enjoyment ($\bar{x}=2,93$), while the "intermediate" level students experienced higher enjoyment ($\bar{x}= 4,16$). At the same time, as presented in Table 4.7, the "beginner" level students experienced a lower level of enjoyment than the other students after the exam ($\bar{x}= 2,45$), while the students at the "intermediate" level experienced a higher level of enjoyment ($\bar{x}= 3,93$).

Table 4.7 indicates that there is a statistical difference between the "beginner" level and the "intermediate" level, and it is pointed out that the "beginner" level students experienced enjoyment less ($p<.05$). In addition, there is a significant difference between the "elementary" and "intermediate" levels, and the "elementary" level students experienced less enjoyment than the "intermediate" level students ($p<.05$). At the same time, it was found that there was a significant difference in terms of enjoyment between the "pre-intermediate" and "intermediate" levels, and the "pre-intermediate" level students experienced less enjoyment ($p<.05$).

The analysis results regarding the emotion of hope are given in Table 4.8.

Table 4.8

Differences Between the Emotion of Hope and Language Level Scores

<i>Measure ment</i>	<i>Language Level</i>	<i>Mean</i>	<i>SS</i>	<i>N</i>	<i>p</i>	<i>Significanc e</i>
Before the Exam	Beginner (1)	3,35	,74	23	,000	
	Elementary (2)	3,43	,81	51		1-4
	Pre-intermediate	3,40	,82	40		2-4
	(3)					3-4
	Intermediate (4)	3,58	,70	12		
During the Exam	Beginner (1)	3,51	,89	23	,000	
	Elementary (2)	3,45	,94	51		1-4
	Pre-intermediate	3,74	,79	40		2-4
	(3)					3-4
	Intermediate (4)	4,46	,62	12		

After the Exam	Beginner (1)	2,42	,75	23		
	Elementary (2)	3,33	,96	51	,000	1-4
	Pre-intermediate	3,28	,96	40		2-4
	(3)					3-4
	Intermediate (4)	4,42	,49	12		

Table 4.8 shows that there is a statistical difference between the "beginner" level and the "intermediate" level, and it is found that the "beginner" level students experienced less hope than the "intermediate" level students ($p < .05$). At the same time, it is seen that there is a significant difference between the "elementary" and "intermediate" levels, and the "elementary" level students experienced less hope than the "intermediate" level students ($p < .05$). Moreover, it was found that there was a significant difference in terms of hope between the "pre-intermediate" and "intermediate" levels, and the "pre-intermediate" level students experienced less hope ($p < .05$).

The analysis results regarding the emotion of pride are presented in Table 4.9. As shown in Table 4.9, the "intermediate" level students experienced more pride than the students at the "beginner", "elementary" and "pre-intermediate" language levels ($p < .05$).

Table 4.9*Differences Between the Emotion of Pride and Language Level Scores*

<i>Measure ment</i>	<i>Language Level</i>	<i>M</i>	<i>Sd</i>	<i>N</i>	<i>p</i>	<i>Significanc e</i>
Before the Exam	Beginner (1)	3,74	,70	23	,000	
	Elementary (2)	3,24	,94	51		1-4
	Pre-intermediate (3)	3,79	,85	40		2-4 3-4
	Intermediate (4)	3,64	,79	12		
During the Exam	Beginner (1)	2,42	,85	23	,000	
	Elementary (2)	3,00	1,00	51		1-4
	Pre-intermediate (3)	2,95	,88	40		2-4 3-4
	Intermediate (4)	4,41	,62	12		
After the Exam	Beginner (1)	3,11	1,20	23	,000	
	Elementary (2)	3,28	1,05	51		1-4
	Pre-intermediate (3)	3,17	1,04	40		2-4 3-4
	Intermediate (4)	4,19	,72	12		

The analysis results regarding the emotion of relief are given in Table 4.10.

Table 4.10

Differences Between the Emotion of Relief and Language Level Scores

<i>Measure ment</i>	<i>Language Level</i>	<i>M</i>	<i>Sd</i>	<i>N</i>	<i>p</i>	<i>Significanc e</i>
Before the Exam	Beginner (1)	4,05	1,13	23	,049	2-4
	Elementary (2)	3,37	1,16	51		
	Pre-intermediate (3)	4,17	,97	40		
	Intermediate (4)	3,43	1,23	12		
During the Exam	Beginner (1)	2,55	1,23	23	,049	2-4
	Elementary (2)	3,00	1,16	51		
	Pre-intermediate (3)	2,96	1,12	40		
	Intermediate (4)	4,34	,77	12		

After the Exam	Beginner (1)	3,59	1,40	23	
	Elementary (2)	3,46	1,21	51	,049
	Pre-intermediate (3)	3,45	1,19	40	2-4
	Intermediate (4)	4,01	,99	12	

As stated in Table 4.10, there is a difference in terms of relief experienced by the students at the "intermediate" and the "elementary" levels ($p < .05$). Besides, the "intermediate" level students experienced more relief about the exams than the "elementary" level students.

Table 4.11 presents the results of the difference analysis regarding anger.

Table 4.11*Differences Between the Emotion of Anger and Language Level Scores*

<i>Measure ment</i>	<i>Language Level</i>	<i>M</i>	<i>Sd</i>	<i>N</i>	<i>p</i>	<i>Significanc e</i>
Before the Exam	Beginner (1)	2,06	,53	23	,000	
	Elementary (2)	2,23	,79	51		1-4
	Pre-intermediate	2,02	,77	40		2-4
	(3)					3-4
	Intermediate (4)	2,03	,60	12		
During the Exam	Beginner (1)	2,65	1,05	23	,000	
	Elementary (2)	2,44	,93	51		1-4
	Pre-intermediate	2,49	,90	40		2-4
	(3)					3-4
	Intermediate (4)	1,55	,50	12		

After the Exam	Beginner (1)	2,79	,96	23	,000	
	Elementary (2)	2,59	1,00	51		1-4
	Pre-intermediate	2,82	1,10	40		2-4
	(3)					3-4
	Intermediate (4)	1,62	,46	12		

When Table 4.11 is examined, it is found that language levels differ statistically in terms of anger. Furthermore, the “intermediate” level students experienced less anger than the students at the “beginner”, "elementary" and "pre-intermediate" language levels ($p<.05$).

Table 4.12 presents the results of the difference analysis regarding anxiety and language levels.

Table 4.12*Differences Between the Emotion of Anxiety and Language Level Scores*

<i>Measurement</i>	<i>Language Level</i>	<i>M</i>	<i>Sd</i>	<i>N</i>	<i>p</i>	<i>Significance</i>
Before the Exam	Beginner (1)	2,53	1,02	23	,000	1-4
	Elementary (2)	2,57	1,00	51		
	Pre-intermediate (3)	2,47	,82	40		
	Intermediate (4)	2,51	,85	12		
During the Exam	Beginner (1)	2,94	1,01	23	,000	1-4
	Elementary (2)	2,69	,98	51		
	Pre-intermediate (3)	2,56	,80	40		
	Intermediate (4)	2,51	,85	12		
After the Exam	Beginner (1)	3,30	,85	23	,000	1-4
	Elementary (2)	2,88	1,11	51		
	Pre-intermediate (3)	2,86	,99	40		
	Intermediate (4)	1,97	,91	12		

As presented in Table 4.12, the anxiety levels of the students differ according to their language levels. At the same time, it is seen that the "intermediate" level students experienced less anxiety than the "beginner" level students ($p<.05$).

Table 4.13 presents the results of the difference analysis of students' language levels in terms of shame.

Table 4.13

Differences Between the Emotion of Shame and Language Level Scores

<i>Measurement</i>	<i>Language Level</i>	<i>M</i>	<i>Sd</i>	<i>N</i>	<i>p</i>	<i>Significance</i>
Before the Exam	Beginner (1)	1,85	,65	23	,000	
	Elementary (2)	1,91	,84	51		1-4
	Pre-intermediate	2,02	,78	40		2-3
	(3)					3-4
	Intermediate (4)	1,97	,68	12		
During the Exam	Beginner (1)	3,20	,91	23	,000	
	Elementary (2)	2,41	,95	51		1-4
	Pre-intermediate	2,91	,93	40		2-3
	(3)					3-4
	Intermediate (4)	1,91	,46	12		

After the Exam	Beginner (1)	3,00	,88	23		
	Elementary (2)	2,57	1,05	51	,000	1-4
	Pre-intermediate (3)	3,12	1,07	40		2-3 3-4
	Intermediate (4)	2,18	,75	12		

When Table 4.13 is examined, it is seen that the level of shame differs according to language levels. When the table is examined in more detail, it was determined that the "intermediate" level students experienced less shame than the students at the "beginner" and "pre-intermediate" levels ($p < .05$). Besides, as shown in the table, the "elementary" group experienced more shame than the students in the "pre-intermediate" group.

In Table 4.14, the results of the difference analysis of the students' language levels in terms of hopelessness are presented.

Table 4.14*Differences Between the Emotion of Hopelessness and Language Level Scores*

<i>Measurement</i>	<i>Language Level</i>	<i>M</i>	<i>Sd</i>	<i>N</i>	<i>p</i>	<i>Significance</i>
Before the Exam	Beginner (1)	1,92	,94	23	,000	
	Elementary (2)	1,76	,77	51		1-4
	Pre-intermediate (3)	1,78	,82	39		2-4
	Intermediate (4)	1,78	,60	12		
During the Exam	Beginner (1)	2,49	,99	23	,000	
	Elementary (2)	2,03	,97	51		1-4
	Pre-intermediate (3)	1,99	,80	39		2-4
	Intermediate (4)	1,17	,30	12		
After the Exam	Beginner (1)	2,87	1,00	23	,000	
	Elementary (2)	2,30	1,05	51		1-4
	Pre-intermediate (3)	2,23	,94	39		2-4
	Intermediate (4)	1,23	,38	12		

As Table 4.14 indicates, the level of hopelessness experienced by the students differs in terms of their language levels. Analysis results showed that the students in the "intermediate" group experienced less hopelessness than the students in the "beginner" and "elementary" groups.

This research question sought whether the preparatory class students' achievement emotions regarding the exam differ significantly according to period and language levels. The results indicated that the students' achievement emotions differed based on their language levels over time.

First of all, the measurements taken before, during, and after the exams showed intra-group differences in terms of emotions such as enjoyment, hope, pride, relief, anger, anxiety, shame, and hopelessness which can be the result of the time. Besides, it was found that time had the greatest impact on the sub-dimension of shame, while it had a minor effect on the sub-dimension of enjoyment.

Furthermore, it was found that the "elementary" level students reported a lower level of enjoyment before the exam, while the "intermediate" level students experienced a higher level of enjoyment. Measurements taken during the exam showed that the "beginner" level students experienced less enjoyment, while the "intermediate" level students experienced higher enjoyment. At the same time, the "beginner" level students experienced a lower level of enjoyment than the other students after the exam, while the "intermediate" level students experienced a higher level of enjoyment. In addition, the "pre-intermediate" level students experienced less enjoyment than the "intermediate" level students. What is more, the students in the "intermediate" group reported less hopelessness, anger, shame, and anxiety but more relief and hope than the students in the "beginner", "elementary" and "pre-intermediate" groups.

Thus, it can be stated that there was an inverse correlation between the negative achievement emotions and students' language levels. That means the students experience fewer negative emotions as their English improves. As Wigfield and Eccles (2000) stated, the students' perception of their abilities is key to the positive emotions. There have been no studies investigating the relation between the English language levels of students and their achievement emotions. Thus, this result contributes to the existing literature. However, further research is required to validate the result of the current study.

4.5 Findings Regarding the Demographic Information of the Participants

The demographic information gathered about the participants shows that there is no significant difference between the percentages of female (56.3%) and male students (43.7%). In terms of how long they have been living in Istanbul, the results revealed that the majority of the participants (75.4%) have been living in Istanbul for at least 11 years. That means most of the participants have the opportunity to benefit from the facilities of the metropolitan city.

Moreover, only 39.7% of the participants graduated from one of the private high schools, which are usually famous for providing better language education than the state schools. Next, when the English language levels of students are examined, it is observed that the majority of the students were enrolled in elementary (40.5%) and pre-intermediate(31,7%) classes. Thus, based on these results, it can be claimed that almost 2 out of 5 participants have similar language backgrounds.

Lastly, 59.5% of the participants stated that at least one person in their family could speak English, which means more than half of the participants have a chance to practice English outside the classroom.

4 .6 Key Findings of the Study

The key findings of the study are presented below:

- An inverse correlation between the students' academic performance and the emotions of anxiety, hopelessness, shame and anger before the exams
- A statistically significant and strong relationship between the academic performance and emotions of enjoyment, hope and pride during the exams
- A positive relationship between the students' academic performance and the emotion of relief after the exams
- A moderate relationship between the students' academic performance and the emotion of enjoyment after the exams
- A positive, high level and statistically significant relationship between the students' academic performance and the emotions of hope and pride after the exams
- A statistically significant relationship between the students' academic performance and the achievement emotions
- Differences in students' achievement emotions over time based on their academic performance.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter aims to present the conclusions regarding the research questions as well as providing pedagogical implications and recommendations for further studies.

5.1 Conclusions

The current study's aim was to explore the relationship between the Turkish tertiary students' academic performance and achievement emotions. In addition, the differences in students' achievement emotions over time were explored in the current study. The findings revealed an inverse correlation between the students' academic performance and the emotions of anxiety, hopelessness, shame, and anger reported by the students before the exams. Moreover, there was a statistically significant and strong relationship between the academic performance and emotions of enjoyment, hope, and pride during the exams. In terms of emotions reported after the exams, there was a positive relationship between the students' academic performance and the emotion of relief; there was a moderate relationship between the students' academic performance and the emotion of enjoyment, and a positive, high level and statistically significant relationship was found between the students' academic performance and the emotions of hope and pride.

Regarding the relationship between the students' achievement emotions and their English language levels, it is concluded that there was a statistically significant relationship between the students' academic performance and their achievement emotions.

Finally, the results showed that the students' achievement emotions differed both positively and negatively over time (before, during after exams) based on their academic performance. The conclusions of each research question are presented separately below:

First of all, the results of the first research question revealed that students feel relieved before their exams. That means they do not experience test anxiety before their exams, which is a controversial issue. The students are expected to deal with the exam stress and anxiety; however, it is also known that a bit of anxiety can also help students concentrate on their exams. The reason why students have a lack of anxiety might be caused by the implementation process of the exams owing to the Covid-19 pandemic. The learners have fewer exams in order to prevent the spread of the coronavirus. Also, the exams do not consist of many questions, and they last for 35-40 minutes. Therefore, the students may not find them challenging. This situation can cause a lack of test anxiety since the students may not worry whether they are able to cope with all their work. Another reason might be that some students may think they would be able to pass the Proficiency Exam at the end of the academic year, and this may cause a lack of anxiety. However, the high level of relief experienced by students affects their exam grades and language learning process and, accordingly, their achievement emotions in a negative way since they are unwilling to put effort into their work. Therefore, the exam implementation process may be reviewed, and some revisions can be made regarding the emotions reported by students.

Moreover, the results of the second research question demonstrated an inverse correlation between the learners' academic performance and their emotions of anxiety, hopelessness, shame, and anger experienced by students before the exams, which means the higher grades students got, the less negative emotions they experienced.

The reason behind this result may be due to the fact that the current study is process-based, and the data was gathered at 9 different times. To illustrate, the students took their first exam, and their exam results affected their feelings related to the second exam and so on. Furthermore, the results of the second research question also suggest that students felt relieved during the exam, which shows parallelism with the first research question's findings.

In addition, the second research question's results suggested that there was a strong relationship between academic performance and emotions of enjoyment, hope, and pride experienced during the exam. When students find the exam questions easy and they think that they can cope with the exam, they feel happy, proud of their capacity, and hopeful that their abilities will be sufficient. Nonetheless, the results showed the small impact of shame and anger and the great effect of anxiety and hopelessness on academic performance reported during the exams. The feeling of shame occurs when students realize they cannot answer the exam questions correctly, and they will be likely to fail the exam. During the exams, students may get angry with the exam procedures, and they may find these questions unfair, which leads to frustration. On the other hand, anxiety and hopelessness emerge when students do not think they will be able to deal with the exam and overcome challenges. Thus, it can be concluded that all these negative emotions affect students' academic performance in a negative way. Thus, students can be encouraged to deal with stress and lower the level of these negative emotions to enhance learning.

Additionally, the post-exam results of the second research question showed a positive relationship between academic performance and the emotions of relief, enjoyment, hope, and pride and a negative relationship between academic performance and emotions of anger.

When the students get higher grades, for the upcoming exams, they hope for success and get motivated to study harder. Also, their good grades make these students enjoy their learning and proud of their success. On the contrary, when students get lower grades, they get annoyed with their teacher and the teacher's grading standards. This feeling also affects these students' performance in upcoming exams since they start losing their interest in language learning. To help students who get lower grades, tutorials and remedial classes can be provided to help them improve their English. Also, in preparatory schools, extra-curricular activities can be organized to help students get motivated and improve their English by interacting with other students.

In addition, as the results of the third research question suggested, the level of pride experienced by students affected their academic performance in a positive way. When the students are proud of themselves and their capacity, they get motivated to succeed. Another reason might be that some students are competitive, which means they want to be more successful than the other students. Therefore, these students try hard to get better exam scores.

Thus, it can be concluded that getting good grades in exams makes them proud of themselves, and in order to maintain this situation, they work harder and increase their level of success. On the other hand, the third research question's results also revealed that the degree of relief reported by students had a negative impact on their academic performance. Some students do not worry about their exam results since they believe they will be successful at the end of the academic year or they will pass the English Proficiency Exam without studying hard. The reason why they do not worry about their exams may be due to the fact that the data was gathered in the first academic term, students thought they still had time to start studying hard, so they felt relieved. Hence, it can be stated that the high level of relief and having no concerns

regarding the exam results make some students study less, and this situation causes lower exam scores.

Last but not least, the fourth question's results showed that there was an inverse correlation between the negative achievement emotions and students' language levels. That means as their English improves, students feel less unpleasant emotions. That might be due to the fact that their level of self-esteem has an essential role in the language learning process. Also, the results indicated the effect of different periods (before, during after the exams) on students' achievement, which is due to the process-based study.

To conclude, there is an ongoing problem in learning English in Turkey. Since English is a global language, which means learning English is of utmost importance, some actions should be taken. One of these is the emotional state of the students. Thus, while designing the syllabus, learning environment, and lesson plans, students' emotions should be taken into consideration since achievement emotions have a crucial influence on language acquisition, and students experience a wide range of emotions in language classrooms (Brown & White, 2010; as cited in Shao, Pekrun and Nicholson, 2019). For example, when students feel so stressed or anxious, this may cause downshifting which is the situation when the brain detects a threat and starts to slow down. Thus, when students feel negative emotions, these emotions slow down their learning process and affect their academic performance. Therefore, the current study's results also revealed the significance of these feelings and their connection with the academic performance of students regarding the gender and language level differences of the students.

5.2 Pedagogical Implications

With respect to the results of the study, the pedagogical implications are presented below:

- The results revealed that students experience both positive and negative emotions at a substantial level that affect their academic performance. Therefore, the instructors who are responsible for
- Designing the syllabus and the exam content can consider the achievement emotions students experience apart from test anxiety since these emotions have a great effect on second language acquisition.
- One of the problems in language learning is being afraid of making mistakes. That leads some students to be ashamed of their performance in the classroom, and accordingly, it affects their academic performance as well. Therefore, to make students realize it is a normal process of language learning and help them overcome this fear, some seminars relating to this issue can be organized.
- The instructors who teach English to preparatory class students may plan activities that increase the degree of positive achievement emotions and lower the degree of negative achievement emotions since these emotions are connected to the language acquisition.
- Finally, the instructors who teach English to preparatory class students may plan their lessons focusing on developing students' learner autonomy. According to Holec (1981), "Learner autonomy is the ability to take charge of one's own learning ."This definition implies that students take responsibility for their own learning, which will help them raise their self-esteem.

When students become autonomous learners, they will continue learning outside the classroom, which will help them improve their academic performance and experience more positive achievement emotions. Thus, it can be considered as a crucial issue that should be taken into account.

5.3 Recommendations for Further Studies

The current study has several recommendations for further studies. First of all, there were 126 participants in this study. However, working with a larger group of participants might draw more valid conclusions. Furthermore, the current study was conducted at a private university in Istanbul, Turkey, so the results are not generalizable. As a result, further studies can be conducted with participants at a public university as well as in other settings within and outside of Istanbul, Turkey.

Moreover, further studies might be carried out to investigate the correlation between the learners' achievement emotions and their English language levels to confirm the findings of the current study. Finally, the current study was conducted in the 2021-2022 academic year's Fall Term. Nevertheless, further studies might be conducted in a longer process to find out more valid results.

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APPENDICES

APPENDIX A: Test Emotions (Adapted to Turkish)

Sevgili Katılımcılar,

Verdiğiniz bilgiler, ve cevaplarınız araştırma etiği gereği gizli tutulacaktır ve kimseyle paylaşılmayacaktır. Zaman ayırdığınız, katkılarınız ve içten cevaplarınız için çok teşekkür ederim.

SINAV ÖNCESİ DUYGULAR

Ad-Soyad :	Sınıf:
Cinsiyet :	Yaş :
Mezun Olduğunuz Lise :	
Ailenizde İngilizce bilen var mı ?	

Sınav Öncesi Duygular

Sınavlar insanlarda farklı duygular uyandırabilir. Bu anket sınavda hissedebileceğiniz duygulara yönelik maddeler içermektedir. **Soruları cevaplamadan önce Achievement 1 sınavınızdan önce nasıl hissettiğinizi düşününüz ve buna göre soruları cevaplayınız.**

Aşağıdaki ankette sınavdan önce nasıl hissedebileceğinize yönelik maddeler yer almaktadır. Lütfen Achievement 1 sınavınızdan önce nasıl hissettiğinizi düşünerek soruları yanıtlayınız.

	Kesinlikle Katılmıyorum (1)	Katılmıyorum (2)	Kararsızım (3)	Katılıyorum (4)	Kesinlikle Katılıyorum (5)
Sınavı dört gözle bekliyorum.					
Yeterince çalışıp çalışmadığım konusunda endişeliyim.					
Sınavlarıma büyük bir umut ve beklentiyle çalışmaya başlıyorum.					
Sınava hazırlanmak için yeterli zamanım olmadığında sinirlerim bozuluyor.					
Sınav için yaptığım hazırlıklarla o kadar gurur duyuyorum ki bir an önce sınava başlamak istiyorum.					
Umutsuzluğum tüm enerjimi tüketiyor.					
Sınavda başarısız olmanın ne kadar utanç verici olduğunu düşünmek bile istemiyorum					
Sınava çalışmak hoşuma gittiği için gereğinden fazlasını çalışmaya hevesliyimdir.					

Sınavda iyi bir şeyler yapacak yeteneğe sahip olmam konusundaki bütün umutlarımı kaybettim.					
Mideme kramplar giriyor.					
Her şeyin yolunda gideceği konusunda iyimserim.					
Öğrenmem gereken konuların fazlalığı beni sinirlendiriyor.					
Sınav konusunda o kadar umutsuzum ki çalışmaya bile başlayamıyorum.					
Sınav öncesinde sabırsızlanıyorum.					
Sınavdan önce kendimi gergin ve rahatsız hissediyorum					
Yeteneklerimin yeterli olacağına dair büyük umudum var.					
Tüm umudumu yitirdiğim için sınavda bir şey yapmamayı tercih ediyorum.					
Bilgimi göstermeyi dört gözle bekliyorum.					
O kadar gerginim ki keşke sınava girmeme şansım olsa diye düşünürüm.					
Sınav hazırlığının yeterli olduğu konusunda kendime oldukça güveniyorum.					
Sınav konusunda oldukça iyimserim.					
Başarılı olmayı dört gözle beklediğim için çok sıkı çalışırım.					
Sınav ile ilgili umudum olmadığı için moralim bozuk.					
Sınavın çok zor olup olmayacağı konusunda endişeliyim.					
Kendime olan güvenim sınava daha iyi hazırlanmam için beni motive ediyor.					

Sevgili Katılımcılar,

Verdiğiniz bilgiler, ve cevaplarınız araştırma etiği gereği gizli tutulacaktır ve kimseyle paylaşılmayacaktır. Zaman ayırdığınız, katkılarınız ve içten cevaplarınız için çok teşekkür ederim.

SINAV ESNASINDA DUYGULAR

Ad-Soyad :	Sınıf:
Cinsiyet :	Yaş :
Mezun Olduğunuz Lise :	
Ailenizde İngilizce bilen var mı ?	

Sınav Esnasında Duygular

Aşağıdaki ankette sınavdan önce nasıl hissedebileceğinize yönelik maddeler yer almaktadır. Lütfen Achievement 1 sınavınız esnasında nasıl hissettiğinizi düşünerek soruları yanıtlayınız.

	Kesinlikle Katılmıyorum (1)	Katılmıyorum (2)	Kararsızım (3)	Katılıyorum (4)	Kesinlikle Katılıyorum (5)
Sınav olmaktan keyif alıyorum.					
Sınavı geçip geçemeyeceğim konusunda endişeleniyorum.					
Başarıyı umut ederek sınava daha fazla gayret gösteriyorum.					
Sınavın başında kalbim hızla çarpmaya başlar.					
Ne kadar çaba göstersem de sınavda başarılı olamayacağımı düşünmeye başladım.					
Sinirleniyorum.					
Sanırım, bilgimle gurur duyabilirim.					
Çok gerginim.					
Pes etmiş gibi hissediyorum.					
Ellerim titriyor.					
Sınava yeterli bir şekilde hazırlanamadığım için kendimden utanıyorum.					
O kadar gerginim ki sınavın bitmesini sabırsızlıkla bekliyorum.					

Kendime çok güveniyorum.					
Sınavda çıkan soruların adil olmadığını düşünüyorum.					
Soruların benim için çok zor olduğunu fark etmeye başladım.					
Bilgimden gurur duymam sınavda daha fazla çabalamamı olumlu etkiler.					
Sınav esnasında panikliyorum.					
Öylesine tükendim ki hiç enerjim kalmadı.					
Küçük düşürülmüş hissediyorum.					
Sınavla başa çıkabildiğim için mutluyum.					
O kadar kaygılıyım ki sınav dışında herhangi bir yerde olmayı isterdim					
Soruları doğru cevaplayabileceğime olan inancımı yitirdim.					
O kadar utanıyorum ki kaçıp saklanasım geliyor.					
Bence sınav keyifli bir mücadeledir.					
Umutsuz hissediyorum.					
Utandığım için nabzım hızlı atıyor.					
Soruları doğru yanıtlayamadığım için utanıyorum.					

Sevgili Katılımcılar,

Verdiğiniz bilgiler, ve cevaplarınız araştırma etiği gereği gizli tutulacaktır ve kimseyle paylaşılmayacaktır. Zaman ayırdığınız, katkılarınız ve içten cevaplarınız için çok teşekkür ederim.

SINAV SONRASI DUYGULAR

Ad-Soyad :	Sınıf:
Cinsiyet :	Yaş :
Mezun Olduğunuz Lise :	
Achievement I Toplam Sınav Sonucunuz :	

Sınav Sonrası Duygular

Aşağıdaki ankette sınavdan sonra hissettiğinize yönelik maddeler yer almaktadır. Lütfen Achievement 1 sınavınız sonrasında nasıl hissettiğinizi düşünerek soruları yanıtlayınız.

	Kesinlikle Katılmıyorum (1)	Katılmıyorum (2)	Kararsızım (3)	Katılıyorum (4)	Kesinlikle Katılıyorum (5)
Öğretmenin not verme sistemine sinirleniyorum.					
Sınav sonuçlarımı aldığımda kalbim gururla çarpıyor.					
Midemde hissettiğim kramplar sınav sonrası kayboldu.					
Utlanmış hissediyorum.					
Sınavın üstesinden geldiğim için kendimle gurur duyuyorum.					
Kalbim neşeyle hızlı atıyor.					
Oldukça kızgınım.					
Başarım hakkında düşünmek beni gururlandırıyor.					
Artık rahat bir nefes alabilirim.					
Notlarımdan utanıyorum.					
Çok rahatlamış hissediyorum.					
Öğretmenimi eleştirebilmeyi isterdim.					
Sınavdan sonra kendimle çok gurur duyarım.					

Kendimi ferahlamış hissediyorum.					
Kötü bir not aldığında öğretmenim ile karşılaşmamayı tercih ederim.					
Öfkem yüzünden nabzım yükselir.					
Kendimden oldukça memnunum.					
Sonunda tekrar gülebiliyorum.					
Keşke öfkemi özgürce ifade edebilsem.					
Sınavdan bir şampiyon edasıyla çıkıyorum.					
Özgür hissediyorum.					
Diğer kişiler kötü notlarımı görünce yüzüm kızarıyor.					
Sınavdan sonra yüzüm ışıldar.					
O kadar sinirliyim ki yüzüm kıpkırmızı oluyor.					
Kendimle gurur duyuyorum.					

APPENDIX B : Test Emotions (English)

The English version of the questionnaire is obtained from the AEQ User's Manual (Pekrun, Goetz & Perry, 2005).

BEFORE TAKING THE TEST / EXAM

The following questions pertain to feelings you may experience **BEFORE** taking a test or an exam. Please indicate how you feel, typically, before taking a test or an exam.

Strongly Disagree 1	2	3	4	Strongly Agree 5
---------------------------	---	---	---	------------------------

156. I look forward to the exam.
157. I worry whether I have studied enough.
158. I start studying for the exam with great hope and anticipation.
159. I get angry over time pressures which don't leave enough time to prepare.
160. I'm so proud of my preparation that I want to start the exam now.
161. My hopelessness robs me of all my energy.
162. I can't even think about how embarrassing it would be to fail the exam.
163. Because I enjoy preparing for the test, I'm motivated to do more than is necessary.
164. I have lost all hope that I have the ability to do well on the exam.
165. I feel sick to my stomach.
166. I am optimistic that everything will work out fine.
167. I get angry about the amount of material I need to know.
168. I feel so resigned about the exam that I can't start doing anything.
169. Before taking the exam, I sense a feeling of eagerness.
170. Before the exam I feel nervous and uneasy.
171. I have great hope that my abilities will be sufficient.

172. I'd rather not write the test because I have lost all hope.
173. I look forward to demonstrating my knowledge.
174. I get so nervous I wish I could just skip the exam.
175. I'm quite confident that my preparation is sufficient.
176. I think about my exam optimistically.
177. Because I look forward to being successful, I study hard.
178. I get depressed because I feel I don't have much hope for the exam.
179. I worry whether the test will be too difficult.
180. My confidence motivates me to prepare well.

DURING TAKING THE TEST / EXAM

The following questions pertain to feelings you may experience **DURING** taking a test or an exam. Please indicate how you feel, typically, during taking a test or an exam.

Strongly Disagree 1	2	3	4	Strongly Agree 5
---------------------------	---	---	---	------------------------

181. I enjoy taking the exam.
182. I worry whether I will pass the exam.
183. Hoping for success, I'm motivated to invest a lot of effort.
184. At the beginning of the test, my heart starts pounding.
185. I start to think that no matter how hard I try I won't succeed on the test.
186. I get angry.
187. I think that I can be proud of my knowledge.
188. I am very nervous.
189. I feel like giving up.
190. My hands get shaky.
191. I am ashamed of my poor preparation.
192. I get so nervous I can't wait for the exam to be over.
193. I am very confident.
194. I think the questions are unfair.

- 195. I start to realize that the questions are much too difficult for me.
- 196. Pride in my knowledge fuels my efforts in doing the test.
- 197. I feel panicky when writing the exam.
- 198. I feel so resigned that I have no energy.
- 199. I feel humiliated.
- 200. I am happy that I can cope with the test.
- 201. I am so anxious that I'd rather be anywhere else.
- 202. I have given up believing that I can answer the questions correctly.
- 203. I get so embarrassed I want to run and hide.
- 204. For me the test is a challenge that is enjoyable.
- 205. I feel hopeless.
- 206. Because I am ashamed my pulse races.
- 207. I get embarrassed because I can't answer the questions correctly.

AFTER TAKING THE TEST/EXAM

The following questions pertain to feelings you may experience **AFTER** taking a test or an exam. Please indicate how you feel, typically, after taking a test or an exam.

Strongly Disagree 1	2	3	4	Strongly Agree 5
208.	I get angry about the teacher's grading standards.			
209.	When I get the test results back, my heart beats with pride.			
210.	The tension in my stomach is dissipated.			
211.	I feel ashamed.			
212.	I'm proud of how well I mastered the exam.			
213.	My heart beats faster with joy.			
214.	I am fairly annoyed.			
215.	To think about my success makes me feel proud.			
216.	I finally can breathe easy again.			
217.	My marks embarrass me.			
218.	I feel very relieved.			
219.	I wish I could tell the teacher off.			
220.	After the exam I feel ten feet taller because I'm so proud.			
221.	I feel relief.			
222.	When I get a bad mark I would prefer not to face my teacher again.			
223.	My anger makes the blood rush to my head.			
224.	I am very satisfied with myself.			
225.	I can finally laugh again.			
226.	I wish I could freely express my anger.			
227.	I walk out of the exam with the look of a winner on my face.			
228.	I feel freed.			
229.	When others find out about my poor marks I start to blush.			
230.	I glow all over.			
231.	I get so angry, I start feeling hot and flushed.			
232.	I am proud of myself.			