# PEER- RELATEDNESS IN ELEMENTARY EFL CLASSES: ITS RELATION TO STUDENT MOTIVATION AND ACADEMIC ENGAGEMENT

A MASTER'S THESIS

BY

KIMIYA VAEZI

TEACHING ENGLISH AS A FOREIGN LANGUAGE

İHSAN DOĞRAMACI BILKENT UNIVERSITY

ANKARA

DECEMBER 2020

This thesis is dedicated to my family, especially my mother who has always been there for me through ups and down.

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The Graduate School of Education

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by

Kimiya Vaezi

In Partial Fulfilment of the Requirements for the Degree of

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İHSAN DOĞRAMACI BILKENT UNIVERSITY

GRADUATE SCHOOL OF EDUCATION

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Kimiya Vaezi

October 2020

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Teaching English as a Foreign Language.

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# ABSTRACT

PEER-RELATEDNESS IN ELEMENTARY EFL CLASSES: ITS RELATION TO STUDENT MOTIVATION AND ACADEMIC ENGAGEMENT

Kimiya Vaezi

M.A. in Teaching English as a Foreign Language

Supervisor: Asst. Prof. Dr. Aikaterini Michou

December 2020

This study investigated first and second grade students' peer-relatedness, quality of L2 motivation, and their agentic and behavioral engagement in Turkish EFL classrooms. Students' sense of relatedness was measured through the Relatedness to Social Partner Questionnaire (Furrer & Skinner, 2003), which was presented orally to students. Students' quality of motivation was assessed with a Thematic Apperception Test-Like (TAT-Like) projective measure (Katz, Assor, & Kanat-Maymon, 2008) in one on one interviews with students. Their agentic and behavioral engagement were measured through a short survey adapted from the Behavioral Engagement Questionnaire (Skinner, Wellborn, & Connell, 1990), which was filled by EFL teachers. Therefore, a mixed method and corss-informant assessment was adopted. The sample included 62 first and second grade students along with eight EFL teachers from five private schools in Ankara, Turkey. Students participated from 10 different EFL classrooms. Logistic regression analysis showed that these students' sense of peer relatedness was positively and significantly related to their autonomous motivation in EFL lessons. There was not any significant relation among students' sense of peer relatedness and their agentic and behavioral engagement. Similarly, no significant relation was found among students' quality of L2 motivation and their agentic and behavioral engagement. Supplementary analyses (non-parametric 2-independent Mann Whitney U Tests) showed that students with only autonomous motivation do not differ from students with only controlled motivation in their agentic and behavioral engagement. The findings of the study underscore the importance of the social environment in the elementary EFL classroom for young students' quality of motivation.

*Keywords*: peer relatedness, autonomous motivation, controlled motivation, agentic engagement, behavioral engagement

# ÖZET

Yabancı Dil Olarak İngilizce Dersinde Akran İlişkisi: Öğrenci Motivasyonu ve Akademik Katılımla Olan Bağıntısı

Kimiya Vaezi

Yabancı Dil Olarak İngilizce Öğretimi Yüksek Lisans Programı

Danışman: Dr. Öğr. Üyesi Aikaterini Michou

Kasım 2020

Bu çalışma birinci ve ikinci sınıf öğrencilerinin akran bağlılığı, L2 (İkinci Dil) motivasyon niteliği ve Türk EFL sınıflarındaki aracılı ve davranışsal katılımlarını incelemiştir. Öğrencilerin bağlılık duyguları kendilerine sözlü olarak sunulmuş olan Sosyal Arkadaşla İlişki Anketi (Furrer & Skinner, 2003) yoluyla ölçülmüştür. Öğrencilerin motivasyon niteliği ise öğrencilerle bire bir gerçekleştirilen TAT benzeri projektif yöntem (Katz, Assor, & Kanat-Maymon, 2008) yoluyla ölçülmüştür. Aracılı ve davranışsal katılımları davranışsal katılım anketi'nden (Skinner, Wellborn, & Connell, 1990) uyarlanan ve EFL öğretmenleri tarafından doldurulan kısa bir anket yoluyla ölçülmüştür. Örnek, Ankara, Türkiye'deki beş özel okuldan seçilen 62 birinci ve ikinci sınıf öğrencisiyle sekiz EFL öğretmenini içermektedir. Birinci ve ikinci sınıf öğrencileri on farklı EFL sınıfından katılmışlardır. Lojistik regresyon analizi birinci ve ikinci sınıf öğrencilerinin akran bağlılığının pozitif olduğunu ve kayda değer biçimde EFL sınıflarındaki özerk motivasyonlarıyla bağlantılı olduğunu göstermiştir. Öğrencilerin akran bağlılığı duyguları ve aracılı ve davranışsal katılımları arasında kayda değer bir bağlantı yoktur. Aynı şekilde öğrencilerin L2 motivasyon nitelikleri ve aracılı ve davranışsal katılımları arasında da kayda değer bir ilişki yoktur. Destekleyici analizler yalnızca özerk motivasyona sahip öğrencilerin aracılı ve davranışsal katılımları açısından yalnızca kontrollü motivasyona sahip öğrencilerden farklı olmadığını parametre dışı 2- bağımsız Mann Whitnet U Testleri aracılığıyla göstermiştir. Bu bulgular ilkokuldaki EFL sınıflarındaki sosyal ortamın küçük yaştaki öğrencilerin motivasyon niteliği üzerindeki öneminin altını çizmektedir.

*Anahtar kelimeler*: akran ilişkisi, otonom motivasyon, kontrollü motivasyon, aracılı katılım, davranışsal katılım

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# CHAPTER 1: INTRODUCTION

## Introduction

Learning a new language at school resembles any other social activity that happens in a community of people gathering together to achieve a predetermined goal. These individuals have some certain needs to be satisfied through context facilities and relationships so that they can perform well. In the context of a classroom, students' needs can be satisfied with the classroom factors or by people that students have a connection with such as teachers and classmates. During each academic year, students become a part of their classroom community and start establishing a bond with their classmates and teachers; which, according to Deci and Ryan (2000), is defined as a feeling of connectedness with others. Relatedness, as this concept is called within Self-Determination Theory (Ryan & Deci, 2017; SDT), is one of the vital psychological needs that is argued to boost students' classroom engagement (King, 2015; Reeve, 2012). More engaged students have higher achievement, and therefore, they gain more success.

In the context of learning English as a foreign language (EFL), communication has a crudial role (Myslihaka, 2016) and research has shown that students who feel related to their significant others communicate and interact easier (Lin, 2016). Therefore, peer relatedness is an important component to be considered in the classroom climate of EFL lessons. Students who feel being approved by their peers, they are more likely to feel comfortable to use English in their communication during class activities. Moreover, peer relatedness seems to be impotant in EFL class of young learners. For example, first and second grade students are at the starting point of their

school education and have entered a new social context surrounded by peers. Feeling less related at this critical point as a result of being rejected might lead to desensitization of experiencing relatedness to others (Moller, Deci, & Elliot, 2010) and, therefore, hinder the development of the necessary communicaiton skills for learning Enlish in older age as well. In general, when students' needs are satisfied, they may be better motivated in learning English besides being more engaged in classroom activities. As a result of having high-quality motivation in EFL class, students are better equipped to achieve good results which can be a sign of how engaged they are in the classroom.

The present study investigated first and second grade EFL learners' peer relatedness and its predictability regarding students' quality of motivation for learning English. Furthermore, this study aims to find out whether peer relatedness and motivation predict first and second grade students' emotional and behavioral engagement in EFL class.

## Background of the Study

### Self Determination Theory

Self Determination Theory (Ryan & Deci, 2017) is an empirically based, organismic theory that focuses on motivation, human behavior, and personality development. This theory investigates how social, cultural, and biological factors can predict psychological growth, engagement, and wellbeing. Besides, SDT concerns socio-contextual factors that affect human psychological needs. According to this theory, human beings have three basic psychological needs: the need for competence which refers to experiencing opportunities to exercise, expand and express one's capacities (Deci, 1975), need for autonomy which is individual's using one's will

regarding what he does (Ryan & Deci, 2004), and need for relatedness which means a feeling of connectedness and belonging within one's community (Deci & Ryan, 1991).

**Peer Relatedness**

Based on the definition provided in the Self Determination theory on relatedness, individuals feel related to others when they have a mutual feeling of love, connection, and care. Since the classroom is a community in which students establish relationships with one another, it can be implied that peer relatedness exists within the classroom atmosphere when students feel warmly related to other classmates and are secure in their connection with them. When related to their peers, students establish mutual respect and acceptance to other classmates (Wentzel, Battle, Russell, & Looney, 2010). In addition, in challenging situations, students who feel connected to their peers tend to collaborate and seek help from their classmates instead of giving up (Ryan & Shim, 2012). Based on SDT satisfaction of need for relatedness (as well as of the need for competence and autonomy) is one of the indicating factors of well-being and overall functioning, and therefore, peer relatedness can be considered as a building block for the future success of the students. What is more is that, as it was mentioned by Deci and Ryan (2008), the concept of human needs is of great benefit since it helps to reveal how various social forces and interpersonal environments predict autonomous versus controlled motivation. Therefore, as peer relatedness indicates satisfaction of one of the basic psychological needs in the social context, it is an important factor to be studied in EFL learning to clarify to what extent it predicts students' success along with motivation; or in other words to what extent peer relatedness can be a reason why students are learning a new language.

**Academic Motivation from the SDT Perspective**

L2 motivation has also been put forth by other motivational theories, one of the most prominent of which is Gradner's integrative and instrumental motivational orientations (Gardner & Lambert, 1959). According to this motivation theory, integrative orientation refers to students' willingness to have contact with or identify with members of the second language country and instrumental motivation refers to students' willingness to learn L2 so as to achieve a specific goal. The inconsistent results of these orientations in L2 learning motivational studies has led scholars to consider alternative motivational models that were not meant to replace but to complement the integrative instrumental orientation (Noels, Pelletier, & Vallerand, 2000; Oxford, 1996). One of the theories in this regard is SDT which fits many motivational orientations into a systematic framework and has also inspired researchers on language motivation (Setiyadi, Mahpul, & Wicaksono, 2019).

SDT (Ryan & Deci, 2017) is a broad framework focusing on human motivation as well. According to SDT, the quality of motivation is more important than the quantity in terms of humans' wellbeing and outcomes. In this regard, two broad qualities of motivation have been defined, the intrinsic and extrinsic motivation. In educational settings, intrinsic motivation can be defined as performing a task for its inherent joy or satisfaction. On the other hand, extrinsic motivation can be defined as performing a task for the sake of an external demand or the anticipation of specific outcomes. Furthermore, according to SDT, extrinsic motivation includes four behavioral regulatory styles that differ in the degree to which the performing activity has been internalized by the student. That is external regulation, introjected regulation, identified regulation, and integrated regulation (see Figure 1).

In educational settings, when a student externally regulates her behavior, she participates in an activity because of the external contingencies such as rewards and punishments. As far as introjected regulation is concerned, students do what they should gain others' approval so that they would not feel guilty. This internally pressuring motivation is more controlled than autonomous. There are times when students perform an activity for their own specific personal goal or value which shows that they act based on identified regulation. In more extreme cases, students identify themselves with the value of an activity that is of benefit for all their other needs, values, and goals. Students with this type of regulation (i.e., integrated regulation) are more self-determined in their motivation for schoolwork in comparison with students who are motivated through identified regulation. (Deci & Ryan, 2008).

SDT also includes two other categories of motivation called autonomous motivation and controlled motivation. Each of these motivation types includes two regulations. According to Deci and Ryan (2008), autonomously motivated students to integrate their activity's worth into their sense of self. In other words, they advocate doing their schoolwork. According to the nature of this type of motivation, identified regulation, integrated regulation, and intrinsic motivation can be considered autonomous. However, controlled motivation can be attributed to students who perform their tasks based on partially internalized regulations and controlling factors such as shame prevention, others' approval, punishment, or reward anticipation. Therefore, the two types of regulations with the full or partial external reason for acting (i.e., external regulation and introjected regulation) are located under controlled motivation.

Having defined different types of motivation, it is now worth mentioning the vitality of students' inner motivational sources and their role in boosting students'

quality of engagement (Reeve, 2012). In line with that, SDT also emphasizes how students' inner sources combine with classroom climate and predict different levels of engagement.

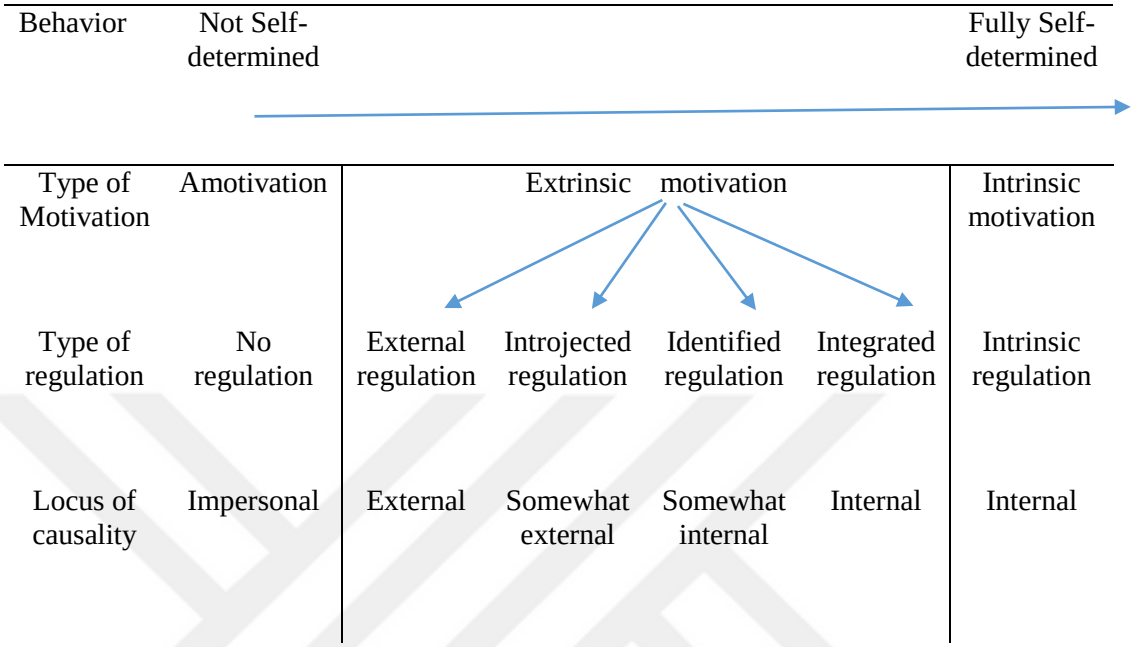


*Figure 1*. The Self-Determination Continuum Showing Types of Motivation With Their Regulatory Styles, Loci of Causality, and Corresponding Processes. Adapted from "Self-determination Theory and the facilitation of intrinsic motivation, social development and well-being" by R. M. Ryan, E. L. Deci, 2000. *American Psychologist, 55*(1), p. 72.

**Academic Engagement**

Student involvement or engagement is defined by Furrer and Skinner (2003) as students' active, goal-directed, flexible, constructive, persistent, and focused interactions with the social and physical environment. When students are well engaged in the classroom, their learning gains and academic achievements rise higher (Fredricks, Blumenfeld, & Paris, 2004) and they seem energized, enthusiastic, and focused. This very influential factor comes in four types: Behavioral, Emotional, Cognitive, and Agentive engagement (Reeve, 2012). Students who pay attention to their given tasks and try hard to do them with concentration are behaviorally engaged

in classroom activities. Showing positive emotions such as curiosity and interest besides the absence of debilitating emotions, including distress, anxiety, anger, and frustration, is the sign of students' emotional engagement. When learning, students may demonstrate complicated, self-regulatory, and deep learning strategies that are the indicators of their cognitive engagement. Furthermore, the last type of engagement, agentive engagement, has been explored quite recently (Reeve, 2012). Students with this aspect of engagement try to enrich their learning instead of receiving all the knowledge passively, as it is given by others. In other words, they proact on learning activities by transforming and personalizing what they intake to something more interesting or optimally challenging. It is necessary to bear in mind that to help students reach higher levels of engagement, teachers are better to provide a classroom atmosphere that supports students' inner sources of motivation and basic psychological needs.

## Statement of the Problem

Self-determination theory has been the starting point of a lot of research studies since it was introduced. Among the factors that have been investigated through SDT, different types of motivation and the Three Basic Psychological Needs (TBPN) (i.e., the need for competence, autonomy, and relatedness) are the two most prominent subjects of interest for researchers. These studies have been conducted around the world with either individualistic cultures (i.e., cultures in which achieving justice is individuals' main concern; Triandis, 2001) or collectivist culture (i.e., cultures in which people are interdependent with their in-group members; Triandis, 2001) and in different domains such as Physical Education and English Language Teaching; in both of which group work is emphasized (Lafont, 2012; Pyun, 2004;). For instance, there are studies in countries with individualistic culture, and one of these is the study of

Crosnoe, Johnson, and Elder (2004) which found that teacher-student relationship in Hispanic American context was important for their academic achievement. As for the studies in collectivistic cultures, the study of Xiang, Agbuga, Liu, and McBride (2017) indicated the positive relationship between satisfaction of relatedness towards peers and teachers and Turkish students' engagement. Turkey is one of these collectivistic contexts (Imamoglu & Arakitapoglu-Aygun, 2006) in which studies about relatedness have been carried out. Most of the existing studies that investigated the relation of peer relatedness to students' functioning have been conducted among middle school, high school, or university students which indicates lack of evidence about the importance of peer relatedness in the context of elementary school students and especially in the context of the first and second grade EFL class According to the findings of these studies in the Turkish context, relatedness predicts students' final grades, subjective and psychological well-being, and engagement (Aydogan, 2016; Ciyin & Ilker, 2014; Demirbas Celik, 2018). Also, high school students' sense of relatedness towards their teachers in Canada (Guay, Denault, & Renauld, 2017) and students' sense of relatedness towards their peers in midwestern US (Cox, Duncheon, & McDavid, 2009) have been found to predict their autonomous motivation.

These findings indicate that peer relatedness might also predict the good quality of motivation among young EFL students. That is because learning a language includes great amount of communication and group work (Ibsen-Jensen, Tkadlec, Chatterjee, & Nowak, 2018) and when students feel related to their peers, they become less shy and can feel more comfortable communicating in the class (Arbeau, Coplan, & Weeks, 2010). Yet, this relation has not thoroughly been investigated especially among EFL primary school students in their first and second year of their studies. It is known, however, that young students' social relations, especially peer acceptance, are

important predictors of their motivation, engagement, and achievement (Weyns, Colpin, De Laet, Engels, & Verschueren, 2018).

## Purpose

According to SDT, conditions supporting the satisfaction of the basic psychological needs, such as competence, autonomy, and relatedness, result in fostering the quality of students' motivation and engagement. Therefore, students' peer relatedness which is a component of the satisfaction of the need for relatedness is expected to predict students' quality of motivation (Skinner & Belmont, 1993). Yet, motivation has also been considered in many studies as a predictor of students' engagement (Niemiec & Ryan, 2009). However, students' sense of relatedness has not been thoroughly investigated as a predictor of motivation and engagement among first and second-grade primary students in the EFL context in Turkey. Therefore, this study aimed to investigate whether first and second graders' peer relatedness in English as a foreign language (EFL) class was related to their quality of motivation and engagement independently or interactively.

To do this investigation, 62 students were interviewed through a projective measure assessing their quality of motivation (Fraenkel, & Wallen, 2009; Katz, Assor, & Kanat-Maymon, 2008). In the interview, students were shown pictures and were asked to utter their feelings about the pictures which constitutes the qualitative phase of the study. Besides, during the interview statement referring to peer relatedness (Furrer & Skinner, 2003) was read to the students to assess their sense of relatedness to peers. Finally, students' engagement was measured by a questionnaire (Reeve & Tseng, 2011; Skinner, Wellborn, & Connell, 1990) which was given to the target students' EFL instructor. Students' engagement was assessedthrough teachers' reports in order to obtain a more objective assessment and to avoid common method bias

(Podsakoff, MacKenzie, & Podsakoff, 2012). That is because students' responses to one variable might partially affect their answers for other variables measured in the study as well. Moreover, first and second grade students might not be able to accurately report their engagement. As teachers reported students engagement, two aspects of engagement that are easily observable were selected to be assessed, that is agentic and behavioral engagement. It is worth mentioning that the assessment was conducted during the second semester so that students had some time to establish a sense of belonging towards their classmates.

## Research Questions

In this study, the following research questions were tested:

1. Does peer-relatedness predict first and second-grade students' quality of motivation in Turkish EFL classrooms?
2. Do peer-relatedness and quality of motivation of first and second-grade students in Turkish EFL classrooms predict the teacher-reported agentic and behavioral engagement?

## Significance

The significance of this study originates from two aspects. First, there are very few studies in the Turkish context that have measured primary students' relatedness, motivation, and academic engagement in EFL context. Therefore, it has not been investigated to what extent peer relations could be related to young students' EFL academic outcomes. Second, finding out whether students' motivation and peer relatedness predict their engagement will give insight to teachers regarding which aspects of students functioning need to be supported for effective learning in EFL classes.

For instance, when students feel a sense of belonging towards their peers, they might feel more comfortable and be more assured of being supported by their peers in situations where lack of L2 knowledge prevents further engagement in some classroom activities. To put it clearly, EFL learners may turn to their peers when they do not understand the instructed activity or what the teacher has said. Thus, after receiving peers' help, engagement won't seem like a burden, anymore. Besides, when students have good relations with their peers, they find doing pair or group work more appealing because they enjoy the company of their friends while doing their tasks. Consequently, this feeling of pleasure can be a sign of high-quality motivation for their performance in L2 tasks. Finally, this good relationship and feeling of joy in conducting classroom activities may result in high-quality engagement in L2 classrooms. This might be one of the reasons why L2 teachers are to focus on students' relationships in the classroom.

## Definition of Key Terms

**Academic engagement:** Students' focused interactions with the social and physical environment in a goal-directed and persistent way (Furrer & Skinner, 2003). Behavioral engagement indicates the number of effort students put attentively in doing their school work (Reeve, 2012). Agentic engagement specifies how much students try to personalize the instruction which they receive in the classroom (Reeve, 2012).

**Motivation:** According to SDT, students' motivation is the reason for an action that comes in different qualities. Autonomous motivation occurs when students are engaged in an activity out of mere interest or because they have internalized the importance of the activity (Ryan & Deci, 2000). Controlled motivation occurs when students are engaged in an activity due to external reasons like rewards and avoiding punishments or to sustain their sense of worth (Ryan & Deci, 2000).

**Peer relatedness:** A sense of being connected, loved, and cared by the peers in the classroom (Deci & Ryan, 2000).

## Conclusion

In this chapter a brief background on students' sense of relatedness, their quality of motivation, and academic engagement was provided. Subsequently, the problem, purpose, research questions, and significance were presented. Afterwards, the definition of the key terms was given. The next chapter provides a review of literature on students' sense of peer relatedness, their quality of motivation, and their agentic and behavioral engagement.

# CHAPTER 2: REVIEW OF LITERATURE

## Introduction

Learning a new language at school is a social activity that requires communication among peers and their instructors. This communication takes on different forms such as verbal and emotional. Through communication, students can transmit their thoughts and feelings which creates the sparkle to establish relationships. As a result of these relationships, students start experiencing love and care towards some peers in the classroom. It is through such a connection that some peers find themselves in rather enduring relationships which help them satisfy their need for relatedness to peers. Thus, they find themselves surrounded by companions whose warmth and care for one another appear to be elevating their daily performance. Sense of relatedness towards peers in some cases may act as an inner incentive to push students towards more class participation, devotion to L2 tasks, and deep learning initiated by the student himself/herself Therefore, this study investigated the relation between students' sense of relatedness towards their classmates, their L2 quality of motivation, and their behavioral and agentic engagement.

This chapter aims to report research studies conducted on students' perceived peer relatedness, quality of L2 motivation, and to what extent these factors predict students' classroom engagement.

### Sense of Relatedness and Quality of Motivation

As Wentzel (1999) argued, students' social world which consists of their relationship with peers, teachers, and parents may influence their academic career through a motivational process that these significant others may create. In line with

that, Kiefer, Alley, and Ellerbrock (2015) found that middle school students' perceived peer support was positively related to their motivation at school. Lazarides and Raufelder (2017) have also conducted a study on students' intrinsic motivation and its enhancing factors such as the need for relatedness, the need for competence, and the need for autonomy. A sample of 1088 8th grade German students took part in this study from 23 public schools. They were asked to fill out questionnaires measuring their satisfaction of psychological needs and intrinsic motivation among other variables in two intervals. The results of this longitudinal study suggested that the more students felt related to other students in terms of cooperation, the more intrinsically motivated they were. A similar study concerning all the school subjects among secondary and high school students was done by Vasalampi, Kiuru, and Salmela-Aro (2018). This longitudinal study occurred in a 5-year period during which students' motivation and sense of relatedness towards peers and parents were surveyed three times. The participants were 1520 upper secondary students from Finland whose sense of peer relatedness and peer acceptance was positively connected to autonomous motivation to attain their educational goals. They concluded that the interpersonal environment could facilitate or forestall students' quality of motivation.

In line with the social climate of the classroom, friendship and satisfaction of psychological needs were considered as predictors of students' quality of motivation and drop out in Ricard and Pelletier's (2016) study. In their study, 624 Canadian high school students took part in a sociometric nomination procedure to measure their reciprocal friendship with peers. They also filled out a motivation self-report measure, as well as a self-report measure of perceived teacher and parent, need satisfaction. The results of the study showed that reciprocal friendship with peers, a sense of peer

relatedness, predicted academic autonomous motivation over and above need satisfaction from teachers and parents.

In addition to Ricard and Pelletier's study, Hanze and Berger (2007) have also investigated a special classroom context; jigsaw cooperative learning, and its relationship with students' motivation, basic psychological needs, and deep learning. In this quasi-experimental study, researchers implemented a highly structured cooperative method in the 12th-grade physics classes for one year. A hundred and thirty-seven students attended the physics classes and reported at several points in time, their motivation and social relationship. According to the results of the study, a cooperative environment in the classroom is likely to improve students' satisfaction of their basic psychological needs, especially their satisfaction of the need for relatedness. Besides, students' social feeling of relatedness predicted their intrinsic motivation and the use of deep learning processes.

In the area of physical education, Cox and Ulrich-French (2010) investigated, among others, the relation between students' peer relationship profiles and their motivation. They grouped 244 8th and 7th-grade students in the US according to their relationship profiles with their peers and teachers and their quality of motivation as defined by SDT. These students were asked to fill out an online survey regarding their friendship quality, peer acceptance, relatedness, self-determined motivation, PE enjoyment, and the amount of effort they put in physical activities. After analyzing the results, the researchers found three different profiles in terms of the participants' peer relationship, student-teacher relationship, and students' motivation. These profiles included (i) a Weak Profile in which students had relatively low peer relationships, teacher support, and low self-determined motivation, (ii) a Mixed Profile which included students with high peer acceptance and relationship quality, low teacher

support, and relatively low self-determined motivation. (iii) a Positive Profile that included students with high peer relationships, high teacher support, and high self-determined motivation. The Positive Profile was the most adaptive in terms of exhibiting higher enjoyment and effort in physical activity compared to the other two profiles.

Researchers have also explored how learning communities such as peer groups may affect educational outcomes. For instance, Beachboard, Beachboard, Li, and Adkinson (2011) carried out a study with 2000 undergraduate university students from Canada and the USA, who took part in the National Survey of Student Engagement (NSSE) in 2005. The researchers examined whether students' feeling of relatedness could be one of the means that improves students' high-quality motivation based on SDT and their learning outcomes. In order to do this, students' relations with peers and faculty members were assessed through NSSE. Results revealed that participation in cohort programs provided such an environment that helped students meet their need for relatedness through their relationship with peers and faculty members. In addition, such social relationships elevated the participants' learning outcomes by improving their motivation quality.

In another study with 450 undergraduate students from different majors in a university in the USA, Goldman, Goodboy, and Weber (2017) found out about the relation of students' psychological needs and their intrinsic motivation to learn. As was hypothesized, the results indicated the importance of the social environment in which learning takes place. That is because students' feeling of relatedness with their classmates was positively related to their intrinsic motivation for learning.

Regarding students' feelings of peer relatedness, social status, and family income, Troyer (2017) investigated the key levers that would foster middle school

students' motivation in art and language classrooms. In the quantitative phase of the study, 68 middle school students coming from low-income families filled out questionnaires on their motivation and attitudes in the classroom. In the qualitative phase of the study 8 participants, including teachers and students, were observed for 20 hours and interviewed. According to the results of the study, students' relatedness towards one another was recognized as an important lever for students' intrinsic motivation.

In the EFL context, Otoshi and Heffernan (2011) studied 203 English majored college students' satisfaction of basic psychological needs and their quality of motivation in Japan through self-report questionnaires. They found a positive and significant relation between the satisfaction of students' need for relatedness (including the sense of peer relatedness) and students' intrinsic motivation in learning English. Parallel with this study, Agawa and Takeuchi (2016) focused also on university students' sense of peer relatedness and motivation in an EFL context. In their research with 317 Japanese participants, they found that a high degree of students' sense of peer relatedness was positively related to their intrinsic motivation and identified regulation; both types of autonomous motivation. Finally, in a study with 501 elementary Japanese students, Carreia (2012) examined students' psychological needs and their quality of motivation for learning English as a foreign language. They found out that students' sense of relatedness towards their peers is positively related to their intrinsic motivation.

**Students' Quality of Motivation and their Behavioral and Agentic Engagement**

Engagement in its broad meaning is the extent to which students participate in schooling and how they are bound to all that constitutes schooling (Skinner, Kindermann, & Furrer, 2009). Engagement in its specific meaning can be categorized,

among others, as behavioral and agentic. Behaviorally engaged students deploy their time, effort, and concentration to participate in schooling and learning (Wang & Eccles, 2013). Genetically engaged students can take charge of their own learning and contribute to the instruction flow during the learning process (Reeve, 2013). Student engagement is of utmost importance since it predicts academic success through effective learning, high achievement, and a low dropout rate (Marks, 2000; Tas, 2016). Therefore, one of each instructor's aims is to promote the quality of students' engagement. High-quality engagement might be predicted by school context factors as well as by students' personal factors such as students' motivation for doing tasks in the classroom (Wang & Eccles, 2013).

In order to find out the relation between the quality of students' motivation and their engagement, Wang and Eccles (2013) carried out a longitudinal study with 1157 7th grade and 1039 8th grade students from the USA to find out the relation between intrinsic motivation and behavioral, cognitive and emotional engagement. According to the findings of the study, intrinsic motivation, which is an indicator of good quality of motivation, predicted behavioral, emotional, and cognitive engagement. There are other studies supporting similar results in domains such as language and arts, science, and physical education that manifest the link between the quality of students' motivation and their engagement.

For instance, De Naeghel, Van Keer, Vansteenkiste, and Rossel (2012) investigated the relationship between the quality of reading motivation and behavioral engagement among 1260 Flemish 5th-grade students. In this quantitative study, students' reading motivation was measured through a self-report questionnaire based on SDT motivation categories. Students' reading engagement was measured by their teachers' reports. The results of this innovative study yield a positive association

between students' autonomous motivation and their behavioral engagement in reading comprehension classes. Similarly, Hagger and Hamilton (2018) carried out a study to find out the connection between secondary school students' motivation quality and their participation in out of school science activities. Through questionnaires measuring students' motivation and participation, the researchers found that students' autonomous motivation predicts their actual participation in science learning activities or in other words, their behavioral engagement.

There are several other studies investigating the relationship between quality of motivation and students' engagement among different age groups such as Jang's (2008) study. In her study, 136 college students majoring in educational psychology participated from a university in the USA. In order to measure students' identified regulation which is a subcategory of autonomous motivation, they were given a self-report questionnaire. Besides, two trained raters observed the educational psychology classes at two different time points so that they can mark students' behavioral engagement based on a three-item scale. Based on the results, students' behavioral engagement was enhanced for students with high identified regulation; that is, students who found the content beneficial for their profession. In other words, students' autonomous motivation contributed to their behavioral engagement.

Another example can be the longitudinal study conducted by Durik, Vida, and Eccles (2006) with 606 students from grades 3 to 12 in the USA. The participants' intrinsic motivation was measured through a self-report questionnaire. They also reported the time that they spent on reading English and the number of courses they attended per year within the study timeline. In this study, 10th-grade students' with high-quality motivation had a higher quality of behavioral engagement in English reading classes.

Considering the connection between the quality of motivation and behavioral engagement in other domains, students with higher autonomous motivation in Physical Education were more engaged in the classroom in comparison with other students. In the physical education field, Aelterman, Vansteenkiste, Van Keer, Van Den Berghe, De Meyer, and Haerens (2012) investigated 739 high school students' autonomous motivation and their engagement in Flanders. They used a survey to measure students' motivation. In addition to that, students' engagement was rated by some trained observers. The researchers also took into consideration students' gender, class level, class size, and lesson topic. Yet, according to the results, the relationship between students' autonomous motivation and their collective engagement, which includes all types of engagement was beyond the controlled variables. This means that students participate in PE activities more when they have a high-quality motivation irrespective of their gender, class level, class size, and lesson topic. There is also a correlational study conducted by Yoo, (2015), in which 592 Korean middle school students participated. These students' motivation and engagement were measured through self-reports. The results supported a positive link between autonomous motivation and behavioral engagement.

As far as agentic engagement is concerned, there are a few studies investigating the relationship between students' quality of motivation and their agentic engagement. One example is the study conducted by Reeve (2013) in which students' quality of motivation, agentic, behavioral, emotional, and cognitive engagement, and achievement were explored. Two hundred forty-eight college students from the Department of Education filled self-report motivation and engagement questionnaires in a large university in South Korea. The results revealed that students' agentic engagement was positively and significantly related to their autonomous motivation

and significantly but negatively related to their controlled motivation. In another study by Cuevas, Garcia-Calvo, & Fernandez-Bustos (2018) the connection among adult students' basic psychological needs satisfaction, quality of motivation, and agentic engagement were investigated. Three hundred and seventy-seven students from a physical education context in Spain participated in this study. The results of this study indicated a positive relationship between students' autonomous motivation and agentic engagement.

**Students' Sense of Peer Relatedness and Their Behavioral and Agentic Engagement**

As one of the most important contexts for students' social development, school, and more specifically classroom, can be considered as a social environment in which plenty of interpersonal relationships develop. Most of these relationships are built so that students can meet their needs for relatedness while learning and taking part in classroom activities. As mentioned by Akbari, Pilot, and Simons (2015), classrooms, especially in foreign language learning, can lead students towards more collaboration and interaction which may consequently act as a response to students' need for relatedness with their peers. In addition, the satisfaction of the need for peer relatedness, an aspect of the need for relatedness, is fulfilled when there are mutual sensitivity, concern, and care among classmates (Ryan & Deci, 2017). This mutual relationship can be established by classroom collaborations and interactions. As a result of such a caring relationship, each student will value the other students' academic goals and is more likely to help them during their learning process. When students are reassured that their friends are supportive, caring, and helpful in their classroom, particularly in case of difficulties, they may feel more encouraged to be involved in classroom activities. Hence, students may feel more comfortable to engage

in classroom tasks actively even in demanding situations since they are confident that their classmates will provide them with emotional support and help them pursue their academic goals.

Researchers have conducted studies to find out the relationship between students' feeling of peer relatedness and their behavioral and agentic engagement. A rather general research study in this area has been conducted by Raufelder, Regner, Drury, and Eids (2016). They examined whether the satisfaction of the three psychological needs predicts secondary school students' engagement. One thousand eighty-eight German students participated in this study by responding to the need for satisfaction and engagement questionnaires. Results revealed that need satisfaction, especially relatedness with peers and teachers, positively predicts students' engagement. Similarly, Weyns, Colpin, De Laet, Engels, and Verschueren (2018) investigated primary and secondary students' peer acceptance and behavioral engagement in Belgium. According to Weyns et. al., understanding how social atmosphere and children in a classroom affect one another is the most important factor for enhancing students' engagement. The researchers measured, through self-reports, students' peer acceptance, which is an aspect of peer relatedness, and behavioral engagement from 4th grade to 6th grade among a sample of 586 students. The results yielded a positive link between students' peer acceptance and their engagement, which means that peer relatedness may have a positive relationship with engagement as well. Also, in a survey research study conducted by Ruzek, Hafen, Allen, Gregory, Mikami, and Pianta (2016), 960 middle and high school students participated from 12 schools in the US. These students were given questionnaires that would measure variables including peer relatedness and behavioral engagement in math, history, and science classes. The researchers measured students three times during the fall, winter, and

spring semester and found direct links between students' reports of their need for peer relatedness in winter and their behavioral engagement in spring. A similar study was carried out by Mikami, Ruzek, Hafen, Gregory, and Allen (2017) regarding students' sense of peer relatedness and their behavioral engagement among secondary and high school students in the US. In their study, Mikami et. al. investigated classroom peer relatedness and behavioral engagement among 1084 students through self-report measures. The measurements took place three times within an academic year, and each time students' sense of peer relatedness predicted progressive increases in behavioral engagement.

Regarding the relation between agentic engagement and students' sense of peer relatedness, there are very few studies conducted in this area probably because agentic engagement is a newly introduced aspect of student engagement (see Reeve, 2013). For instance, there is one study on students' agentic engagement in which the relationship between students' agentic engagement and their motivation was measured through the satisfaction of SDT's basic psychological needs (Reeve & Tseng, 2011). The researchers have also looked at the link between students' sense of peer relatedness and their academic engagement. In that study, 365 high school students in Taiwan completed surveys that measured their classroom motivation and engagement. The results indicated that students' sense of peer relatedness, as a subcategory of the need for relatedness, has a positive relationship with their agentic engagement. There is also a mixed-methods study by Dincer, Yesilyurt, Noels, and Vargas Lascano (2019) whose main aim was to investigate the antecedents of classroom engagement. It was conducted in a foreign language school within a state university in Turkey. The participants in the quantitative phase of this study were 412 Turkish EFL freshman learners across different departments who took surveys regarding their basic

psychological needs and four types of emotional, cognitive, behavioral, and agentic engagement. The results of the quantitative part of the study revealed a significant relationship between students' sense of peer relatedness, which is under the need for relatedness category, and behavioral and agentic engagement. In the qualitative phase of the study, semi-structured interviews were conducted and 18 students answered 15 questions about classroom atmosphere, psychological needs, classroom engagement, and some other variables. In these interviews, students expressed a feeling of relatedness to their classmates. In terms of the relation between peer relatedness and engagement, they mentioned that, in the English class, they experienced a closer relationship with their classmates in comparison with other classes and higher engagement in terms of doing extra activities with their friends and teachers. In terms of classroom atmosphere, they explained that there should be more emphasis on the relationships among students so as to increase engagement in general. Based on the interviews, the researchers concluded that in order to keep a positive atmosphere in a classroom, teachers should encourage positive relationships among peers. They recommended that teachers should encourage students to actively seek help. In addition, they should help students feel comfortable interacting with one another.

## Conclusion

In this chapter the relevant literature on students' sense of relatedness, their quality of motivation, and their agentic and behavioral engagement was reviewed. According to the studies conducted in this field, it can be concluded that there might be a relation among students' sense of peer relatedness, their quality of motivation, and their agentic and behavioral engagement. In the following chapter, the research methodology of the present study will be described.

# CHAPTER 3: METHODOLOGY

## Introduction

The aim of this study was to explore the relationship between students' satisfaction of the need for relatedness towards peers, their L2 quality of motivation and behavioral and agentic engagement in EFL first and second grade classrooms in private schools in the capital city of Turkey. Moreover, this study investigated whether peer-relatedness and quality of motivation predict the students' academic engagement. In this chapter, the research design of the study as well as the instruments through which the variables were assessed will be presented. The educational context of the participating students and the method of data collection will also be explained. Finally, the type of analyses of the collected data will be presented.

## Research Design

As the purpose of the preset study was to explore the relation among students' sense of peer-relatedness, quality of motivation and academic engagement, the researcher used a cross-sectional correlational non-experimental design. A cross-sectional study measures all the variables at one point in time among the participants. In cross sectional designs, the aim is to measure the prevalence of the particular attributes among the participants instead of the changes of these attributes over time. Correlational research designs aim to investigate the association between variables (Fraenkel & Wallen, 2009). In addition to that, in a non-experimental correlational study, researchers' purpose is to find the possibility and the degree of a relation, if there is any, between two or more variables without offering any treatments.

A significant correlation among variables indicates an association that can be either positive or negative. A positive association among variables shows that the

scores of such variables move in the same direction; that is, an increase in the scores of one variable is connected to the increase in other variables or a decrease in the scores of one variable is connected to the decrease in other variables. A negative association among variables indicates that the scores of such variables move in the opposite direction; that is, an increase in the scores of one variable is connected to a decrease in the scores of other variables or vice versa (Fraenkel & Wallen, 2009). As stated above the cross-sectional correlational design was selected since the purpose of this study was to investigate the relation among sense of relatedness, quality of motivation and academic engagement at one point in time.

## Setting

This study was conducted in seven private primary schools in Ankara, Turkey. These schools were located in different urban parts of Ankara. Two of these schools were small scale schools with only one section in each grade, and three schools were large with more than one section in each grade. Two of the large schools have also franchisees in different suburbs of Ankara. The participants in this study were the first and second grade students who attended English lessons as a part of the school's curriculum. English classes of the first and second graders that participated in the study included students with different abilities (e.g., some students play musical instruments professionally) and different levels of English proficiency. It is worth mentioning that the students of the participating schools have a diverse socio-economic background. In addition, schools provide scholarship for the qualified students with low income parents.

The curriculum of the English classes that the first and second grades follow in Turkish state schools differs from that of private schools. In state schools, English language instruction begins in second grade for two hours a week, while private

schools start English language instruction in the first grade. That is, students receive English instruction as a part of their curriculum. Yet, its score is not reported in their Grade Certificate. Therefore, it is counted as an elective course. In private schools, English classes are delivered by the English language teachers for 8 to 22 hours per week depending on each schools' curriculum. Among the schools that participated in this study, two of them had 8 hours of English every week, one of them had 14 hours of English and another one 14 hours of English in addition to 8 hours of extracurricular English lessons which was not compulsory. There are 6 mandatory course subjects taught to first and second grade students in both public and private schools. These course subjects are Turkish Literature, Math, Social Studies, Physical Education, Art, and Music. In some private schools, some extra courses are provided such as a third Foreign Language Course (e.g., German), one on one private Music Lessons, Drama, Hands-on Activities Course, and Math Games. The group of students in the English class is the same as the group of students in the other subject matters except for the extracurricular lessons.

## Participants

The participants of this study were 62 first and second grade primary students belonging in 10 Sections from seven private schools in Ankara, Turkey. They were all native Turkish speakers that were learning English as a foreign language. The sample was composed of 51 first grade and 11 second grade students, 30 of which were male and 32 of which were female (see Table 1). The mean age of the participants was 7 year-of-age.

Table 1

*The sample of students*

| Variable | Gender | Frequency | Percent |
|---|---|---|---|
| Gender | Male | 30 | 48,4 |
| | Female | 32 | 51,6 |
| Grade | First | 51 | 82.3 |
| | Second | 11 | 17.7 |
| Total | | 62 | 100,0 |

## Instrumentation

The participants reported their sense of relatedness towards their peers in EFL classes through a questionnaire that was administered orally to them by the researcher. They also reported their quality of motivation for attending their EFL class through a Thematic Apperception Test (TAT) adapted from Katz, Assor and Maymon (2008). The TAT was also administered by the researcher in interview sessions. Students were provided with pictures that illustrated a child of their gender in different scenes and asked to express the thoughts and feelings of the child in the picture. TAT assumes that the participants project their thoughts and feelings to the child of the pictures. TAT was selected as a method to assess young students' quality of motivation, as they do not fully master reading and writing skills to fill out a questionnaire. In addition to that, the EFL teachers of the students reported for each of their students their behavioral and agentic engagement in EFL class through a short questionnaire. Only two items, one for agentic and one for behavioral engagement, were used for two reasons. First, to minimize the possible halo effects on teacher's ratings. Second, asking teachers to rate for each student each aspect of their engagement would put a lot of burden on teachers.

All the selected instruments have been already used in previous studies and are both reliable and valid measurements. All questionnaires were translated into Turkish by a native Turkish speaker fluent in English who graduated from Royal Halloway University of London in Comparative Literature and Culture. She has been working as a literary translator for four years. These instruments were also back translated so as to assure agreement in the translation.

**Student Questionnaire**

First, students' sense of relatedness toward peers was measured. This was done through three items adapted from the Relatedness to Social Partner Questionnaire developed by Furrer and Skinner (2003) (see Appendix E). The three items were selected according to their context so as to be understood from the young participants. Students responded to the 3 items, first in a Yes/No manner and for further investigation they were asked whether their answers were Always/Sometimes true. Therefore, each item was evaluated by each student in a four-point Likert type scale (1 = No, always; 2 = No, sometimes; 3 = Yes, sometimes; 4 = Yes; always). An example item reads "When I'm with my classmates, I feel accepted." In the present study, the internal consistency of the scale expressed by Cronbach's alpha was $\alpha = .50$

Second, students' quality of motivation in EFL classes was measured through The Projective Measure of Autonomous Motivation Questionnaire (Katz et al., 2008; see Appendix C). Projective devices are measurement tools that manifest participants' feelings, thoughts, needs or interests by providing implicit stimuli (Fraenkel & Wallen, 2009). In such devices, there is no supposedly right or wrong answer since they allow participants to express their ideas freely. Considering the young age of the participants, a TAT-like projective measure, which was also used in other studies for measuring students' motivation, was implemented.

In this TAT-like projective measure, participants are shown three pictures of a student in different contexts. In the first picture, there is a boy or girl (depending on the participant's gender) lying on his/her bed and thinking about his/her school (English class in the context of this study) which he/she will attend soon. The participant is asked to express what the child of the picture is thinking. In the second picture, there is a boy/girl standing near the door of his/her home having his/her mother/father next to him/her. The participant is informed that the child in the picture is about to leave home and go to school (English class in the context of this research study) and is asked to give his/her opinion on how the child in the picture feels and what she is thinking. Finally, in the last picture, there is a child on the way home from school who is thinking about school (English class in the context of this research study). The participant is asked to report what the child in the picture thinks or feels. The participants' answers vary depending on how they feel as a student which reveals their motivation to attend school or a specific lesson. In other words, they think of the student in the picture as themselves and relate to him/her unconsciously. After collecting each participants' answers, the researcher evaluated the answers through a four-step process. First, according to Kats and Assor (2008), there were five indicators of autonomous motivation and five indicators of controlled motivation.

The first indicator of autonomous motivation is "a wish to do more of the same activity" indicating students' willingness to spend more time in doing specific activities or their willingness to have more English lessons in the context of this study (e.g. He feels he wants to go back to school.). The second category of autonomous motivation is "feelings or actions involving choice" which means that students express the possibility of being able to choose what they will do freely (e. g., He knows he can choose what to study today.). In the context of this study, it implies that students

choose what activities or subjects they will learn in their English class. The third indicator of this type of motivation is "participation motivated by desire" which shows that students' reasons for taking part in specific activities are their aspirations for that activity (e. g. She wants to go to school.). In this study, students' aspiration for English lessons is the reason why they want to participate in English classes. The next indicator of autonomous motivation is "interest" that specifies students' passion as the reason for doing specific activities (e. g., He was very interested in school today.). Therefore, students' passion for English lesson is the main reason for attending English classes. The last indicator of autonomous motivation according to Katz, Assor, and Kanat-Maymon (2008) is enjoyment which specifies the joyfulness of the activity that drives students to take part in that activity (e. g., She thinks about how much she enjoyed the class.). In other words, whether students find pleasure in attending English classes.

In the case of controlled motivation, the first indicator is "introjection" according to which the reason behind doing specific activity is a call from oneself to feel obliged to do that activity. Moreover, failure in doing that activity results in a negative feeling by that person (She feels she has to do it; otherwise, she will feel bad.). Having this type of motivation, , an EFL student feels obliged to take part in English activities and his/her failure to do so makes him/her feel bad. "Coercion" is another indicator of controlled motivation which means that one takes part in an activity because others force him/her to do so (e. g. He has to do it, they force him to do it.). In this context, students take part in English classes because they are forced to do so. The next indicator of controlled motivation is "unwillingness to engage in the activity" indicating one's lack of enthusiasm to participate in an activity. Thus, it refers to students' lack of enthusiasm to attend English classes in the context of this study. Another category in this type of motivation is "boredom" that indicates one's feeling

inattentive towards an activity (e.g., He thinks of how boring the school was today.). In the context of the present study, this happens when students become inattentive towards English activities. The last indicator of this type of motivation is "frustration" which shows one's feeling of resentment for taking part in an activity (e.g., He is frustrated.). In the context of this study, this category was chosen when students felt resentment for participating in English classes.

These categories of autonomous and controlled motivation could appear in each participant's answer for each of the three pictures. Therefore, the researcher started by counting the number of times that each indicator appeared in students' answers for each picture. It is worth mentioning that each indicator might appear more than once in a single sentence. As a result, the autonomous or controlled motivation score for each complete answer equals the number of times that each indicator of a certain type of motivation occurs. Second, in order to obtain the final autonomous or controlled motivation score for each student, the number of occurrences of each motivation indicator was summed up across each student's answers for the three pictures. For instance, if a student mentions an expression which is related to one of the controlled motivation indicators, the controlled motivation score of this student would be one. Meanwhile, if that very student mentions two expressions relating to autonomous motivation indicators, the autonomous motivation score would be two. Third, the sum of the times that autonomous motivation indicators occurred in each student's answers in total equaled his final autonomous motivation score. Similarly, the number of times that controlled motivation indicators appeared in each student's answers was added up to represent the student's controlled motivation score. These calculations provided the researcher with two overall scores serving as each student's autonomous and controlled motivation. Fourth, students' relative autonomous

motivation was calculated. That was done through the subtraction of each student's overall controlled motivation score from his overall autonomous motivation score that was calculated in the previous step.

**Teacher Questionnaire**

In order to gain teachers' perception on students' behavioral engagement, an item from the Behavioral Engagement Questionnaire (Skinner, Wellborn, & Connell, 1990) was selected (i.e., In my class, this student works as hard as she/he can.). Likewise, in order to capture teachers' perception on students' agentic engagement, an item form the Agentic Engagement Scale (Reeve & Tseng, 2011) was used (i.e., In my class, this student expresses her/his opinions, preferences and questions). Only two items were selected for students' engagement in order not to overload the teacher who needed to evaluate them for all her/his students. These two items, therefore, were evaluated by the teachers for each of their student in a four point Likert-scale ranges from 1 = Not at all true to 4 = Very true (see Appendix A).

## Method of Data Collection

In order to conduct this study, the researcher submitted the necessary documents to the Turkish Ministry of Education and obtained the permission in May, 2019 (see Appendix G). In addition to that, one of the schools required the researcher to gain permission from the university's ethics committee in which that very school was located. Having received the translated versions of the instruments and the approval documents, the researcher contacted the schools which were approved by the Ministry of Education. According to the willingness of the schools to participate in the study, the researcher made an appointment to first inform the principal in person for the research procedure and later for data collection. The researcher conducted the study with students from English classes only. Besides, both the English class and Turkish

class instructors were informed along with the school principal about the study. Since these participants were below 18 years of age, the researcher had to inform the students' parents and ask for their permission and then carry out the study. Therefore, students with parental persmission took part in this study. In addition, EFL teachers' consents were achieved in advance since they would be asked to fill out a questionnaire regarding their students. As a result, first, the classroom instructors were asked to distribute the consent forms to their students' parents and collect the completed ones. Then, the English instructors whose students' parents consented to take part in the study were also given consent forms, as they would be asked to fill out the behavioral and agentic engagement questionnaire for each of their students. In addition to that, students were also informed that their participation is voluntary and they can refuse participation if they wish. None of the students refused.

The researcher interviewed all the participants one on one in a different room with either the Turkish instructors' or the school-counselors' supervision. At the beginning of each interview, the researcher reminded the students that they should think about their English lessons and answer accordingly. Each student's interview lasted for about 5 minutes on average. A few students' interviews lasted for more than 5 minutes because they were eager to provide more details for their answers and some other students asked for more explanation regarding each question.

The researcher recorded each interview with a mobile phone device. The one on one interviews were conducted to measure students' sense of peer relatedness and their quality of L2 motivation. Next, students' behavioral and agentic engagement were assessed through a questionnaire filled by the EFL instructors. The school principals, teachers, and parents were informed that all the information they provide would be kept confidential. It is worth mentioning that, the data collection took place

in November 2019; three months after the schools opened, so that students would have some time to work together, get to know each other, and have the time to get along with each other.

## Method of Data Analysis

Students' recordings were transcribed and stored in a word file. Through a thematic analytical approach (Braun & Clarke, 2006) and relying on Katz et al. (2008) and SDT (Ryan & Deci, 2017), the patterns, or themes, that emerged through students' words were identified. Specifically, two raters ran independently a first-round thematic analysis. They noticed that while some statements and phrases represented concepts related to the 5 autonomous motivation and 5 controlled motivation categories indicated by Katz et al. (2008) (e.g., "She likes English" interest – autonomous motivation; "Because the teacher shouts" coercion – controlled motivation), some other phrases also represented concepts related to autonomous or controlled motivation but they did not correspond to any of the 10 categories suggested by Katz et al. (2008). These statements represented positive emotions during English class, perceived incompetence in English class, a sense of loneliness in English class and dislike. From the four additional categories of students' statements, one category was classified under autonomous motivation (i.e., positive emotions) and three categories were classified under controlled motivation (i.e., perceived incompetence, sense of loneliness and dislike). The ultimate coding system consisted of six categories of autonomous motivation and eight categories of controlled motivation. Using this coding system, the two raters independently coded the students' interviews of one school (n = 15). The two raters agreed about 76% of the classified statements. For those statements where disagreement arose, the two raters further discussed them

before reaching a final consensus. The remaining interviews from the other four schools were coded by only one rater.

The quantitative data of the study were analyses through SPSS (Statistical Package for the Social Sciences v.24). First, the descriptive statistics were obtained for all of the variables. Then, bivariate correlations were explored among the variables. The main analysis included logistic regression analysis to test the relation among students' sense of peer relatedness, their quality of motivation, their behavioral and agentic engagement in EFL classrooms. Non-parametric Mann Whitney U T-tests were conducted to find out whether two extreme groups' in terms of their motivation - one with only autonomous motivation and one with only controlled motivation - differ from each other as a function of their behavioral and agentic engagement.

## Conclusion

In this chapter, the research design and the setting in which the study was conducted were described. Next, the participants, the instrumentation, method of data collection, and data analysis were introduced. The next chapter will cover the data analysis procedures in detail. In addition, the results of the data analysis will be presented in-depth.

# CHAPTER 4: RESULTS

## Introduction

The aim of the present study was twofold; first, to investigate the relation between Turkish first and second-grade students' sense of peer relatedness and their quality of motivation in EFL classrooms. Second, the current study aimed to find out whether Turkish first and second-grade students' satisfaction with the need for relatedness for their peers and their quality of motivation predicted their teacher-reported behavioral and agentic engagement. To investigate the mentioned relations between the variables, a correlational research design was implemented. The results of the study are described in this chapter.

The results are presented in three sections. First, the results of the qualitative data regarding how students' quality of motivation was expressed by students' statements are reported. Second, the preliminary analyses, that is the descriptive statistics of the variables and their correlations, are reported. Then, through logistic regression analysis and multiple non-parametric 2-independent-sample tests (Mann-Whitney U tests), the relations among the variables are investigated.

The main analysis tested (a) whether Turkish first and second-grade students' sense of relatedness for their peers predicts their quality of motivation in EFL classrooms and (b) whether students' sense of peer relatedness and quality of motivation predict their teacher-reported behavioral and agentic engagement in first and second grade EFL classrooms.

**Results of the Qualitative Analysis: Students' Quality of Motivation**

To evaluate students' autonomous or controlled motivation, we utilized the Katz et al.'s (2008) TAT-like projective measure through which the 62 first and second-grade participants generated 275 statements each of which was considered to belong to either autonomous or controlled motivation. Katz et al. (2008) had defined ten categories to evaluate students' statements; five categories were referring to autonomous motivation and five categories were referring to controlled motivation. The five autonomous motivation categories included statements that were showing i) a wish to do more of the same activity, ii) feelings or actions involving choice in-class activities, iii) participation in class activities motivated by desire, iv) interest in school activities, and v) enjoyment from the school activities. The five controlled motivation categories included statements that were showing i) introjection in the participation in-class activities, ii) coercion, iii) unwillingness to engage in an activity, iv) boredom for the class activities, and v) frustration from class processes.

In the present study, a thorough examination of students' statements indicated the need of adding more categories to both autonomous and controlled motivation types. These additional categories were students' expression of positive emotions, which was considered as autonomous motivation, and students' expression of the sense of incompetence, sense of loneliness, and dislike which were considered as types of controlled motivation. As a result, students' motivation statements were coded based on six categories of autonomous motivation and eight categories of controlled motivation.

**Autonomous Motivation Categories**

According to SDT (Deci & Ryan, 2008) students with autonomous motivation engage in schooling out of interest, enjoyment, or personally important reasons and

they experience a sense of volition in participating in school activities. Therefore, students' statements that corresponded to this notion were classified into this type of motivation and in one of the corresponding six categories. Out of 275 motivation-related statements, 171 statements (62.2% of statements) belonged to autonomous motivation.

**A Wish to Do More of the Same Activity**

This category included statements that were showing that the student wanted to spend more time doing the same activity (e.g., *He feels he wants to go back to school*, Katz et al., 2008, p. 112) were classified into this autonomous motivation category. Out of 275 statements made by the participants, five statements were located into this category which corresponds to a percentage of 1.8% of the total statements and 2.9% of the autonomous statements. Only five students (8.1% of the sample) mentioned expressions related to this category of autonomous motivation.

**Feelings or Actions Involving Choice**

In Katz et al. (2008) statements that were showing that students had a choice in the classroom activities (e.g., *He knows he can choose what to study today*, Katz et al., 2008, p. 112) were classified into this autonomous motivation category. In the present study, there was not any expression in students' answers that would either imply or directly relate to a state of choice.

**Participation Motivated By a Desire**

This is an aspect of autonomous motivation that indicates students' willingness to engage in classroom activities (e.g., *She wants to go to school*, Katz et al., 2008, p. 112). Three students mentioned that they were willing to participate in English lesson activities that are 5% of the participants. Only three expressions out of 275 (1.1% of the total statements; 1.8% of the autonomous motivation statements; see Table 2) were

related to this category of autonomous motivation (e.g. He likes to study English; She loves having English lessons).

**Interest**

Interest is a category of autonomous motivation which includes statements showing that students take part in classroom activities because they are interested in those activities (e.g., *He was very interested in school today*, Katz et al., 2008, p. 112). Twenty-seven students (43% of the participants) made expressions showing their interest in English lessons. Out of 275 statements made by all of the participants, 39 statements (14.2% of the total statements; 22.8% of the autonomous motivation statements; see Table 2) indicated an interest in English class activities (e.g. *She likes the lesson*; *She is sad because the lesson is over*; *She loves English*).

**Enjoyment**

Enjoyment category included statements indicating that students find an activity joyful and pleasant (e.g., *She thinks about how much she enjoyed the class*, Katz et al., 2008, p. 112) were classified in this autonomous motivation category. Only four (1.5% of the total statements; 2.3% of the autonomous motivation statements; see Table 2) out of 275 statements of motivation belonged to this category (e.g. *She feels English is very exciting*; *She enjoyed the English lesson*). These four statements were made by three students (5% of the total sample).

**Positive Emotion**

Students' positive feelings towards their English lesson (e.g., *She is happy; She feels good*.) were classified into this autonomous motivation category. This is a category of autonomous motivation that was not found in Katz et al.'s (2008) predefined categories. However, in the present study a large number of students referred to this category, which was placed into autonomous motivation since it is an

indicator of students' positive feelings towards their English lesson. Besides, statements referring to positive emotions had a different connotation from finding the lesson interesting or joyful. Therefore, it was deemed important to classify them in a different category. The positive emotion category included 119 (43.3% of the total statements; 69.6% of the autonomous motivation statements; see Table 2) out of 275 total expressions. Fifty-three students mentioned their positive feelings for English lessons that are 85% of the participants.

## Controlled Motivation Categories

Students with controlled motivation participate in school activities due to external factors such as the expectation of a reward or threat of punishment, gaining approval from others, and avoiding a sense of guilt (Deci & Ryan, 2008). There are eight categories under this type of motivation each of which implies that students are forced either from outside or themselves to do school activities. Among 275 statements made by all of the participants, 104 statements were included in the controlled motivation category which corresponds to 38% of the total statements.

### Introjection

Introjection is a type of controlled motivation in which students engage in school activities to avoid shame, become approved by others or out of obligation (e.g., *She feels she has to do it, otherwise she will feel bad*, Katz et al., 2008, p. 112). There were only 2 expressions (.7% of the total statements; 1.9% of the controlled motivation statements; see Table 2) from the same participant carrying this type of controlled motivation underneath (e.g., *He would be sad if he got 90; He should have studied but he didn't*).

**Coercion**

Coercion is a subcategory of controlled motivation that refers to doing an activity because of an external force (e.g., *He has to do it, others force him to do it*, Katz et al., 2008, p. 112). This category of controlled motivation was mentioned eight times (2.9% of the total statements; 7.7% of the controlled motivation expressions; see Table 2). Eight students out of 62 (13%) mentioned statements that would relate to this category of controlled motivation (e. g., *I don't like to go to English class*).

**Unwillingness to Engage in the Activity**

This category is one of the aspects of controlled motivation that shows one does not want to participate in a specific activity (e. g., *He feels that he doesn't want to go to school*, Katz et al., 2008, p. 112). Eight students (13%) expressed their unwillingness for participating in English lessons. They made 10 statements (3.6% of the total statements; 9.6% of the controlled motivation statements, see Table 2) that indicated their reluctance in engagement (e. g., *She doesn't want to go to English class*; *He doesn't like to go to English class every day*).

**Boredom**

Bordom refers to one feeling bored of taking part in an activity, is another category that Katz et al. (2008) included in controlled motivation (e. g., *She thinks of how boring was the lesson today*, Katz et al., 2008, p. 112). However, it seems that this category belongs more to an "amotivation" than to be a controlled motivation as it shows a lack of desire to participate in school activities. Only one student (nearly 2%) out of 62 students mentioned that he was bored in the English lesson (i.e., *He gets bored in the English lesson*). Therefore, we did not consider to include this category in a separate type of motivation (i.e., amotivation). This single statement corresponds

to less than 1% of the total motivation related answers and 1.0% of the controlled motivation statements.

**Frustration**

Frustration refers to students' feelings of disappointment that result from the unsatisfactory school experience. When a student is frustrated by the class situation, she is more likely to participate in class activities out of obligation or ego concerns. This category included 62 expressions (22.5% of the total statements; 59.6% of the controlled statements; see Table 2) (e. g., *He feels bad because of giving the wrong answer*; *I don't feel nice at all*; *He is anxious*.). These statements were made by 27 students (43% of the sample).

**Sense of Incompetence**

Sense of incompetence was one of the extra categories that was added to those defined by Katz et al. (2008) after the data had been scrutinized. This category indicates students' low self-efficacy in specific class activity (e. g., *She can't understand her teacher*). Expressions implying lack of ability were stated 16 times (5.8% of the total statements; 15.4% of the controlled motivation statements; see Table 2). Eight students mentioned their lack of ability that is 13% of the participants in this study.

**Sense of Loneliness**

Sense of loneliness was another subcategory that was added after scrutinizing the data. This subcategory was included under control motivation as it can be an external factor that controls why some students participate in schooling. Students referred to this category when they were experiencing a lack of social relations (e. g., *She might be a little scared because she is a new student and doesn't know her friends*). Only 2 statements (1.1% of the total statements1.9% of the controlled motivation

statements; see Table 2) were found to belong to this category (e. g., *She is thinking of being a part of another class because she wants to have friends*). Two out of 62 participants referred to a sense of loneliness (3% of the sample).

**Dislike**

Dislike was the last category added to the predefined by Katz et al. (2008) categories. It refers to an explicit statement of not liking to engage in an activity. It was added to the controlled motivation category since it implied that students had no interest in performing tasks in the classroom due to an external factor (e. g., *I don't like English because my teacher shouts*). There were three statements (1.1% of the total statements; 2.9% of the controlled motivation statements; see Table 2) showing students' complete lack of interest in the lesson (e. g., *She doesn't want to go to English class because she doesn't like English*). Only three students out of 62 students (5%) mentioned that they did not like English.

Table 2

*First and second-grade students statements implying different types of autonomous and controlled motivation*

| Categories | Exemplar statement | Students | | Statements | |
|---|---|---|---|---|---|
| | | n | % | n | % |
| Autonomous Motivation | | | | 171 | 62.2 |
| 1. A wish to do more of the same activity | She feels happy because there is another English lesson today. | 5 | 8 | 5 | 2 |
| 2. Feelings or actions involving choice | He knows he can choose what to study today. | 0 | 0 | 0 | 0 |
| 3. Participation motivated by the desire | He likes to study English. | 3 | 5 | 3 | 1 |
| 4. Interest | She loves English. | 27 | 43 | 39 | 14 |
| 5. Enjoyment | She enjoyed the English lesson. | 3 | 5 | 4 | 1 |
| 6. Positive emotion | She feels good. | 53 | 85 | 119 | 43 |
| Controlled Motivation | | | | 104 | 37.8 |

Table 2 (cont'd)
*First and second-grade students statements implying different types of autonomous and controlled motivation*

| | | | | | |
|---|---|---|---|---|---|
| 7. Introjection | He should have studied but he didn't. | 1 | 2 | 2 | 0.72 |
| 8. Coercion | I don't like to go to English class. | 8 | 13 | 8 | 3 |
| 9. Unwillingness to engage in the activity | She doesn't want to go to English class. | 8 | 13 | 10 | 4 |
| 10. Boredom | He gets bored in the English lesson. | 1 | 2 | 1 | 0.36 |
| 11. Frustration | He is anxious. | 27 | 43 | 62 | 23 |
| 12. Sense of incompetence | She can't understand her teacher. | 8 | 13 | 16 | 6 |
| 13. Sense of loneliness | She is thinking of being a part of another class because she wants to have friends. | 2 | 3 | 2 | 1 |
| 14. Dislike | She doesn't like English. | 3 | 5 | 3 | 2 |

## Preliminary Analysis

The preliminary analysis of the study includes two sections: descriptive statistics and bivariate correlations.

### Descriptive Statistics

To measure each student's quality of motivation, students were asked to talk about three pictures showing a child before and after going to an English class session. In total, 62 first and second-grade students made 275 statements that were interpreted as their projective motivation for their English class. Students' expressions were analyzed and coded according to six categories of autonomous motivation and eight categories of controlled motivation. Each student's autonomous or controlled motivation was calculated by the frequency of the autonomous and controlled motivation categories, respectively, that the student had mentioned. In other words, the frequency that each student stated sentences that correspond to categories of

autonomous motivation was the student's score in autonomous motivation. Likewise, the frequency that each student stated sentences corresponding to categories of controlled motivation was the student's score in controlled motivation. In addition to that, a new variable was calculated for each student by subtracting students' controlled motivation scores from students' autonomous motivation scores to be used as another indicator of students' quality of motivation. This new variable was a Relative Autonomy Index (RAI) which takes positive and negative values. A positive value indicates for the student that she mentioned more statements of autonomous motivation than statements of controlled motivation. A negative value indicates for the student that she mentioned more statements of controlled motivation than statements of autonomous motivation. As shown in Table 3 the mean of the frequency of autonomous motivation statements was 2.75 (*SD* = 0.75), while the mean of the frequency of controlled motivation statements was 1.67 (*SD* = 0.82). Likewise, the mean of RAI was 1.08 (*SD* = 3.46). Students' satisfaction with the need for relatedness to peers was measured through student's answers for three peer relatedness items on a Likert-type scale between 1 to 4. Then, to compute each student's peer relatedness score, the mean score of the three items was calculated. The mean peer relatedness scores were 3.13 (*SD* = 0.72). Students' behavioral and agentic engagement was measured by 1 item each on a Likert-type scale between 1 and 4 which were answered by each students' English teacher. The mean scores for students' behavioral and agentic engagement were 3.41 (*SD* = 1.59) and 3.40 (*SD* = 2.08), respectively. To check the normal distribution of the data, some normality tests were run. The z-scores of skewness and kurtosis of the measured variables were lower than 3.29 for most of the variables apart from controlled motivation and teacher-reported behavioral engagement. According to Kim (2013), for medium-sized samples ($50 < n < 300$), this

shows that the data was not normally distributed for controlled motivation and teacher-reported behavioral engagement.

Table 3

*Descriptive statictics fort the measured variables*

| Variables | *N* | *M* | *SD* | z-value of Skewness | z-value of Kurtosis |
|---|---|---|---|---|---|
| 1.Peer Relatedness | 62 | 3.13 | 0.72 | - 3.08 | 1.00 |
| 2.Autonomous Motivation | 62 | 2.75 | 1.59 | - 2.01 | - 0.77 |
| 3. Controlled Motivation | 62 | 1.67 | 2.08 | 3.89 | 0.41 |
| 4. RAI | 62 | 1.08 | 3.46 | - 2.86 | - 3.04 |
| 5. Behavioral Engagement | 62 | 3.41 | 0.82 | - 4.26 | 1.50 |
| 6. Agentic Engagement | 62 | 3.40 | 3.75 | - 2.74 | - 1.24 |

## Correlational Analysis

The results of the bivariate correlation; as shown in Table 4, indicated that students' peer relatedness was positively and significantly related to the times that they mentioned autonomous motivation statements ($r$ = .42, $p$ < .01). This shows that students, whose sense of relatedness to their peers were high, had a high number of autonomous motivation statements as well. In addition to that, students' sense of peer relatedness was negatively and significantly related to the times that they mentioned controlled motivation statements ($r$ = -.50, $p$ < .01). This means that students with a high sense of peer relatedness had a lower number of controlled motivation statements. According to the results, students' peer relatedness was not significantly related to their teacher-reported agentic ($r$ = -.04, $p$ > .05) or behavioral engagement ($r$ = .07, $p$ > .05). This was also true for the correlation between students' autonomous motivation and their agentic and behavioral engagement and students' controlled motivation and

their agentic and behavioral engagement. It is worth mentioning, however, that students' autonomous motivation was positively but not significantly related to their agentic ($r$ = .08, $p$ > .05) and behavioral engagement ($r$ = .12, $p$ > .05). Besides, students' controlled motivation was negatively but not significantly related to their teacher-reported agentic (r = -.07, $p$ > .05) and behavioral engagement ($r$ = -.03, $p$ > .05) Therefore, the direction of the relationship was in line with the hypothesis but it was not significant.

According to the results of bivariate correlations, the answer to the first research question is that first and second-grade students' sense of peer relatedness was related to their quality of motivation in their EFL class. However, as for the second research question, bivariate correlations showed that students' sense of peer relatedness and quality of motivation were not related to either teacher-reported agentic or behavioral engagement.

Table 4

*Bivariate correlations among the measured variables*

| Variables | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|
| 1-Gender | - | | | | | | |
| 2-Peer Relatedness | .05 | - | | | | | |
| 3-Autonomous Motivation | -.19 | .43* | - | | | | |
| 4-Controlled Motivation | .18 | -.50* | -.76* | - | | | |
| 5-Relative Autonomy Index | -.19 | .50* | .92* | -.95* | - | | |
| 6-Agentic Engagement | -.04 | -.04 | .53 | -.07 | .08 | - | |
| 7-Behavioral Engagement | .02 | .08 | .13 | -.03 | .53 | .75* | - |

*Note*. * $p$ < .01

## Main Analysis

The first aim of this research was to explore whether first and second-grade students' sense of peer relatedness predicted their quality of motivation in the Turkish

EFL context. To achieve this aim, a logistic regression analysis was performed to test whether the classified autonomous and controlled motivation statements could be predicted by students' survey-assessed peer relatedness. In this analysis, the autonomous and controlled motivation statements represented a dummy variable coded by 1 if the categories of autonomous or controlled motivation had been mentioned by the student and 0 if the categories of autonomous or controlled motivation had not been mentioned by the student.

According to Table 5, the results showed that the model that refers to autonomous motivation as a function of peer relatedness was statistically significant $\chi 2$ (1, $N$ = 62) = 18.21, $p < .001$, Cox & Snell $R^2$ = .25. Peer relatedness predicted whether students would mention autonomous motivation statements ($B$ = 2.63, $SE$ = 0.82, $p$ = .001). The odds ratio (OR) for peer relatedness was 10.31 (95%-*CI*: 2.79, 69.36), suggesting that the odds observe a student generating autonomous motivation statements improve more than ten times for each point increase in peer relatedness. On the other hand, the model that refers to controlled motivation as a function of peer relatedness was not statistically significant $\chi 2$ (1, $N$ = 62) = 2.56, $p$ = .110, Cox & Snell $R^2$ = .40. Peer relatedness did not predict whether students would mention controlled motivation statements.

Table 5

*Regression models for the sense of relatedness to peers*

| Variable | *B* | *S.E.* | *OR* | $X^2$ | $R^2$ | *P* |
|---|---|---|---|---|---|---|
| 1.Autonomous Motivation | 2.63* | 0.82 | 10.31 | 18.21 | .25 | .001 |
| 2. Controlled Motivation | -0.60 | 0.40 | 2.34 | 2.56 | .04 | .13 |

*Note.* * $p < .01$. Autonomous Motivation and Controlled Motivation were dummy coded (1= if the categories of autonomous or controlled motivation had been mentioned, 0= if the categories of autonomous or controlled motivation had not been mentioned).

To further explore the relation between peer relatedness and quality of motivation, the participants were divided into two extreme groups based on their quality of motivation. One group was comprised of students who mentioned only autonomous motivation statements ($N = 27$) and the other group included students who mentioned only controlled motivation statements ($N = 7$). Then, a non-parametric 2-independent-sample test (Mann-Whitney U test) was performed to find out whether these two extreme groups differed in terms of their degree of peer relatedness. The non-parametric test was chosen because of the small number of students in each of the two extreme groups. As the results revealed in Table 6, these two groups of students differed significantly in their sense of peer relatedness ($U = 12.00$, $p < .01$). Specifically, students with only autonomous motivation statements had a higher ranking in their sense of peer relatedness as compared to students with only controlled motivation statements (Mean Rank = 20.56 vs. Mean Rank = 5.71).

The second aim of this research study was to examine whether students' sense of peer relatedness and their quality of motivation predict teacher-reported agentic and behavioral engagement. As neither peer relatedness nor the quality of motivation was significantly related to agentic or behavioral engagement in the bivariate correlations, regression analyses were not meaningful. For the sake of exploring, however, the relation of quality of motivation to engagement, nonparametric 2-independent-sample tests (Mann-Whitney U test) were performed to examine whether the two extreme groups of students who mentioned only autonomous motivation statements or only controlled motivation statements differed in terms of their agentic and behavioral engagement. The non-parametric test was significant neither for teacher-reported agentic engagement ($U = 74.00$, $p = .33$) nor for teacher-reported behavioral engagement ($U = 64.00$, $p = .15$). Yet, students with only autonomous motivation

statements had a relatively higher ranking in their agentic engagement in comparison with students who mentioned only controlled motivation statements (Mean Rank = 18.26 vs. Mean Rank = 14.57). Similarly, the group with only autonomous motivation statements had a higher ranking in their teacher-reported behavioral engagement in comparison with the students who had only controlled motivation statements (Mean Rank = 18.63 vs. Mean Rank = 13.14). As students' engagement was assessed by the EFL teachers, it seems that teachers found the students with only autonomous motivation statements to be relatively more engaged genetically and behaviorally than the students with only controlled motivation statements, although this difference was not significant. This insignificant result might be due to the low number of participants that were included in these two extreme groups.

Table 6

*Mann Whitney U Test table for students' motivation*

| Variables | U | p | Mean Rank | |
|---|---|---|---|---|
| | | | Only Autonomous | Only Controlled |
| 1.Peer Relatedness | 12.00 | .00 | 20.56 | 5.71 |
| 2.Agentic Engagement | 74.00 | .33 | 18.26 | 14.57 |
| 3.Bahavioal Engagement | 64.00 | .15 | 18.63 | 13.14 |

In addition to comparing the mean ranks for the two extreme groups whose motivation type was either autonomous or controlled, the researcher also compared the mean ranks of students with mixed motivation; both autonomous and controlled and those of only autonomously motivated. The results of the non-parametric tests were similar to previous findings as shown in Table 7. That is, there was not any statistically significant difference between the mean ranks of students with both types of motivation and students with only autonomous motivation in terms of their agentic

engagement ($U$ = 360.50, $p$ = .74) or behavioral engagement ($U$ = 350.00, $p$ = .58). Yet, students with only autonomous motivation had a higher mean rank of teacher-reported agentic engagement in comparison with students with both types of motivation (Mean Rank = 28.65 vs. Mean Rank = 27.38), while the teacher-reported behavioral engagement means the rank of students with mixed motivation types was higher in comparison with students who were only autonomously motivated (Mean Rank = 29.00 vs. Mean Rank = 26.96).

Table 7

*Mann Whitney U Test table for students' motivation*

| Variables | U | p | Mean Rank | |
|---|---|---|---|---|
| | | | Only Autonomous | Mixed |
| 1.Agentic Engagement | 360.50 | .74 | 28.65 | 27.38 |
| 2.Bahavioal Engagement | 350.00 | .58 | 26.96 | 29.00 |

Also, the mean rank differences for students with mixed motivation; both autonomous and controlled, and students with only controlled motivation were explored in terms of their engagement. According to Table 8, the findings indicated that there was no statistically significant mean rank difference of agentic engagement between students with mixed motivation types and students with only controlled motivation ($U$ = 82.00, $p$ = .46). Also, no significant result was found in the teacher-reported behavioral engagement of students with mixed motivation types and students with only controlled motivation ($U$ = 60.50, $p$ = .08). Yet, it is important to mention that students in the mixed motivation group had a higher mean rank of teacher-reported behavioral engagement than those with only controlled motivation (Mean Rank = 19.34 vs. Mean Rank = 12.64). Similarly, students whose motivations were mixed had

a higher mean rank of teacher-reported agentic engagement than students who had only controlled motivation (Mean Rank = 18.57 vs. Mean Rank = 15.71).

Table 8

*Mann Whitney U Test for students' motivation*

| Variables | U | p | Mean Rank | |
|---|---|---|---|---|
| | | | Mixed | Only Controlled |
| 1.Agentic Engagement | 82.00 | .47 | 18.57 | 15.71 |
| 2.Bahavioal Engagement | 60.50 | .08 | 19.34 | 12.64 |

## Conclusion

This chapter covered the data analysis stage of this study. The aim was to explore the relation between students' sense of peer relatedness and their quality of motivation along with the relation between students' sense of peer relatedness and their teacher-reported agentic and behavioral engagement. In addition, the relation between students' quality of motivation and their teacher-reported agentic and behavioral engagemet was also investigated. Accordingly, the qualitative and quantitative results were presented. In the next chapter, the findings of the study, implications for practice and future research along with limitations will be presented.

# CHAPTER 5: DISCUSSION

## Introduction

The aim of this study was first to explore the relation between first and second-grade students' sense of peer relatedness and their L2 quality of motivation, and second, was to find out whether students' sense of peer relatedness and their L2 quality of motivation predict their teacher-reported agentic and behavioral engagement. The findings of the present research will be discussed in this chapter. It starts with an overview of the study that provides the reader with information about the research questions, the participants, and the method and procedure of data collection and analyses. After the overview, the major findings are discussed following the implications for practice and future research. Finally, in the last section of this chapter, the limitations are presented.

## Overview of the Study

A cross-sectional correlational study was conducted using questionnaires to collect data for both students and teachers to investigate the following research questions:

1. Does peer-relatedness predict first and second-grade students' quality of motivation in Turkish EFL classrooms?
2. Do peer-relatedness and quality of motivation of first and second-grade students in Turkish EFL classrooms predict their teacher-reported agentic and behavioral engagement?

The study was conducted with 62 first and second-grade students and 8 EFL teachers from 10 different classrooms belonging to 5 private schools in Ankara,

Turkey. The students' sense of relatedness was self-reported through a relatedness questionnaire (Furrer and Skinner, 2003) that was provided orally. Moreover, students' quality of motivation was measured with a TAT-Like projective measure (Katz et al., 2008). That is, students were shown three drawings that illustrated a child before going to English class, close to the classroom, and after leaving the English classroom. Then, students were asked to talk about the thoughts and feelings of the child in the picture. In addition to that, students' agentic and behavioral engagement were each assessed with a single-item questionnaire (selected from Reeve & Tseng, 2011; Skinner et al., 1990) that was filled by students' EFL instructor.

The qualitative data related to student motivation was analyzed through a thematic analytical approach. First, students' statements through which their motivation quality was manifested were scrutinized to identify the corresponding themes. Then, they were coded and located under different motivation categories. The quantitative data was, first, described by presenting the descriptive statistics for students' sense of peer relatedness, quality of motivation, teacher-reported behavioral and agentic engagement, and bivariate correlations among them. Having found significant relations among some of the variables, in the main analysis a logistic regression was run to further explore whether student peer relatedness predicts their quality of motivation in EFL class. Finally, as a result of having skewed data, non-parametric 2-independent Mann Whitney U Tests were implemented to investigate the relations among students' motivation types and their teacher-reported agentic and behavioral engagement.

## Discussion of Major Findings

Following, the major findings are discussed under each research question of the study:

**The Relationship Between First and Second-Grade Students' Peer-Relatedness and Their Quality of Motivation in Turkish EFL Classrooms**

The first aim of the present study was to explore the relationship between students' sense of peer relatedness and their quality of motivation. Therefore, students' expressions indicated their quality of motivation was grouped under the two broad motivation types namely, autonomous motivation and controlled motivation. The correlational analysis results indicated a significant positive relationship between students' sense of peer relatedness and their autonomous motivation as well as a significant negative relation between students' sense of peer relatedness and controlled motivation. More importantly, the analysis showed that peer relatedness significantly predicts students' autonomous motivation. This finding is in line with the study conducted by Carreia (2012) among Japanese elementary school students. In their study, students' satisfaction with the need for relatedness; including a sense of peer relatedness, was positively associated with their intrinsic motivation; which lies under autonomous motivation. As far as other age groups are concerned, this significant relationship between students' sense of peer relatedness and autonomous motivation was also supported in different studies among middle school, high school, college, and university students (Agawa & Takeuchi, 2016; Lazarides & Raufelder, 2017; Otoshi & Heffernan, 2011; Vasalampi et al., 2018).

Establishing a sense of connection and closeness among students facilitates their socialization and awakens the supportive nature of each student. As a result, it strengthens the bond among students and increases cooperation which helps students with their satisfaction with the need for relatedness to peers (Cecchini Estrada, González González-Mesa, Llamedo, Sánchez Martínez, & Rodríguez Pérez, 2019). Besides, students feel more confident and experience additional joy when supported

by their classmates because they can ask for help either emotionally or with their lesson (Caroline, Reshma, Jain, & Pai, 2018). This confidence and joy boost their motivation towards intrinsic regulation which is a category of autonomous motivation as studied by Lazarides and Raufelder (2017). In their study, middle school students' sense of relatedness to their peers beside their cooperation enhanced their quality of motivation in the direction of intrinsic motivation.

Not only are students' sense of peer relatedness an important factor in each academic year and each grade, but also it is greatly beneficial for boosting and sustaining high-quality motivation in the long run. It is argued that upper secondary students' peer acceptance; an aspect of the sense of peer relatedness, positively predicts their autonomous motivation even in their following academic year (Vasalampi et al., 2018). Also, peers' expectations from one another can act as an inner motive for future achievements; an interesting finding by Kiuru, Salmela-Aro, Nurmi, Zettergren, Andersson, and Bergman (2012). In their longitudinal study, they found that 16-year-old students were likely to choose similar careers as their best friends in the future by the age of 26. The satisfaction of the need for relatedness is not only vital during school years, but it is also of paramount importance during university years since it predicts their motivation quality. That might be due to the possibility that university students spend a great amount of their time with their peers and away from their family. Therefore, peers become the prominent significant others with whom these students establish relations and to whom they feel very close (Rubin, Bukowski, & Bowker, 2015). Besides, when students are presented with a cozy classroom environment in which they can get along and cooperate with their peers, their participation in classroom activities becomes highly self-determined (Agawa & Takeuchi, 2016).

The findings of the quantitative phase of the study were also reflected in the qualitative part of the study in which students were asked indirectly about their motivation for attending EFL classes. Some students mentioned that they had negative feelings as a result of a low sense of relatedness to their peers, which might be an indicator of the low quality of motivation for attending their English classes. For instance, one student stated that she was scared of attending English class because she was a new student and did not have any friends. This sense of alienation indicates a lack of connection or relationship with the members of her class. The fear she feels might result in low self-confidence and might cause anxiety and reduce her willingness and motivation quality to take part in her English class. That is because students who experience less excitement, interest, and confidence have rather controlled motivation than autonomous motivation (Ryan & Deci, 2000). Such a student's performance is controlled by external factors to avoid shame, guilt, and to gain pride.

Another student mentioned that she was thinking of changing her class because she wanted to have friends. According to Gardner, Pickett, Jefferis, and Knowles (2005), individuals with low in-person relatedness value this need. Therefore, they might attempt to satisfy their need for relatedness in many ways. For instance, through changing their social surrounding such as their classroom so that they can meet new people and establish new relations if they perceive their previous environment as nonresponsive.

The classrooms' social atmosphere during English lessons and their degree of social responsiveness are vital factors that can nurture students' feelings and consequently their quality of motivation toward English (Meyer & Turner, 2006). Accordingly, students experience different emotional states in their English lessons that can feed their motivation quality for learning English. For instance, they might

enjoy their English lessons as a result of the positive social atmosphere that is created among peers. Therefore, such an environment that supports students' sense of relatedness to peers and increases the sense of enjoyment can also improve students' quality of motivation towards more self-determined and autonomous motivation.

The significance of students' emotional states was also mirrored in the qualitative data. One of the students mentioned that she felt strange after the English class was over since she had just met new people that she had not known before and then explained that she would not feel strange if she was not new and if she had known friends in that class ahead of that time. That is why providing an English classroom in which students can easily socialize and which facilitates students' relations is very crucial for them (Evaluation Theory; Deci & Ryan, 1985) to develop more positive feelings for the lesson. For instance, one student mentioned that he had nice thoughts when leaving his English class because he was thinking about his friends in the class. Similarly, another student emphasized that he felt good after the English lesson because his friends treated him well. Consequently, in supportive environments, such positive feelings and joy can result in maintenance and enhancement of the quality of students' motivation towards the most autonomous type of regulation.

There was also another student directly stating that he likes English class because his friends are there in the classroom with him. These statements can manifest the vitality of students' connections and relations with one another; and the importance of their sense of relatedness for their peers, as nutriment for autonomous motivation in English lessons.

**The Relationship Between First and Second-Grade Students' Peer-Relatedness and Their Teacher-Reported Agentic and Behavioral Engagement in Turkish EFL Classrooms**

There was no significant relationship between students' sense of peer relatedness and their teacher-reported agentic or behavioral engagement. Yet, as the non-parametric test results revealed, at least there was a positive relationship between students' sense of peer relatedness and their teacher-reported agentic or behavioral engagement; even though statistically insignificant. In line with this, research studies are supporting the significant positive association between students' sense of peer relatedness and their engagement. For instance, Mikami et al. (2017) conducted a longitudinal study among 1084 middle and high school students in the US. Students' peer relatedness and their behavioral engagement were measured through self-report questionnaires. The data was collected from language arts/social studies and math/science classes at three-time points of one academic year; i.e., fall, winter, and spring. The results indicated that stronger perceptions of peer relatedness at an earlier point (e.g., fall) predicted greater behavioral engagement at the next point of time (e.g., winter). Besides, elementary students with negative peer experiences might become disengaged in classroom activities (Iyer, Kochenderfer-Ladd, Eisenberg, Thompson, & Ladd, 2010). For example, peer rejection which indicates students' lack of sense of relatedness for peers inhibits classroom participation; or in other words behavioral engagement (Ladd, Herald-Brown, & Reiser; 2008). It has also been argued that a high sense of relatedness for peers promotes students' help seeking from their peers (Ryan & Shim, 2012). Consequently, this might help failed students to rise again and become behaviorally engaged after receiving support from their peers.

The reason why there was not a statistically significant relationship among these variables might be due to either the small sample of the study or the fact that the data was collected from two different informants. Students' sense of relatedness to their peers was reported by students themselves and their agentic and behavioral engagement was reported by their teachers. In line with this, according to Jang, Reeve, and Deci (2010), students' perception of engaging in classroom activities might differ from teachers' observation of students' engagement. Therefore, they might think that they are putting in all of their effort in classroom activities while their teachers still expect to see more engagement from them.

**The Relationship Between First and Second-Grade Students' Quality of Motivation and Their Teacher-Reported Agentic and Behavioral Engagement in Turkish EFL Classrooms**

The results revealed no significant relationship among students' quality of motivation and their teacher-reported agentic and behavioral engagement. Although the relation between students' quality of motivation and their teacher-reported agentic or behavioral engagement was not significant, the non-parametric tests for the two extreme groups; students with only autonomous or only controlled motivation, manifested somewhat a positive link. The insignificant result was contrary to the findings of other studies. For instance, in a study conducted by Skinner, Furrer, Marchand, and Kinderman (2008) 4th through 7th-grade students' intrinsic motivation - a type of motivation that belongs to autonomous motivation - was positively associated with their behavioral engagement. In another study, which was conducted by Yoo (2015) among middle school students in Korea, a significant positive correlation was found between students' autonomous motivation and their behavioral engagement. It is worth mentioning that, in such studies, the data was collected through

students' self-report questionnaires measuring both autonomous motivation and behavioral engagement. Therefore, it is speculated that the reason behind the insignificant results in this study may stem from including two different informants for measuring students' motivation and their behavioral engagement. That is, students might believe that they are putting all of their effort into their classroom activities while their teachers expect to observe more effort from their students. Moreover, students' quality of motivation was assessed through a projective test which indirectly indicates students' motivation. If students had been directly asked about their motivation, they might have had a different score in autonomous and controlled motivation. In addition to that, in the present study, to investigate the relation between students' quality of motivation and their teacher-reported agentic or behavioral engagement, the students were divided into two groups of students either with only autonomous or with only controlled motivation. This reduced the number of participants in each group and as a result, the analysis was conducted with two small groups of participants which might have caused insignificant results.

Another cause for the insignificant result in the relation between students' quality of motivation and their teacher-reported agentic or behavioral engagement might origin from the motivation instrument. To put it more clearly, some of the categories under which students' statements were located and which Katz et. al. (2008) considered as autonomous or controlled motivation, do not correspond to autonomous and controlled motivation as SDT defines. That is because students' motivation according to SDT is referring to the reason or reasons why they engage in schooling. However, some of the categories of Katz et al. (2008) rather correspond to need satisfaction than to reasons for being engaged at school. For example, the sense of a choice; which reveals the degree of students' satisfaction with the need for autonomy,

is less likely a part of autonomous motivation. Moreover, having a state of "boredom" or "frustration" are considered signs of controlled motivation. These states may not necessarily mean that students participate in their EFL classes because of an external instigator. They might be temporary emotional states emerging from factors irrelevant to their EFL lessons. Also, loneliness; one of the categories under controlled motivation, shows how much students' need for relatedness is not satisfied. Or the sense of incompetence; a category of controlled motivation, reveals the extent to which students' need for competence is not met. Similarly, positive emotion which is located under autonomous motivation is another factor that is not precisely a category of autonomous motivation. Although according to SDT students' satisfaction of the need for autonomy, competence and relatedness improves their quality of motivation, Katz et al. (2008) merely operationalized types of motivation as the categories some of which correspond to the basic psychological needs. Yet, according to Reeve (2012), individuals' satisfaction of the basic psychological needs is positively related to their engagement. Still, the actual variable measured in this study was not students' pure motivational states and rather a blend of motivation, basic psychological need satisfaction, and their emotions or attitudes in EFL lessons. As a result, multiple elements such as the different informants, the low number of participants, and the nature of motivation n instrument might have caused the non-significant relation between students' quality of motivation and their agentic or behavioral engagement.

## Implications for Practice

The results of the present study showed that students with a higher sense of relatedness are autonomously motivated and participate in EFL classes for self-determined reasons. Besides, there are indications that students whose sense of relatedness for their peers are higher are perceived to be slightly more engaged

agenetically and behaviorally by their EFL teachers. There are also indications that students with only autonomous motivation were considered to have rather higher agentic and behavioral engagement by their EFL instructors than students with only controlled motivation.

The results signify the importance of students' sense of relatedness to their peers; an aspect of the classroom's social climate, which should be taken into account by EFL teachers, headteachers, school counselors, and school principals. School principals and counselors might contribute to a better classroom atmosphere by providing seminars and workshops in which teachers or headteachers are given strategies to improve students' relationship and their sense of relatedness to their peers. Also, Teacher Education programs and especially TEFL programs should pay specific attention to extending teachers' knowledge in the area of cooperative learning. It will be of great importance for TEFL teachers; especially elementary school teachers, to be equipped with strategies that would boost students' sense of relatedness to peers. Moreover, it would be highly constructive for teachers to become familiar with approaches through which they can remove some of the antisocial behaviors or behaviors that would prevent the establishment of students' positive and enduring relationships. Accordingly, children experiencing peer problems require help from their teachers or counselors.

There are various strategies or trends recommended to ameliorate students' relations with their peers some of which have been implemented extensively in American schools. These methods are based on peer-mediated learning activities such as cooperative learning and peer tutoring (Johnson & Johnson, 2000; Maheady, Mallette, & Harper, 2006; Slavin, 1998). Cooperative learning occurs when students work together towards a shared learning goal (Johnson & Johnson, 1999) while peer

tutoring which comes in different types is a teaching strategy in which usually two students work together to either support each other or a group of students based on their weak points and strength (Duran & Monereo, 2005). Both of these teaching strategies guide students to work together, interact, and support each other and therefore increases students' sense of relatedness

It is better to help students grow strong bonds with their peers at an early age so that they won't go through negative experiences such as loneliness and feeling rejected or not liked and cared for by other peers in classrooms. Such negative experiences might prevent students from establishing further relations in the future as well. Moreover, the development of a positive peer relationship fulfills students' need for relatedness and contributes to the quality of their academic motivation towards self-determination.

## Implications for Further Research

The present study was conducted with 62 first and second-grade students. Also, the number of students in the extreme groups; who mentioned statements only related to either autonomous or controlled motivation, was even lower than the whole sample of participants. To reach significant results, further studies can be done with bigger samples to shed more light on the studied research questions. Also, the motivation instrument in this study which was also utilized by Katz et al. (2008) was not an absolute measurement of students' quality of motivation. It rather assessed students' attitudes toward EFL classes. Therefore, future research studies could explore other methods to assess such young students' quality of motivation. Furthermore, students' agentic and behavioral engagement was measured with only two questions. Future research can measure students' agentic and behavioral engagement with more items in order to gain more accurate info mportantly, future research can use additional

informants to assess students' engagement such as observers or the students themselves.

## Limitations

This present study explored the relationship between first and second-grade students' sense of relatedness to peers and their quality of motivation in EFL classes in Turkey. This study also investigated the relation of students' peer relatedness and quality of motivation with their agentic and behavioral engagement. Since a cross-sectional correlational design was applied in this study, only the correlation among the variables was explored. This means no cause and effect relation was provided. However, an experimental study could reveal such information.

Limitations of this study are also the small sample size, the projective instrument to assess the quality of motivation, and the few items that were used to measure student engagement. To begin with, the small sample size was one of the shortcomings of this study since there were only 62 first and second-grade students. This is probably one of the reasons why there was no significant result regarding the relationship between students' sense of peer relatedness and their engagement or students' quality of motivation and their engagement. Also, all of these participants were from primary schools in the urban areas of Ankara which leaves the schools located in the rural parts out of this study. Besides, the data was collected only from private schools. Therefore, other school types (i.e., vocational, public, etc.) were not included in the study. All of these constraints lower the likelihood of generalization for this study.

Students' quality of motivation was measured through a TAT-Like projective measure developed by Katz et al. (2008) which assessed not only the reasons for students' effort in the English class but also their emotional states and attitudes toward

the EFL class. Also, students' agentic and behavioral engagement questionnaire was comprised of only two questions; one question for each engagement type, that was filled by the EFL teacher.

## Conclusion

This study explored two sets of relations. First, the relation among students' sense of peer relatedness, their quality of motivation, and their agentic and behavioral engagement was investigated. Second, the relation among students' quality of motivation and their agentic and behavioral engagement was explored. Results indicated that only students' sense of peer relatedness was positively and significantly related to their quality of motivation. This means that, the relation among students' quality of motivation and their agentic and behavioral engagement was insignificant. Yet, this relation was further explored among two extreme groups of students, i.e. students with only autonomous or only controlled motivation. The results revealed that only autonomously motivated students were rated to be more agentically and behaviorally engaged in EFL classrooms in comparison with students whose motivation was only controlled.

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# APPENDIX A

## Student Engagement Questionnaire

| | During the lesson | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| List of students | In my class, this student works as hard as he/she can. | | | | In my class, this student expresses his/her preferences, opinions, and questions. | | | |
| | Not at all true | Not very true | Sort of true | Very true | Not at all true | Not very true | Sort of true | Very true |
| Student1 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Student2 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Student3 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Student4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Student5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Student6 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Student7 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Student8 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Student9 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

# APPENDIX B

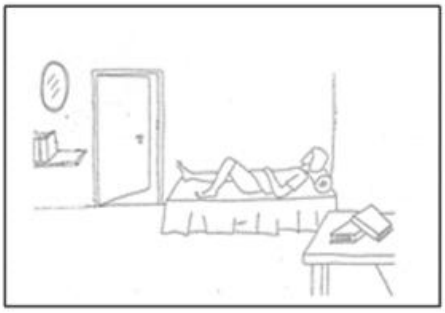
## Student Engagement Questionnaire (Turkish)

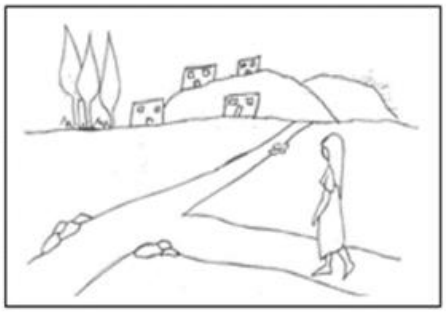
| | Ders Esnasında | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Öğrenciler | Sınıfımda bu öğrenci, elinden geldiğince çalışır. | | | | Sınıfımda bu öğrenci, tercihlerini, fikirlerini veya sorularını ifade eder. | | | |
| | Hiç De Doğru Değil | Pek Doğru Değil | Kısmen Doğru | Çok Doğru | Hiç De Doğru Değil | Pek Doğru Değil | Kısmen Doğru | Çok Doğru |
| Öğrenci1 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Öğrenci2 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Öğrenci3 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Öğrenci4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Öğrenci5 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Öğrenci6 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Öğrenci7 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Öğrenci8 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| Öğrenci9 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |

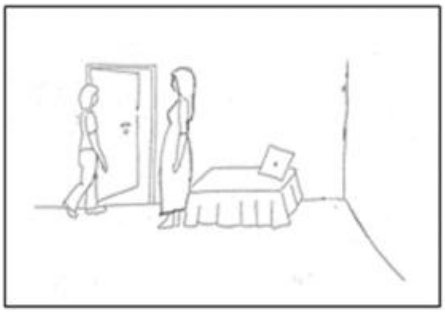
# APPENDIX C

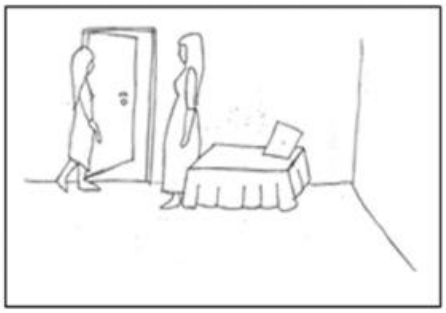
## : Students' Motivation Projective Measure

Look at the pictures and tell me about the child's feelings and thoughts in each picture (Before going to English class/ Near the English class/ On the way home; left pictures for girls; right pictures for boys).





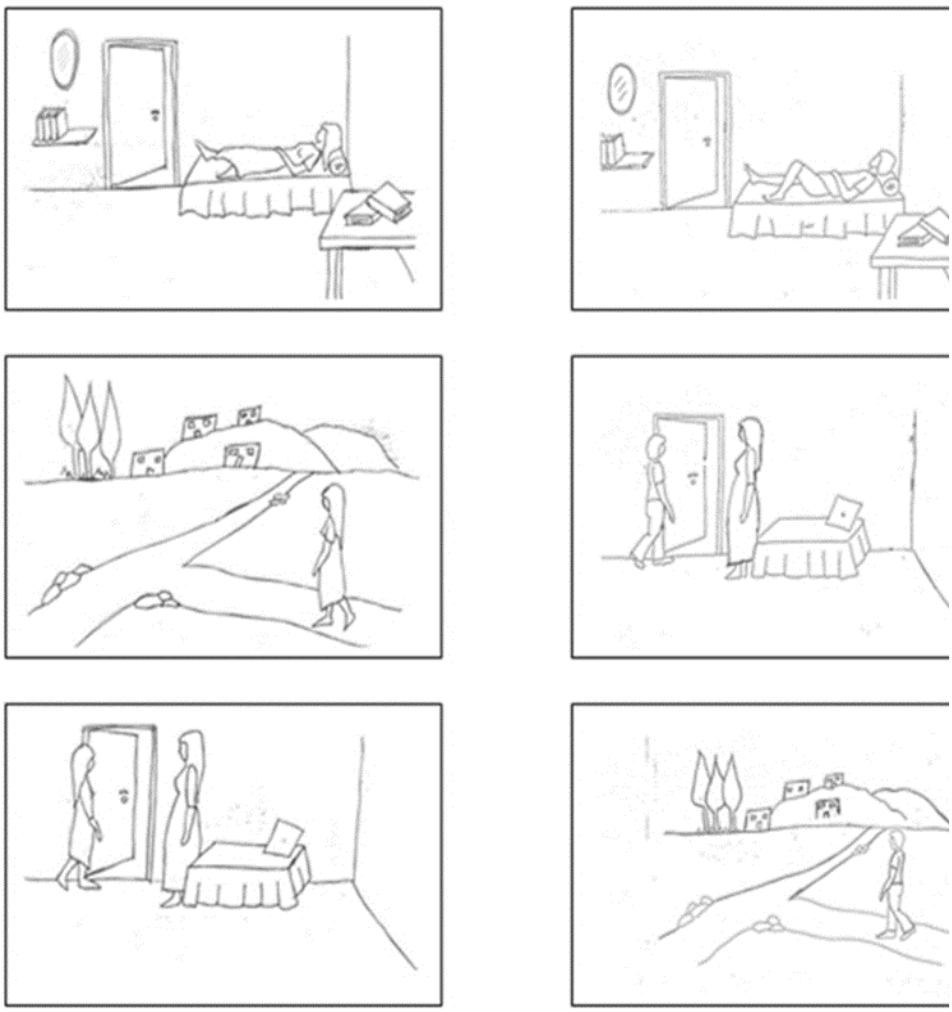




# APPENDIX D

## Students' Motivation Projective Measure (Turkish)

Resimlere bakınız ve her bir resimdeki çocuğun duygu ve düşüncelerini anlatınız (İngilizce dersine gitmeden önce/ İngilizce dersine yakın/ Eve giderken).



# APPENDIX E

## Students' Sense of Relatedness

| | Yes Always | Yes Sometimes | No Sometimes | No Always |
|---|---|---|---|---|
| 1. When I'm with my classmates, I feel accepted. | 1 | 2 | 3 | 4 |
| 2. When I'm with my classmates, I feel unimportant. | 1 | 2 | 3 | 4 |
| 3. When I'm with my classmates, I feel ignored. | 1 | 2 | 3 | 4 |

# APPENDIX F

## Students' Peer Relatedness Questionnaire (Turkish)

| | Evet Her zaman | Evet Bazen | Hayır Bazen | Hayır Her Zaman |
|---|---|---|---|---|
| 1. Sınıf arkadaşlarımla birlikteyken kendimi kabul edilmiş hissediyorum. | 1 | 2 | 3 | 4 |
| 2. Sınıf arkadaşlarımla birlikteyken kendimi önemli hissediyorum. | 1 | 2 | 3 | 4 |
| 3. Sınıf arkadaşlarımla birlikteyken görmezden gelinmiş hissediyorum. | 1 | 2 | 3 | 4 |

# APPENDIX G

## Permission from the Ministry of National Education

T.C.
ANKARA VALİLİĞİ
Milli Eğitim Müdürlüğü

Sayı : 14588481-605.99-E.9803825 17.05.2019
Konu : Araştırma İzni

BİLKENT ÜNİVERSİTESİNE
(Eğitim Bilimleri Enstitüsü Müdürlüğü)

İlgi: a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 2017/25 nolu Genelgesi.
b) 09.05.2019 tarihli ve 6054 sayılı yazınız.

Enstitünüz Yabancı Dil Olarak İngilizce Öğretimi yüksek lisans programı öğrencisi Kimiya VAEZİ'nin **"Birinci ve ikinci Sınıflarda Akran İlişkisi, İkinci Dil Motivasyonu ve Akademik Katılım Arasındaki İlişki"** konulu uygulama talebi Müdürlüğümüzce uygun görülmüş ve İlçe Milli Eğitim Müdürlüklerine bilgi verilmiştir.

Görüşme formlarının (4 sayfa) araştırmacı tarafından uygulama yapılacak sayıda çoğaltılması ve çalışmanın bitiminde bir örneğinin (cd ortamında) Müdürlüğümüz Strateji Geliştirme Şubesine gönderilmesini rica ederim.

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