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EXPLORING THE RELATIONSHIP BETWEEN THE MIDDLE SCHOOL STUDENTS' INTERACTION WITH THEIR TEACHERS AND THEIR CLASSROOM ENGAGEMENT AND SUCCESS

THESIS BY
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APPROVAL

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DEDICATION

This study is wholeheartedly dedicated to my sources of inspiration, my worthful husband, Oğuz and my precious son, Göktuğ who gave me strength providing their moral, spiritual and emotional support at the times of giving up.

ETHICS DECLARATION

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I hereby declare that;

I prepared this master thesis in accordance with Çağ University Institute of Social Sciences Thesis Writing Directive,

I prepared this thesis within the framework of academic and ethics rules,

I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,

I cited all sources to which I made reference in my thesis,

The work of art in this thesis is original,

I hereby acknowledge all possible loss of rights in case of a contrary circumstance. (in case of any circumstance contradicting with my declaration)

13/09/2019

Tuğçe CIVABAŞ

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Tuğçe CIVABAŞ

ABSTRACT

EXPLORING THE RELATIONSHIP BETWEEN THE MIDDLE SCHOOL STUDENTS' INTERACTION WITH THEIR TEACHERS AND THEIR CLASSROOM ENGAGEMENT AND SUCCESS

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Knowing a foreign language is a plus in social, business and education life. Being able to communicate in foreign languages is among the most required qualifications when we consider the developing world. English is among the most preferred foreign languages for professional and personal goals. So far, many institutions, schools, and universities have been searching for new methods and views for reaching to advanced level of teaching foreign languages one of which is English.

When teaching English, it should be considered by teachers that students have different proficiency levels, purpose, and style of learning. Because of these differences, teachers develop different types of interaction with their students. The aim of this study is to examine the relationship between the 5th and 6th grade students' interaction with their teachers and their participation levels and their English lesson grades.

In this research, to determine the interaction levels of secondary school students with their teachers in the English class, the average results of the two English exams were used. Also, the Questionnaire on Teacher Interaction (QTI) and Agentic Engagement Scale were administered to 5th and 6th grades at TED Adana College. The questionnaires were applied to 120 students. The results were subjected to quantitative analysis.

Results indicated that students perceive their teachers as exhibiting high levels of understanding, helping/friendly, and leadership behaviours rather than uncertain, admonishing dissatisfied and strict behaviours. The results also showed that students' perceptions of their English teachers' interpersonal behaviours were linked to their

cognitive, emotional, behavioural and agentic engagements towards English and their English achievement. Whereas the leadership, helpful/friendly, and understanding behaviours had positive correlations with agentic engagement scores of students, the uncertain, dissatisfied, admonishing and strict behaviours had negative correlations.

Keywords: Foreign Language Learning, Teacher-Student Interaction, Success in EFL, Secondary School.

ÖZET

ORTAOKUL ÖĞRENCİLERİNİN İNGİLİZCE DERSİNDE ÖĞRETMENLERİYLE OLAN İLETİŞİMİNİN SINIFTA DERSE KATILIMI VE BAŞARI DEĞİŞENLERİYLE İLİŞKİSİ

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Yabancı dil bilmek, sosyal yaşam, iş ve eğitim hayatında bir artıdır. Gelişmekte olan dünyayı düşündüğümüzde yabancı dilde iletişim kurabilmek en gerekli nitelikler arasındadır. İngilizce, profesyonel ve kişisel hedefler için en çok tercih edilen yabancı diller arasındadır. Son dönemlerde birçok kurum, okul ve üniversite yabancı dil öğretiminde gelişmiş seviyeye ulaşmak adına birçok araştırma yapmaktadır.

İngilizce öğretirken, öğretmenler tarafından öğrencilerin farklı yeterlilik seviyelerine, amacına ve öğrenme tarzına sahip oldukları göz önünde bulundurulmalıdır. Bu farklılıklar nedeniyle, öğretmenler öğrencileriyle farklı iletişim türleri geliştirir. Bu çalışmanın amacı 5. ve 6. sınıfta eğitim gören öğrencilerin İngilizce dersinde öğretmenleriyle olan iletişimleri ile onların İngilizce dersine katılım düzeyleri ve İngilizce dersi başarı notları arasındaki ilişkinin incelenmesidir.

Bu araştırmada, ortaokul öğrencilerinin İngilizce sınıfındaki öğretmenleriyle etkileşim düzeylerini belirlemek için iki İngilizce sınavının ortalama sonuçları kullanılmıştır. Ayrıca, TED Adana Koleji'nde 5. ve 6. sınıflara öğretmen etkileşimi (QTI) ve Aktif katılım ölçeği anketi uygulandı. Anketler 120 öğrenciye uygulandı. Sonuçlar nicel analize tabi tutuldu.

Sonuçlar, öğrencilerin öğretmenlerini belirsiz, öğüt veren, tatminsiz ve katı davranışlardan ziyade yüksek düzeyde anlayış, yardım / dostça ve liderlik davranışları sergileyen olarak algıladıklarını göstermiştir. Dahası, sonuçlar, öğrencilerin İngilizce öğretmenlerinin kişilerarası davranışlarına ilişkin algılarının, İngilizce'ye yönelik bilişsel, duygusal, davranışsal ve aktif katılımlarıyla ve İngilizce başarılarıyla ilişkili olduğunu göstermiştir. Liderlik, yardımsever / dostça ve anlayışlı davranışların

öğrencilerin aktif katılım puanları ile pozitif korelasyonları bulunurken, belirsiz, tatminsiz, öğüt veren ve katı davranışların negatif korelasyonları vardı.

Anahtar Kelimeler: Yabancı Dil Öğrenimi, Öğretmen-Öğrenci Etkileşimi, İngilizce Öğreniminde Başarı, Ortaokul

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ABBREVIATIONS

EFL	: English as a foreign language
MITB	: Model for Interpersonal Teacher Behaviour
N	: Number of Students
P	: P (Probability) Value, Statistical Significance
S	: Student
S.D.	: Standard Deviation
QTI	: Questionnaire on Teacher Interaction

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CHAPTER I

1. INTRODUCTION

This study was prepared to examine the relationship between the middle school students' interaction with their teacher in English lesson and participation in the class and success variables. In this chapter, the background of the study, statement of the problem, research questions, significance, and limitations of the study were addressed.

1.1. Background of the Study

The developing world and the extinction of the boundaries cause an increasing demand for foreign language. Considering that individuals' need to communicate is indispensable in direct proportion to this demand, we can state that foreign language and communication are in a relationship with each other (McCroskey & Baer, 1985). This increasing demand creates a couple of changes in language learning and teaching techniques. These changes emerge as a result of the changes in principles and techniques which are based on old techniques. Developing and searching for these techniques are done in English since it is accepted all over the world. Today, the demand for English always rises. It is predicted that one fourth of the world population use English fluently and competently. (De Swaan, 2001). In schools, the preference for foreign language teaching is generally in favour of English. The common aim of teaching English in schools is to enable students to keep up with the globalizing world.

Learning a foreign language and communicating in this language is not an easy process. Instead, it is a complicated phenomenon in nature, and it consists of personal, emotional and socio-cultural variables such as motivation, worry, mother language, talent, social environment. Language learning is based on both linguistic and non-linguistic variables. The main actor of these variables is the teacher. The relationship between the students and teachers is accepted as the determining factor in learning the lesson. In this context, the interaction between the student and the teacher needs to be healthy. Especially, middle school students have different psychology because of puberty. Individual differences such as personality traits of students, learning styles, talents, ages, genders, behaviour attracts the attention of the language teaching researchers. It is thought that individual differences cause success and failure in learning a foreign language. (Ellis, 1985). That is why teachers have a huge role in this process.

It is expected that the teachers have dominance over the class and the ability of effective communication. On the basis of this expectation is that some students learn the subject very easily, are more motivated and willing to learn, and some have difficulty and unwilling to obtain information (Zimmerman, 2000, pp. 82-91). Among these differences, teachers should follow factors such as students' participation in the class and success.

Following this line of literature, because of the inability to achieve the desired success in language teaching, it will be correct to say that the number of similar studies should be increased. This study is important because it will contribute to the literature on what kind of applications to succeed in order to achieve the desired success, to have a research on what can be done about the subject and the problem. It is also important to be a source or model of research in this field.

1.2. Statement of the Problem

English is considered the international language of the world and is widely used in other countries. Therefore, English education became one of the most important part of the education system. Ergüder (2005) states that the process of foreign language teaching should be considered as the process of acquisition of vocabulary, grammar, pronunciation, reading, speaking, writing, and listening. According to this statement, this subject should be embraced from different perspectives. It is important to examine these factors because they directly affect the students' relationship with their teacher in an English lesson. It is beneficial to approach it to step by step as the process of learning a foreign language is explained to the students.

This study has importance as a means of guiding the chaos of foreign language teaching and literature. Foreign language teaching becomes student-centered instruction rather than teacher-centered instruction and a learning environment in which the interactive and communicative language tasks are accepted as a result of research and experiences. In this context, the interaction between the teacher and the student during the process of foreign language learning is of great importance. The relationship between the interaction between the student and the teacher and the class' success level is another point to be clarified.

The importance of the class atmosphere on the quality of the teaching process and success level of the student is the principle that is accepted by all educators

(Glasser, 2000; Hattie, 2003; Santiago, 2002). The desirable characteristics of the classroom atmosphere, which is perceived by the class members, affects their behaviours to determine the quality and efficiency of the learning activity. The silent students, who are described as the shy ones, do not participate in the class discussions and has low success level is determined as the students who are distant to the school and the class atmosphere or uninterested in these environments. In this situation, teachers need to have healthy communication with them and gain them again. In the conducted studies, it is stated that these students are not able to reach all the success potentials that they have and in order to be successful, they should communicate, and understand and his/her place in this class atmosphere (Conner, 1987).

Many educational theories show that success in education depends on adapting students to teaching and teacher-student interaction (Nurmi, 2012). In addition, this research is important for the study of the impact of secondary school students on the course achievements of their attitudes towards the English lesson and to improve the quality of education by changing attitudes positively.

1.3. The Purpose of the Study

The aim of this study is to examine the relationship between 5th and 6th grade students' level of interaction with their teachers in EFL classes, the levels of agency engagement, and English course exam results. In order to examine the purposes of the study, 120 students were administered the Turkish version of questionnaires and average of the two English exam results were calculated during the first semester of 2018-2019 at TED Adana College.

1.4. Research Questions

The research questions discussed in this study were as follows:

Research Question 1: How do the students perceive their interaction with their teachers in the secondary school EFL classroom in Turkish context?

Research Question 2: What is the level of agency engagement of secondary school students in EFL classes?

Research Question 3: What is the relationship between the secondary school EFL students' perception regarding their interaction with their teacher and,

a. their success in learning English?

b. their agency engagement?

1.5. Significance of the Study

English is important in terms of both national and international platforms since it serves as a tool that makes interaction possible with the universal world today. Teaching English is becoming more and more important in our country which means that foreign language education has become more serious in all education programs than in the past. Language is a living being and not just grammar rules. Learning experiences based on interpersonal interaction became more important in language learning. Teachers have more duties at that point.

Article 43 of the Basic Law of National Education No. 1739 defines the teaching profession as "a specialization of the profession that takes on the state's education, training, and related management tasks." With all these tasks, the teaching profession has an emotional dimension, unlike other professions. Interaction between teacher and student plays a major role in shaping this emotional connection positively or negatively. In fact, according to many researchers, the process of sharing ideas, information, news, emotions, attitudes, and skills for behaviour change between the teacher and the students or students and students is the definition of interaction in terms of education.

When the foreign language teaching is investigated in our country, in terms of how the goal can be reached, the first findings are; the lack of sufficient number of teachers, the lack of good education of teachers, the crowded classrooms, the lack of attention of the students, the use of non-contemporary methods, the lack of tools and the lack of area of usage for the foreign language learned (Soner, 2007).

Due to the fact that the expected success in learning a foreign language could not be achieved, it is veridic to say that this kind of studies should be more. This study is important because it gives an idea on what to do about the mentioned problem, which practice should be preferred in order to reach the aim, and which education materials should be used more effectively. Also, it is beneficial to add that it will be a source or a model for the next researches.

In the framework of the study, the communication of teachers with the student is extremely important in foreign language learning. The relationship between teacher and student communication with class and level of achievement is a point at which this

process needs to be elucidated.

The aim of the study is to examine the relationship between the 5th and 6th grade students' level of interaction with their teachers in EFL classes, the levels of agency engagement and success in learning English. In order to investigate the specified purposes of the study, 120 fifth and sixth grade students were administered the Turkish version of Questionnaire on Teacher Interaction (QTI), Agentic Engagement Scale and the average of the two textbook English exam results were calculated during the first semester of 2018-2019 at TED Adana College.

1.6. Limitation of the Study

This research involves 5th and 6th grade students in TED Adana College and they are asked to fill in the questionnaire. It is assumed that the students sincerely answered the questions. In this context, the data obtained at the end of the study is limited to this universe.

CHAPTER II

2. LITERATURE REVIEW

2.1. Introduction

In this part of the study, it is aimed to explain previous studies from that theoretical and empirical framework and giving broad information about questionnaire on teacher interaction, agentic engagement and interpersonal teacher behaviours for this study. This chapter summarizes the presented literature in these areas.

2.2. Theoretical Framework for Agentic Engagement

Chapman (2003) stated that agentic engagement can be defined as a term that expresses the student's willingness to participate in course activities, such as attending class, doing the necessary work related to the course, and following the teacher's directions in the classroom. In a similar way, Barkley (2010) defined it as a process resulting from the interaction between motivation and active learning.

Agentic engagement is a progressive dimension of learning that is related to self-control, constancy, cooperation, risk-based decision-making, and initiative. The range of the perception of agentic engagement and the variety of the dimensions it contains have caused to the study of this sight through numerous models created from different perspectives with high potential to affect the nature of the learning process (e.g.,Skinner & Belmont, 1993; Fredricks et al.,2004; Reeve & Tseng, 2011).

2.2.1. Skinner and Belmont's Student Engagement Model

According to Skinner and Belmont (1993), students that participate to the lesson, try to do their best, act quickly when an opportunity is given, choose tasks at the limits of their competence and they show positive emotions by focusing on the implementation of learning activities. Additionally, there are two sub-dimensions of participation that can be termed behavioural and emotional. Accordingly, students experience both positive and/or negative emotions such as liking, distress, anxiety, enjoyment, and exhibit various behaviours such as problem solving, asking and answering questions, making various demands about the lesson from the teacher. The behavioural dimension of participation to the lesson is not independent of the emotional

dimension, but rather it is closely related. For example, the behaviour of a student who experiences intense anxiety in a lesson (avoidance of speech, etc.) in the classroom can be considered as a reflection of this feeling. As a matter of fact, students who both exhibit effective emotional participation in the courses and by reflecting this behaviourally are more successful academically (Skinner & Belmont, 1993).

Moreover, Skinner and Belmont (1993) stated that teachers have a positive perspective towards students who attend their classes behaviourally, and if students do not attend their classes behaviourally, teachers tend to think that they are inadequate for students or disliked by their students. Although the two-factor model proposed by Skinner and Belmont includes both the behavioural and emotional aspect of students ' participation in lessons in teaching settings, it excludes the cognitive dimension that encompasses mental activities. This dimension, as comprehensively mentioned by Fredricks et al (2004), is very important in the learning-teaching process.

2.2.2. Fredricks et al. (2004) Student Engagement Model

Fredricks et al (2004) examined student participation as behavioural participation, emotional participation, and cognitive participation. Descriptions of these dimensions were given below in order.

2.2.2.1. Behavioural Engagement

Behavioural engagement is expressed in the context of in-class communication, being away from negative behaviours such as not following the rules set in the classroom, not participating in lessons, and fighting. In the context of the teaching process, participation in learning and academic activities are defined as effort, patience, concentration, asking questions, directing attention and contributing to classroom discussions. Besides, in the context of social activities, it refers to the participation of students in activities such as theatre, exhibition, athletics and school administration (Fredricks et al. 2004).

2.2.2.2. Emotional Engagement

Emotional engagement includes the positive reactions of students to their friends, teachers, and school in general, and the positive feelings, enthusiasm, positive thinking, curiosity, and relevance to learning activities related to the lessons in

particular. Emotional involvement can be observed from students' facial expressions and gestures (Fredricks et al. 2004).

2.2.2.3. Cognitive Engagement

Cognitive engagement is a concept that emphasizes the student's tendency to make an effective mental effort toward complex and difficult subjects in the learning process. In other words, it refers to the student's mental effort to be cognitively active in the learning process, to understand how and why the activities are performed, to interpret and to think carefully about what is learned (Fredricks et al. 2004).

Although this model discusses student participation from a multifaceted and comprehensive perspective, it is more focused on the level of participation of students than on the nature of the concord between the student and the learning environment and the factors that affect this concord. The three dimensions of participation defined by (Fredricks et al. 2004) and described above should be considered related to each other. Because students participate in the teaching process not only cognitively but also emotionally and behaviourally.

2.2.3. Appleton et al. (2006) Student Engagement Model

Appleton, Christenson, Kim, and Reschly (2006) suggested that a four-factor model that can be used not only understanding students ' participation levels but also understanding the nature of harmony between the student and the learning environment and the factors that affect this harmony. The factors that form the model are academic engagement, behavioural engagement, cognitive engagement, and psychological engagement.

Academic engagement consists of variables such as focusing on academic tasks and time spent in the process, grades and assignments that define course success, and successful completion of course-related academic tasks such as projects. Participation to the course, deceleration, asking questions during the course, giving answers, making explanations and positive behaviours beyond the behaviours required by the course (making additional presentations, etc.) exhibit is typical indicators of behavioural engagement. Cognitive engagement is described through variables such as autonomy, self-regulation, planning, effective thinking. Besides, psychological involvement is defined by less observable variables such as; setting personal goals for the future,

adopting school and course, building positive relationships with teachers and peers (Appleton et al. 2006).

Factors identified by Appleton et al. (2006) show similarities with factors that were identified by Fredricks et al. (2004) but there are still differences between them. For example; cognitive and behavioural engagement includes some important concepts such as; self-regulation and attendance to class in Appleton et al. (2006) student engagement model. However, the most important feature that distinguishes the two models from each other is the academic engagement proposed by Appleton et al. (2006).

2.2.4. Reeve & Tseng's Student Engagement Model

Reeve and Tseng (2011) admitted the central roles of emotional, behavioural, and cognitive dimensions in defining student engagement. These dimensions do not include constructive contributions beyond behavioural participation, such as; enhancing the subject or course content in learning environments, providing different perspectives on the content or course, and therefore does not take into account the level of internalization of the course. Reeve and Tseng (2011) examined the constructive contributions of the students through a factor they called 'agentic engagement.'

Specifically, Reeve and Tseng (2011) conducted a study. 365 high school students were involved in this study to examine whether student participation included active participation in addition to cognitive, emotional, and behavioural dimensions. For this purpose, Reeve and Tseng measured student participation through their own four-dimensional scale of student participation. Reeve and Tseng (2011) also examined the relationships between the four dimensions of student participation and students ' motivation and academic achievement levels. The results of the study revealed that student participation is best represented by cognitive, emotional, behavioural, and agentic engagement factors. Furthermore, results showed that there is a positive and significant relationship between student motivation and academic achievement and agentic engagement. Explanations of the factors developed by Reeve and Tseng (2011) were given below.

2.2.4.1. Behavioural Engagement

As mentioned earlier, behavioural engagement is defined within the framework of compliance with class rules, participation in class communication, behaving positively, effort, patience, concentration, asking questions, class discussion in the context of academic learning and participation in activities (Fredricks et al, 2004). Behaviourally engaged students participate in the lessons regularly and they listen to their teachers carefully to learn more information and ask questions. (Fredricks et al, 2004; Reeve, 2013).

2.2.4.2. Emotional Engagement

Positive or negative emotions in class, such as; interest, happiness, willingness, desire, pleasure, distress, sadness, anxiety, and fear can be cited as the most common characteristics of emotional engagement (Fredricks et al, 2004; Skinner & Belmont, 1993). Emotional engagement can be observed less or more difficult than behavioural engagement, but it may be observed more than cognitive engagement.

2.2.4.3. Cognitive Engagement

Cognitive engagement is recognized as a strong indicator of student participation in the learning process (Pintrich & Schrauben, 1992). This type of engagement includes the student's mental effort in the face of difficult situations in the learning process. Blumenfeld and Meece (1988) suggested that classes should be organized in a way that encourages students ' cognitive engagement in activities. Hoffman and Nadelson (2010) stated that students who are cognitively engaged in learning activities use self-regulation strategies to plan, monitor and evaluate learning.

2.2.4.4. Agentic Engagement

Reeve (2013) defined agentic engagement as the constructive contributions of students in the learning process and stated that it is a type of engagement, such as behavioural, emotional, and cognitive engagement. Reeve (2013) study found the following:

> Conceptually, agentic engagement is a uniquely proactive and transactional type of engagement. Proactively, agentically engaged students take action before the learning activity begins (e.g., "Teacher, can we do *x*?"); transactionally, they negotiate for a more motivationally supportive learning environment (e.g., how challenging, personally relevant, need-satisfying, or goal-congruent the learning activity is (p. 412).

When the student engagement began to be discussed in Educational Research in the 1980s, researchers explained participation only within the framework of a range of demographic and social risk factors, students' family circumstances and the effect of peers (Dunleavy & Milton, 2009). It (see Figure 1) is positively related to cognitive, behavioural, and emotional engagement (Reeve & Tseng, 2011). It supports to permanent learning and learning outcomes.

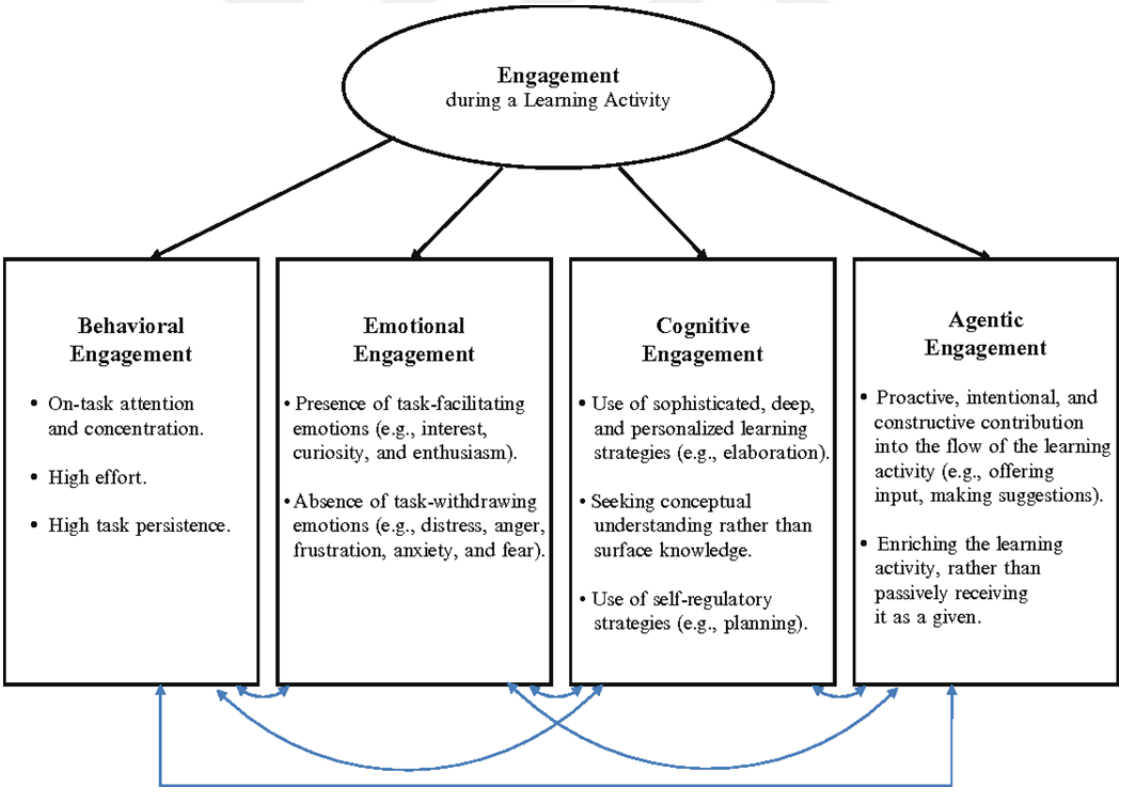

Figure 1. Four interrelated aspects of student engagement (Reeve 2012, p. 151)

According to Furrer and Skinner (2003), student engagement has been explained a predictor of learning, development of performance, constructive expectations about capabilities, academic achievement, and the quality of social adaptation and choices. Agentic engagement determined and measured by gathering attitudes and self-evaluation (Reeve, 2012, cited in Montenegro, 2017).

Teacher-student interaction is one of the basic steps in the learning process. It is extremely important for the student to ask questions or to convey their expectations to the teacher in a healthy way during this learning process. Learners find opportunities and ways to improve themselves with agentic engagement, they change and customize their instruction through teachers with opportunities to determine how to autonomy-supportive their instruction. (Reeve, 2012, cited in Montenegro, 2017). Wakefield (2016) found ″An agentically engaged student understands his or her role in the classroom is not to be a passive observer who simply reacts, but one who seeks to influence and contribute to the classroom proactively″ *(p. 4)*.

According to Reeve (2013), motivational support helps passive students become active in the classroom. With these characteristics, students' interaction with their teachers' is indispensable for learning processes (Lawson & Lawson, 2013, cited in Mameli & Passini, 2017). Agentic engagement helps students to improve themselves and adaptation to working life after school life.

2.3. Theoretical Framework for Interpersonal Teacher Behaviours

To measure the reliability and validity of the QTI many studies have been done. According to the results of these studies, QTI is a reliable and valid instrument for measuring interpersonal teacher behaviour.

Teachers develop different relationships with their students due to different types of communication. This is also known as part of class communication. To illustrate this, some teachers treat their students as friendly, while others show a more formal attitude. To measure these behaviours, Wubbels et al. (1997) used a method based on Leary's (1957) model for interpersonal behaviour. According to Wubbels, Levy, and Brekelmans (1997), Timothy Leary (1957), a clinical psychologist, conceptualized all interpersonal behaviours in two main dimensions. This distinction, while defining behaviours, also helps to provide information about interpersonal behaviours that are necessary for healthy communication in the classroom (cited,

Şimşeker, 2005). These two dimensions are quite important. These dimensions are called Dominance-Submission axis and the Hostility-Affection axis. Not only these two names but also many different names have been given. Brown (1965) points out, Status and Solidarity, Dunkin and Biddle (1974) found, Warmth and Directivity names were used for them before. All these names refer to human interaction.

In addition, these two dimensions were adapted to education. Slater (1962) used them to determine pedagogical relationships after that Dunkin and Biddle (1974) substantiated their significance in teachers' efforts to influence classroom events. Den Brok, Brekelmans, and Wubbels (2004) study found the following:

> Adapting the Leary Model to the context of education, Wubbels et al. (1985) used the two dimensions, which they called *Influence* (Dominance-Submission) and *Proximity* (Opposition-Cooperation) to structure the perception of eight behaviour segments: leadership, helpful/friendly behaviour, understanding behaviour, giving students freedom, uncertain, dissatisfied, admonishing, and strict behaviour. (p. 412)

The Model for Interpersonal Teacher Behaviour (see Figure 2) is a particular model in consequence of its statistical properties. Additionally, this model is theoretically connected to circumplex models.

The Model for Interpersonal Teacher Behaviour

Figure 2. The Model for Interpersonal Teacher Behaviour (Den Brok, Brekelmans & Wubbels, 2004, p. 413)

These models postulate that the eight interpersonal sectors can be symbolized by two, independent dimensions (Influence and Proximity), are arranged with coordinate distances to each other on a circular structure, and maintain coordinate distances to the middle of the circle. Den Brok, Brekelmans, and Wubbels (2004) stated:

> The sections are labeled DC, CD, etc., according to their position in the coordinate system. For example, the two sectors *leadership* and *helpful/ friendly* are both characterised by Dominance and Cooperation. In the DC sector, the Dominance aspect prevails over the Cooperation aspect. A teacher displaying DC behaviour might be seen by students as enthusiastic, a good leader, and the like. The adjacent CD sector includes behaviours of a more cooperative and less dominant type; the teacher might be seen as helpful, friendly, considerate (p. 413).

2.4. Instruments Measuring Learning Environment and Interpersonal Teacher Behaviour

The ways to ensure effective interaction in the classroom are through positive teacher-student interaction. It is also an important part of this process to create EFL classes that are more convenient for the teacher and the student. The reason for this is that EFL classes are more adequate to meet the needs of the students. Therefore,

teachers can get more information about how students can learn more easily when they have sufficient information about students' perceptions. Such data are important for teachers to express themselves and are effective in creating a more pleasant classroom atmosphere on behalf of students (Tuyan, 2017).

Many methods have been developed to determine students 'and teachers' perceptions of the learning environment. Teacher behaviours affecting student behaviours were also determinant at this point. As a result of the studies conducted on the basis of these behaviours, we come across the Questionnaire on Teacher Interaction (QTI), which is one of the most common measurement tools for student-teacher interaction. With the help of this scale developed in the 1980s, more clear information is obtained about student and teacher behaviours (Wubbels, 1985, cited in Şimşeker, 2005). The quality of teacher behaviours may directly affect academic success. Students mostly prefer embraceable and friendly teachers. Therefore, the importance of this scale and similar studies in student-teacher interaction and learning process should not be forgotten.

According to Goh and Fraser (1995), the original Holland version of the questionnaire on teacher interaction (QTI) consists of 77 items (Wubbles et al. 1985), which is contingent upon the Model for Interpersonal Teacher Behaviour (MITB). Afterward, the American version (Wubbles & Levy, 1991) which consists of 64 items and Australian short version (Fisher, Fraser, & Wubbles, 1993) which consists of 48 items were developed. Each QTI statement is scored on a five-point Likert scale of 0 to 4, ranging from ″never″ to ″always″ in terms of eight scales and it can be applied to both teachers and students. For example, the first item in the student questionnaire is " Teacher is strict" turns into ″I am strict/ My ideal teacher is strict" in the teacher questionnaire.

Table 1 interprets items as samples for each of the eight scales. Şimşeker (2005) study put emphasis on the development of the QTI with following words:

> Since its development, QTI has been the focus of well over 120 (learning environment) studies in many countries (den Brok, Brekelmans, Levy & Wubbels, 2002) and has been translated into more than 15 languages (Wubbels, Brekelmans, van Tartwijk & Admiraal, 1997) such as Hebrew, Russian, Slovenian, Swedish and Finish. The original QTI, designed for secondary education, also formed the basis for a number of other versions for primary education, higher education, principals and supervisors (p. 22).

Scale Name	Description of Scale (The extent to which the teacher...)	Sample Item
Leadership	...leads, organises, gives orders, determines procedure and structures the classroom situation.	This teacher knows what is going to happen next in this class.
Helping/Friendly	...shows interest, behaves in a friendly or considerate manner and inspires confidence and trust.	This teacher helps us with our work.
Understanding	...listens with interest, empathises, shows confidence and understanding and is open with students.	This teacher trusts us.
Student Responsibility	...gives opportunity for independent work, gives freedom and responsibility to students.	This teacher allows us to take responsibility for what we do.
Uncertain	...behaves in an uncertain manner and keeps a low profile.	This teacher allows us to tell him/her what to do.
Dissatisfied	...expresses dissatisfaction, looks unhappy, criticises and waits for silence.	This teacher thinks that we cheat.
Admonishing	...gets angry, express irritation and anger, forbids and punishes.	This teacher gets angry quickly.
Strict	...checks, maintains silence and strictly enforces the rules.	This teacher is strict.

Figure 3. Descriptions scale and sample items for each scale of the QTI (*Newby*, *Rickards*, & *Fisher*, 2001, in Tuyan, 2015 p.5)

2.5. Interpersonal Profiles

The characteristics of the teachers are shaped depending on a good number of factors. The main reason is that personality is reflected in the attitudes of the teachers. It implies that while some teachers have a good relationship with their students, others cannot get along with them well. Based on this difference, every teacher develops different styles in terms of treating and teaching a lesson. However, the most important detail which is well-accepted is that establishing good relations with the students contributes to the lesson (Wubbels, 1993). Interpersonal profiles are based upon the perception of students of their teachers and the perception of teachers of themselves. According to Brekelmans, Levy, and Rodriguez (1993), these profiles can be labelled as eight types; Directive, Authoritative, Tolerant/ Authoritative, Tolerant, Uncertain/Tolerant, Uncertain/Aggressive, During and Repressive (see Figure 4).

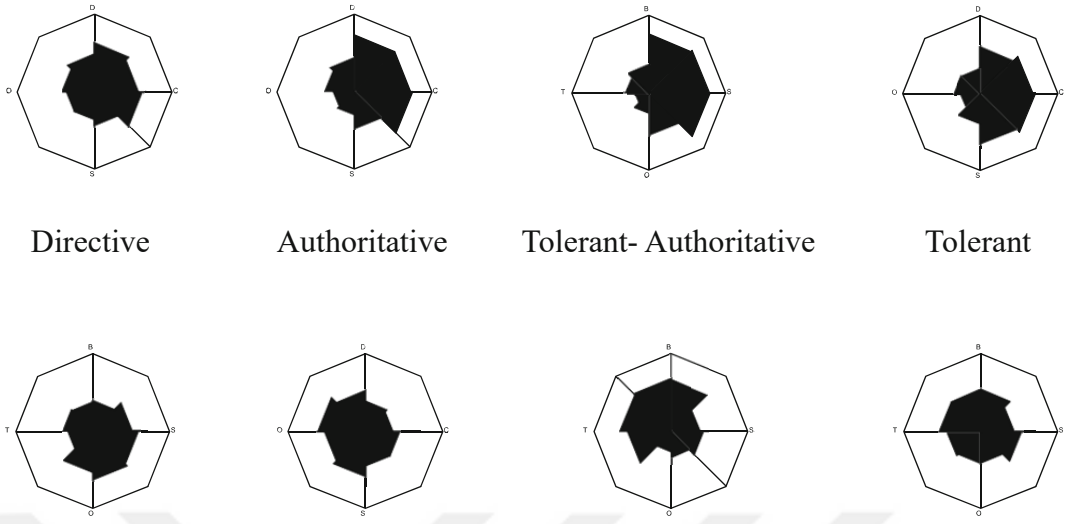

Figure 4. Models for Interpersonal Teacher Profiles (Brekelmans, 1989).

2.5.1. Directive

The lessons of directive teachers are well structured and task-oriented. They are organized in an effective manner and complete their all lessons on time in general. These teachers dominate class discussion but attract students' attention. They aren't close to their students, although they behave friendly and understanding. They warn students who behave improperly (Şimşeker, 2005).

2.5.2. Authoritative

Many researchers point out that creating a proper class atmosphere and maintaining this atmosphere is necessary for the students' learning motivation (Den Brook et al., 2005). It is very important for teachers to create a positive atmosphere in the classroom in terms of teacher-student interaction. The learning environment in a class with a teacher who has an authoritative profile is well- planned, pleasant and task-oriented. Rules are clear and teachers do not have to remind them. They are intensive and consider students' need. The lecture is their favorite method (Şimşeker, 2005).

2.5.3. Tolerant-Authoritative

Teachers in this profile support student responsibility and freedom. They have closer relationships with students than authoritative teachers. Teachers prefer to concentrate on the lessons rather than correct students' behaviour. Several methods are used and students are involved in the lessons, moreover, they enjoy being in the class (Şimşeker, 2005).

2.5.4. Tolerant

The learning atmosphere is pleasant and supportive. Teachers provide opportunities for students to freedom than other types of teachers. The Dutch and American views of the Tolerant teacher are different from each other. To the Dutch, students enjoy attending class, in addition, the class atmosphere is enjoyable and supportive. They generally study at their own rate and as a result of this, the class atmosphere sometimes maybe a little confused. On the other hand, in the U.S. the Tolerant teacher is seen disorganized. Their lessons are not well-prepared and they don't challenge students. At the beginning of the lesson, an explanation is used by the teacher and then he/she sends the students off to individually complete an assignment (Şimşeker, 2005).

2.5.5. Uncertain/Tolerant

Uncertain/Tolerant teachers are cooperative teachers, but they don't act too much leadership in the class. Their lessons are inadequately structured, are not introduced completely. Task orientation is quite low, and they look with favour on students who behave improperly. A teacher is relevant about the class, and teachers expound things several times to students who haven't been listening. While most of the students do something else, only some of the students are regardful. Uncertain/Tolerant teachers' rules of behaviour are permissive, and students don't know what to expect when contravention occurs. Occasionally these teachers respond quickly, and at other times completely ignore lack of attention. Students' performance expectations are least. It seems as if there is of an ineffectual balance in which teachers and students seem to go their own way (Şimşeker, 2005).

2.5.6. Uncertain/Aggressive

In these kinds of classes, there is an aggressive kind of disorder. When a teacher teaches something, students provoke the teacher by jumping up, laughing and shouting out and they disarray the learning environment on all occasions. Teachers cannot manage the class at times like these and they behave panickily. The students feel the teacher is to blame because of the teacher's imbalanced behaviours. Rules of behaviour aren't stated clearly. Teachers spend most of their time trying to manage the class (Şimşeker, 2005).

2.5.7. Repressive

In the lessons of these teachers, students are quite obedient. They follow the rules and are afraid of the teacher's angry outbursts. In the class, rules are established clearly, and teachers can control the class. A teacher can show an exaggerated response to small mistakes of the students. They frequently give low grades, so that students fear their examinations. The lessons are structured but not well organized. When necessary background information and directions are provided, few questions are allowed or encouraged. if students don't understand the lesson, the teacher does not help them. According to repressive teachers, working individually is better for students. The classroom atmosphere is uncomfortable, and the students feel fearful. Expectations for students' success are competition-oriented and high (Şimşeker, 2005).

2.5.8. Drudging

The atmosphere is variable in a Drudging teachers' class. On occasion, it reminds of the aggressive disorder of Uncertain/Aggressive, and sometimes it is like the tolerant disorder of Uncertain/Tolerant. Nevertheless, teachers always struggle to manage the class. They generally succeed, unlike Uncertain/Aggressive and Uncertain/Tolerant teachers, after spending lots of energy. When teachers attract their attention, students get involved in the lesson. When they are an orderly classroom, the atmosphere is oriented toward the subject matter and the teachers do not behave much friendly. Sometimes there can be a competition in a lesson of these teachers' classroom. All these eight interpersonal profiles are relevant to student outcomes (Brekelmans, Wubbels & Levy, 1993).

2.6. Researches on Interpersonal Teacher Behaviour

A classroom is a social place that students and resources have interacted in order to realize the teaching process. In other words, a class is a living place for teaching and educational actions. The classroom is a social environment with a unique atmosphere of weather and climate, where students have interacted with learning activities. Students with various different personalities expectations and needs make a common social community in class (Wubbels, 1985, cited in Şimşeker, 2005).

Goh and Fraser (1998) worked on the interpersonal teacher behaviour and classroom climate and their relationship with influential and cognitive outcomes among primary mathematics students in Singapore. The other intendment of the study was to analyse the effects of gender differences in students' achievement, behaviour, and perceptions of the learning environment. The Questionnaire on Teacher Interaction (QTI) and the My Class Inventory (MCI) were randomly carried out to 1512 boys and girls from state primary schools. Many analyses types were applied such as; simple, multiple, canonical correlation analyses and multilevel analyses for both individual students as the unit of analysis and the class as the unit of analysis. Two outcome measures and the classroom environment scales were performed for the analysis of gender differences, multivariate analyses of variance for repeated measures. Results signified that girls' and boys' mathematics success are different, in favour of boys. Girls mostly maintained their classroom environments more expediently than boys did.

Another study from Goh and Fraser (1996) customized the QTI to use in elementary schools in Singapore. The aim was to examine the effect of gender differences in students' perceptions of their teacher interpersonal behaviours. According to a result girls comprehended their teachers' interpersonal behaviours in a more positive way than boys did.

Levy, Den Brok, Wubbels, and Brekelmans (2003) carried out a study. 3023 students and 74 teachers from 168 classes were involved in this study. Investigating variance at the teacher, student, class and school levels showed that different variables are considerably connected to students' perceptions such as; students and teacher gender, student and teacher ethnic background, student age and grade, class size, grade level, subject taught and teacher experience. There were interaction effects between student ethnicity and student gender, as well as student and teacher gender, however, while significant, the number of variances described by these was low.

Den Brok, Fisher, and Rickards (2004) inquired whether student, teacher and class properties affect students' perceptions of their teacher interpersonal behaviour or not. The Questionnaire on Teacher Interaction (QTI) was conducted in the U.S. and in the Netherlands. According to the results, many factors were found to be related to students' perceptions such as; student and teacher gender, student and teacher ethnic background, student age, teacher experience, class size, student achievement, and subject. In addition, each of them had a unique effect, at the same time they interact with each other in determining students' perceptions.

Evans and Fisher (2000) applied the QTI to a sample of 2986 science students in 153 classes in 48 Australian secondary schools in two Australian states, Victoria and Western Australia to examine the differences between the students' perceptions and their cultural backgrounds. According to the results, there were important differences between students from different cultural backgrounds and their perceptions of student-teacher interactions.

2.7. Researches on Agency Engagement

Helme and Clarke (2001) conducted a study to determine the cognitive participation of students in mathematics courses. The study was conducted at a private school on the outskirts of the city of Melbourne. Seven teachers, which the school administration deemed appropriate, have assisted in the research. Four students from each class, selected by their teachers, and the math teacher of the course were recorded through two cameras during the course. At the end of the course, the selected two students were taken for an interview and the images were played back and discussed during the interview. Researchers conducted 109 interviews with a total of 24 eighth graders, including 14 girls and 10 boys. As a result, cognitive participation was found to be observable in the classroom setting with verbal and behavioural indicators of students. The study also found that student-student interaction in the classroom increased cognitive engagement more than teacher-student interaction. The findings from the study also include that task characteristics such as personal perceptions and individual factors influence cognitive engagement.

Furrer and Skinner (2003) examined the sense of commitment, which is a defining concept in student engagement and academic performance. In research from third grade level to sixth grade level, students ' sense of commitment to their families,

teachers, and peers; behavioural and emotional involvement situations, and academic achievement were studied. The findings of the study concluded that students with a high level of commitment to their family, teachers, and peers were more likely to participate behaviourally and emotionally than their own assessments and teachers ' assessments. (cited in Eren, 2015).

Lee and Reeve (2012) studied the relationships between student motivation and involvement in their study with 340 students and eight teachers. The teachers who participated in the study evaluated each student's participation through cognitive, emotional, behavioural and agentic engagement factors and their motivation through psychological need satisfaction, self-efficacy, and goal factors for learning. In the context of the same factors, students also made self-evaluation of their level of participation and motivation. The results showed that teachers' evaluation of student participation was significantly similar to those of students' evaluation of them. According to the results, Lee and Reeve (2012) concluded that teachers' predictions about student participation are reliable and therefore teachers' observation of their students' participation in lessons may have important consequences for motivating their students.

CHAPTER III

3. METHODOLOGY

3.1. Introduction

In this section, the method used for the research and the qualities of paradigm groups applied to research will be explained. The method of the research, versions of the measuring tools, the participants and the data gathered will also be expressed in detail.

3.2. Design of the Study

In this research, to determine the interaction levels of secondary school students with their teachers, the learners' engagement agency and the relation between those two factors and the success of the students in English class have been aimed to be examined within a descriptive survey model (Büyüköztürk, et al., 2008). Relational screening model has been used to determine interaction levels of secondary school students with their teachers, students' engagement agency and whether their English lesson success points change with that or not (Büyüköztürk, et al., 2008; Karasar, 2005). Relational screening model as a screening model is a research method that aims to determine alteration existence and level of relationship between two or more variance without any interference (Büyüköztürk, et al., 2008). Quantitative method approach and descriptive analysis were used to explain the results with data from the students ' responses to the context and participants of the surveys of the study.

This study was conducted at TED Adana Middle School. In 2018-2019 Academic Year, there were 10 classes including 5th and 6th grades. In the research, Totally, 212 students were included in the study randomly. Random sampling is used to ensure that an unbiased representation of the total population is reached.

3.3. Instrumentation

Textbook English exam results and surveys were used to collect data in our research. The order of the applications are shown below:

1. Questionnaire on Teacher Interaction Scale (see Appendix 3)
2. Agentic Engagement Scale (see Appendix 5)
3. Textbook English Exam Results

3.3.1. Questionnaire on Teacher Interaction Scale

Questionnaire on Teacher Interaction Scale consists of 77 expressions in the original Dutch language, 64 expressions in the American version (Wubbels & Levy, 1991) and 48 expressions in the Australian version (Fisher, Fraser, & Wubbels, 1993). The scale was adapted to Turkish by Eraldemir Tuyan (2015) by making validity and reliability analyses. In the Turkish version of the scale, there were 48 expressions and 8 sub-dimensions, which were evaluated with a 5-point Likert-type rating. The sub-dimensions of the said scale, trust factors in Eraldemir Tuyan's 2015 study and also in this study are mentioned in Table 3.1.

Table 1.

The Scale of Interaction Between a Teacher and a Student, Item Numbers and Sub-Dimensions

Sub-Dimensions	Item Numbers	(α) Values in this Study	(α) Values in Eraldemir Tuyan's (2015) Study
Leadership	1-5-9-13-17-21	0.9	0.7
Helping / Friendly	25-29-33-37-41-45	0.9	0.8
Understanding	2-6-10-14-18-22	0.9	0.6
Student Responsibility/ Freedom	26-30-34-38-42-46	0.2	0.5
Uncertain	3-7-11-15-19-23	0.7	0.5
Dissatisfied	27-31-35-39-43-47	0.8	0.7
Admonishing	4-8-12-16-20-24	0.5	0.6
Strict	28-32-36-40-44-48	0.6	0.9
The Questionnaire on Teacher Interaction (QTI)	48 items	0.6	N/a

As a result of the Student-Teacher Interaction Scale's reliability breakdown, "student responsibility/freedom" subscale's trust factor points turned out to be very low (α=0.153), and the material that would normally increase the reliability, is not effective. So, as a result, it is voted out of the scale. Also, when the "admonishing" subscale's

reliability is removed from item 12, it is shown that the “strict” subscale’s reliability at low Dimensions are increased. Due to this change, new scale and Cronbach’s Alpha Factors are given in Table 3.2.

Table 2.

Items and The Teacher-Student Interaction Scale Reliability Factors after Sub-Dimensions are removed, Item Numbers and Sub-Dimensions

Sub-Dimensions	Item Numbers	(α) Values in this Study
Leadership	1-5-9-13-17-21	0.9
Helping / Friendly	25-29-33-37-41-45	0.9
Understanding	2-6-10-14-18-22	0.9
Uncertain	3-7-11-15-19-23	0.7
Dissatisfied	27-31-35-39-43-47	0.8
Admonishing	4-8-16-20-24	0.7
Strict	28-32-36-44-48	0.7
The Questionnaire on Teacher Interaction (QTI)	40 items	0.7

No reverse coded material was found in the final scale. The scale is a five-point Likert-type scale, and it is set as the following votes; "Completely Disagree (1,00-1,79)", "Disagree (1,80-2,59)", "Unstable (2,60-3,39)", " Agree (3,40-4,19) and "Completely agree (4,20-5,00)". High scores gathered from various subscales are all mean certain things. For instance; high scores in the “Leadership” subscale shows that the teacher’s leadership features are perceived by the students at a superior level, in the “helping/friendly” subscale it means that the students see their teachers more helpful, in the “understanding” subscale, teachers are perceived as more understanding by students, in the “uncertain” subscale, students observe their teachers as “uncertain”, “dissatisfied” subscale shows that the teacher is marked as “dissatisfied” by students, high points in the admonishing” subscale, proves that the students think of their teachers as an upbraiding person, and finally the high points in “strict” subscale shows teachers as more strict and disciplined.

3.3.2. Agentic Engagement Scale

Agentic Engagement Scale was developed by Reeve and Tseng (2011) and adapted to Turkish by Eren (2013). The scale consists of 22 items and 4 (four) sub-dimensions. The subscales were named as active participation (five items), behavioural participation (five items), emotional participation (four items) and cognitive participation (eight items), in our study, the students were evaluated with a 5-point Likert rating considering that they are at the secondary school level. In the study of Eren (2013), the scale was prepared for mathematics lesson and the expressions were arranged for the English lesson. Subscales of the scale and Eren's trust factor points are given in Table 3.3.

Table 3.

Class Engagement Scale Trust Factor Points, Item Numbers and Sub-Dimensions

Sub-Dimensions	Item Numbers	(α) Values in This Study	(α) Values in Eren's (2013) Study
Active Engagement	1-2-3-4-5	0.8	0.9
Behavioural Engagement	6-7-8-9-10	0.9	0.9
Emotional Engagement	11-12-13-14	0.8	0.9
Cognitive Engagement	15-16-17-18-19-20-21-22	0.8	0.9
Class Engagement Scale	22 items	0.9	N/a

There aren't any reverse coded items in the scale, and the scale itself is ranked by a five-point Likert-type ranking system. According to this, it is ranked as following; "Completely Disagree (1.00-1.79)", "Disagree (1,80-2,59)", "Unstable (2.60-3.39)", " Agree (3.40-4.19) and "Completely agree (4.20-5.00)". Given the high points from the "active engagement" subscale, it is clear that the students contribute more, the high points from "behavioural engagement" subscale proves that the students are focused on the class and listen more carefully. High points from "emotional engagement" shows that the students enjoy participating more, and "cognitive engagement" subscale's high points show that the students can relate to the class and reconcile.

3.3.3. English Exam Results:

English Exam Results: To determine the English exam scores of the students, the average results of the two textbook English course exams conducted in the first semester of the 2018-2019 academic year were used. These two exams consisted of listening, writing, reading comprehension and use of English sections.

3.4. Data Analysis

The data collected was analysed with SPSS program. In cases where the scales and sub-dimensions of the research participants show normal distribution, parametric tests such as independent sample test and one-way analysis of variance were used to determine differences between groups. In the one-way analysis of variance, the homogeneity of variance between the groups was examined with the Levene-test statistic, in cases where homogeneity is achieved, Scheffe test of post-hoc tests is used for determination of differences between groups, and Tamhane's T2 test of post-hoc tests is used in cases where homogeneity is not provided.

The direction and severity of the relationship between the scales and sub-dimensions of the participants were examined by Pearson (when normally distributed) correlation coefficient. The dimensions of the correlations of the subscale scores between each other were evaluated according to the following ranges (Kalaycı, 2006):

r	relation
0.00-0.25	Very weak
0.26-0.49	Weak
0.50-0.69	Medium
0.70-0.89	High
0.90-1.00	Very high

The findings of the research were evaluated within a 95% confidence interval. Cronbach's alpha coefficient was used for the reliability of the scales in the study. Cronbach Alpha coefficient was based on the following ranges.

If $0.00 \leq \alpha < 0.40$, the scale is not reliable.

If $0.40 \leq \alpha < 0.60$, the scale has low reliability.

If $0.60 \leq \alpha < 0.80$, the scale is very reliable.

If $0.80 \leq \alpha < 1.00$, the scale is a highly reliable scale.

3.5. Ethical Considerations

Since this research is a study about secondary school students, necessary permissions were obtained from TED Adana Private School Principal in order to make it an ethical study (see Appendix 7). The 5th and 6th grade students of TED Adana College voluntarily participated in this study.

CHAPTER IV

4. FINDINGS

4.1. Introduction

In this section, the analyses for the research questions, the findings, and interpretations acquired from the results of this analysis are given. Our data collection procedure resulted in a total of 120 answers. The results of statistical analysis are illustrated in Tables.

4.2. Analysis of Demographic Variables

Table 4.

The Characteristic Features of Students

Features		**N**	**%**
Gender	Male	55	45.8
	Female	65	54.2
Class	5.grade	71	59.2
	6.grade	49	40.8

%54.2 of the participants are detected to be female and the other %45.8 are male.

%59.2 of the participants are detected to be in the 5th grade, and the other %40.8 are in 6th grade.

4.3. Findings According to the Research Questions

4.3.1. Findings for the Research Question 1

How do the students perceive their interaction with their teachers in the secondary school EFL classroom in Turkish context?

Table 5.

Questionnaire on Teacher Interaction Scale Sub-Dimension's Variety and Regularity Values

Sub Dimensions	N	Average	Strongly Disagree		Disagree		Unstable		Agree		Strongly Agree		SD	Min	Max
			F	%	F	%	F	%	F	%	F	%			
Leadership	120	3.76	5	4.2	10	8.3	21	17.5	37	30.8	47	39.2	0.91	1.33	5.00
Helping/ Friendly	120	3.80	6	5.0	6	5.0	25	20.8	38	31.7	45	37.5	0.90	1.50	5.00
Understanding	120	3.91	3	2.5	5	4.2	20	16.7	43	35.8	49	40.8	0.85	1.50	5.00
Uncertain	120	1.91	56	46.7	45	37.5	17	14.2	2	1.7	0	0.0	0.66	1.00	3.67
Dissatisfied	120	1.96	57	47.5	36	30.0	22	18.3	4	3.3	1	0.8	0.78	1.00	4.33
Admonishing	120	2.23	38	31.7	39	32.5	29	24.2	11	9.2	3	2.5	0.86	1.00	4.60
Strict	120	2.74	6	5.0	45	37.5	47	39.2	11	9.2	11	9.2	0.79	1.20	4.80

* The ratings are as specified in Section 3.4.

According to the results, it was found that the average score of the students' Leadership sub-dimension $\bar{x}$ = 3.76, and the average score of Helping / Friendly subscale was $\bar{x}$ = 3.80. The mean scores of the Understanding subscale were stated as; $\bar{x}$ = 3.91 and the average score of the Uncertain sub-dimension was $\bar{x}$ = 1.9. Moreover; the average score of the dissatisfied subscale was $\bar{x}$ = 1.96 and the average score of the admonishing sub-dimension was $\bar{x}$ = 2.23. Lastly; the average score of the Strict subscale was determined as $\bar{x}$ = 2.74.

It was confirmed that 39.2% of the students completely agree in the expressions of the leadership sub-dimension. 37.5% of the participants completely agree to the sub-dimension of helping/friendly. Likewise, 40.8% of them completely agree to the sub-dimension of understanding. In contrasts, 46.7% of participants completely disagree with the uncertainty sub-dimension, 47.5% of them completely disagree with sub-dimension of dissatisfaction. Similarly, 32.5% of students did not agree with the admonishing sub-dimension and 39.2% of them were unstable for the strict sub-dimensions expressions.

4.3.2. Findings for the Research Question 2

What is the level of agency engagement of secondary school students in EFL classes?

Table 6.

Student's Agentic Engagement Subscale's Variation and Regularity Values

Sub Dimensions	N	Average	Strongly Disagree		Disagree		Unstable		Agree		Strongly Agree		SD	Min	Max
			F	%	F	%	F	%	F	%	F	%			
Active Engagement	120	3.40	4	3.3	13	10.8	35	29.2	40	33.3	28	23.3	0.83	1	5.00
Behavioural Engagement	120	3.91	2	1.7	2	1.7	22	18.3	40	33.3	54	45.0	0.81	1	5.00
Emotional Engagement	120	3.65	3	2.5	16	13.3	26	21.7	33	27.5	42	35.0	0.92	1	5.00
Cognitive Engagement	120	3.51	2	1.7	9	7.5	34	28.3	58	48.3	17	14.2	0.72	1	5.00

* The ratings are as specified in Section 3.4.

According to the results on Table 4.3 which shows the students' class participation subscale's variation and regularity values, the average of the Active Participation subscale scores of the students are stated as; $\bar{x}$ = 3.40; the mean of the Behavioural Participation subscale scores are $\bar{x}$ = 3.91). Besides, the average of the Emotional Influence subscale scores are $\bar{x}$ = 3.65 and the average of the Cognitive Disability subscale scores are $\bar{x}$ = 3.51.

It was revealed that 33.3% of the students agree with active engagement subdimension expressions. Also, 45.0% of the participants completely agree with behavioural engagement expressions, 35.0% of them completely agree with emotional engagement subdimension expressions. A significant number of responses expressed 48.3% of students agree with cognitive engagement subdimension expressions.

4.3.3. Findings for Research Question 3

What is the relationship between the secondary school EFL students' perception regarding their interaction with their teacher and,

a. their success in learning English?

Table 7.

The Relation between Students' Teacher-Student Interaction Levels and Class Participation Levels

Sub-Dimensions		Active Engagement	Behavioural Engagement	Emotional Engagement	Cognitive Engagement
Leadership	r	**0.403**	**0.303**	**0.499**	**0.296**
	p	0.000*	0.001*	0.000*	0.001*
Helping / Friendly	r	**0.396**	**0.264**	**0.571**	**0.365**
	p	0.000*	0.004*	0.000*	0.000*
Understanding	r	**0.396**	**0.323**	**0.499**	**0.310**
	p	0.000*	0.000*	0.000*	0.001*
Uncertain	r	**-0.330**	**-0.208**	**-0.381**	**-0.248**
	p	0.000*	0.023*	0,000*	0.006*
Dissatisfied	r	**-0.316**	**-0.221**	**-0.406**	**-0.273**
	p	0.000*	0.015*	0.000*	0.003*
Admonishing	r	**-0.360**	**-0.275**	**-0.494**	**-0.387**
	p	0.000*	0.002*	0.000*	0.000*
Strict	r	**-0.347**	**-0.309**	**-0.476**	**-0.316**
	p	0.000*	0.001*	0.000*	0.000*

* p<.05

As seen in Table 4.4, there was a positive and weak correlation (r =.40, p=.0) between the students' Leadership subscale scores and Active Engagement subscale scores. Based on results; a positive and weak correlation was found between Leadership subscale scores and Behavioural Engagement subscale scores (r=.30, p=.001), and there was a positive and weak correlation between Leadership sub-dimension and Emotional Engagement subscale scores (r=.50, p=.0). Lastly, a positive and weak correlation was found between Leadership sub-dimension and Cognitive Engagement subscale scores (r=.30, p=.001).

The data presented on, positive and weak correlation (r =.40, p=.0) was found between the students' Helping/Friendly subscale scores and Active Engagement subscale scores. In addition, a positive and weak correlation between Leadership subscale scores and Behavioural Engagement subscale scores (r=.30, p=.004). There was a positive and weak correlation between Leadership sub-dimension and Emotional Engagement subscale scores (r=.60, p=.0), and lastly, a positive and weak correlation between Leadership sub-dimension and Cognitive Engagement subscale scores (r=.40, p=.0) was found.

Another statistically important, positive and weak correlation was found between the students' Understanding subscale scores and Active Engagement subscale scores (r = .40, p=.0), The following statistics a positive and weak correlations were between Leadership subscale scores and Behavioural Engagement subscale scores (r=.32, p=.0), Leadership sub-dimension and Emotional Engagement subscale scores (r=.40, p=.0), and lastly, Leadership sub-dimension and Cognitive Engagement subscale scores (r=.30, p=.001).

As seen in the table, there was a statistically significant, positive and weak correlation (r =.33, p=.0) was found between the students' Uncertain subscale scores and Active Engagement subscale scores. In addition to these results, a positive and weak correlation between Leadership subscale scores and Behavioural Engagement subscale scores (r=.21, p=.023), Leadership sub-dimension and Emotional Engagement subscale scores (r=.40, p=.0) was found. Finally, there was a positive and weak correlation between Leadership sub-dimension and Cognitive Engagement subscale scores (r=.20, p=.006).

Statistically significant, positive and weak correlation (r =.30, p=.0) was found between the students' Dissatisfied subscale scores and Active Engagement subscale scores. The other positive and weak correlation statistics were as follows; subscale scores Leadership and Behavioural Engagement subscale (r=.20, p=.015), subscale scores Leadership sub-dimension and Emotional Engagement (r=.41, p=.0), and lastly, the subscale scores between Leadership sub-dimension and Cognitive Engagement subscale scores (r=.30, p=.003).

In Table 4.4 statistically important a positive and weak correlation (r = .40, p=.0) was found between the students' Admonishing subscale scores and Active Engagement subscale scores, Leadership subscale scores and Behavioural Engagement subscale scores (r=.30, p=.002). According to results, there was a positive and weak correlation

between Leadership sub-dimension and Emotional Engagement subscale scores (r=.50, p=.0). Finally, a positive and weak correlation was found between Leadership sub-dimension and Cognitive Engagement subscale scores (r=.40, p=.0).

The final statistically significant, positive and weak correlations were between; students' Strict subscale scores and Active Engagement subscale scores (r = .35, p=.0), Leadership subscale scores and Behavioural Engagement subscale scores (r=.31, p=.001), Leadership sub-dimension and Emotional Engagement subscale scores (r=.50, p=.0), and lastly Leadership sub-dimension and Cognitive Engagement subscale scores (r=.32, p=.0).

4.3.4. Findings for Research Question 3b

What is the relationship between the secondary school EFL students' perception regarding their interaction with their teacher and,

b. their agency engagement?

Pearson correlation analysis results are given in Table 4.5 below. This analysis was done to investigate the relationship between students' English exam results and teacher-student interaction.

Table 8.

The relation between students' English grades and teacher-student interaction.

Sub-dimensions		**English Grades**
Leadership	**r**	0.042
	p	0.647
Helping / Friendly	**r**	0.163
	p	0.076
Understanding	**r**	**0.225**
	p	**0.013**
Uncertain	**r**	**-0.221**
	p	**0.015**
Dissatisfied	**r**	**-0.269**
	p	**0.003**
Admonishing	**r**	-0.163
	p	0.076
Strict	**r**	**-0.226**
	p	**0.013**

* p<.05

The analysis results pointed out that, positive and very weak correlation (r = 0.225) was found between students' English grades and Understanding subscale scores. In this case, when students' level of understanding of English course increases, English course exam results also increase. As indicated in Table 4.5, there was a positive and very weak correlation (r = 0.221) between students' English grades and Uncertain subscale scores, in addition, positive and very weak correlation (r = 0. 269) was found between students' English grades and Dissatisfied subscale scores. Results indicated that there was a positive and very weak correlation (r = 0.226) was found between students' English grades and Strict subscale scores. That means the uncertain attitudes of the English teacher about the course were negatively reflected on the students' English language achievement scores. However, despite all the data given above, there wasn’t a correlation found between students’ English grades and the Leadership, Helping/Friendly and Admonishing subscales.

CHAPTER V

5. DISCUSSION AND CONCLUSION

5.1. Introduction

In this section, a summary of the research, applications, and suggestions for future studies are presented. In addition, the research results are negotiated regarding the research questions.

5.2. Overview of the Study and Discussion

The aim of this study is to investigate the relationship between the level of interaction with their teachers in EFL classes, the levels of agency engagement and the success levels of the students in the 5th and 6th grades. In order to investigate the specified purposes of the study, 120 fifth and sixth grade students were administered the Turkish version of questionnaires and average of the two English exam results were calculated during the first semester of 2018-2019 at TED Adana College. The results of the findings related to teacher-student interaction and student participation were defined as English students' achievement scores. 54.2% of the students participating in the study were female and 45.8% were male; It was determined that 59.2% of the students were in 5th grade and 40.8% of them were in 6th grade.

R.Q.1. How do the students perceive their interaction with their teachers in the secondary school EFL classroom in Turkish context?

Considering the results of the participation levels in the statements related to students' scale of the questionnaire on teacher interaction, it can be concluded that; leadership, helping/friendly and understanding sub-dimensions were positively connected to students behaviour. Conversely, there was a negative connection between uncertain, dissatisfied, admonishing, and strict behaviours with students' behaviour. Similar to our findings, Wubbles (1991) found out that the relation between the students' perceptions of the QTI scales and student learning outcomes in the Netherlands. Results of this study showed that student responsibility and freedom, understanding, helping/friendly, and leadership behaviours were linked positively to

student behaviour. Uncertain, dissatisfied, admonishing and strict behaviours were linked negatively to attitudes.

Rawnsley and Fisher (1998) conducted the QTI to a sample of 490 ninth grade students. Like we have found in our study, students improved the more positive approach to mathematics classes, where the teacher was comprehended to be supportive, fair, identified leadership, friendly behaviour and less warning of students.

R.Q.2. What is the level of agency engagement of secondary school students in EFL classes?

As stated before, agency means someone who is having proactive and intentional personal behaviours (Bandura, 2001). According to Reeve (2013), agentically engaged student is defined as a student who constructs learning context with a teacher and these advocates students and teacher needs in the classroom.

In the study conducted by Shernoff et al. (2003) student engagement challenge/skills circumstances, educational relevance, and school subject through forms. 526 students from middle and high school students in the 6th, 8th,10th, and 12th grades were participated in this study in the U.S. According to results, students expressed that their non-academic courses were more motivating. Similar to our findings, it was found out that providing an appropriate level of challenge for students' skills to increase engagement and supporting students' autonomy is possible with creating learning activities (cited in Montenegro, 2017, p.119).

Attard (2011) investigated the impact of the practices used by teachers in the teaching process on students ' participation in math class. The study was carried out for three years, on a group of 20 students who were 6th, 7th and 8th graders. The data was obtained through individual interviews and focus group interviews. The teacher used collaborative learning techniques with 6th graders in math class, providing a positive learning environment. The findings of the study which were similar to our research results showed that the opportunities for interaction and dialogue provided by this environment positively and significantly affect the students' engagement in the mathematics course. The mathematics lesson is taught using computer-aided methods (interactive course format) and Mathematics textbooks with 7th graders. Accordingly, students were expected to learn individually. However, as a result of the research, it was found that computer-assisted teaching methods negatively affect student participation as they reduce classroom interaction. Traditional teaching methods and techniques were

used, such as lecturing, practicing, giving questions in textbooks as homework with 8th graders. Although the negative impact of traditional teaching methods and techniques on student participation were often reported in the literature on the subject, this study found that it provides higher levels of student participation than computer-aided individual teaching methods and techniques. According to the study of Attard (2011), with the influence and the role of the teacher is very important in the engagement of the students in the mathematics course. Likely to his study, we found out that a significant number of students agreed that the cognitive, behavioural, emotional and active engagement are somehow related to the teacher's role and influence in EFL class.

R.Q.3a-What is the relationship between the secondary school EFL students' perception regarding their interaction with their teacher and their success in learning English?

In the studies conducted by observing the students in the classroom, it was stated that the interaction between students and teachers and the active, behavioural, emotional and cognitive engagement of the teachers in the classroom affected the students, while it was stated that the teachers were affected by the attitudes of the students in the classroom (Kyriakides et al., 2010; Dorman, 2003).In the studies that were conducted before, it is seen that perception of teacher behaviours by students has a significant effect on student achievement and attitudes (Maulana et al.,2013; Taşkafa, 1989).

Scott, Den Brok and Fisher (2004) conducted a study, considering the relation between students' perceptions of their teachers' interpersonal behaviour and their subject-related attitude in primary science classes in Brunei. The Questionnaire on Teacher Interaction (QTI) was applied to 1,305 students from 64 classes to recognize teacher-student interpersonal behaviours. Results showed that supported findings of the previous study with the QTI and intense and positive effects of Influence and Proximity on students' fun of their science classes. Like the conclusion of the study, we found that there was a positive and very weak correlation between the students' English course achievement scores and understanding sub-dimension. The students' English course achievement scores were found to be inversely proportional to the uncertainty, dissatisfaction, and strict attitudes exhibited by the teacher.

R.Q.3b-What is the relationship between the secondary school EFL students' perception regarding their interaction with their teacher and their agency engagement?

Students' agency engagement during the learning process and their interaction with their teachers have been examined in the literature by various studies (Christenson, Reschly et al. 2011; Jimerson at al., 2003; Connell & Wellborn, 1991). Pace and Hemmings (2007) investigated the effect of teacher authority on student behaviour and school performance in the classroom and found that authority plays an important role in student compliance, behaviour and learning. Schrodt et al., (2008) in the study of the relationship between teacher social impact and student results, the study found that positive social behaviour has a positive effect on student behaviour, results, and perceptions.

Den Brok et al. (2010) examined the effect of teacher behaviours on student perceptions using only QTI studies. Similar to the results of our study, it was seen that students' perceptions had positive effects on both understanding and helping / friendly dimensions. In the study of Adıyaman (2008), the effect of the methods and techniques and activities used by the teachers on the students' participation in the course was investigated. At the end of the research, it was determined that the teachers could select the appropriate methods and techniques for the agency engagement of the students. It has been found that teachers use the methods and techniques appropriate to the subject and that they will actively participate in the lesson and this will increase the success of the students.

In the present study, there was a weak and positive relationship between the students' perception of their English teachers as a leader and a guide and their active, behavioural, emotional and cognitive engagement. Based on the results, a positive and weak relationship was found between the helpful and friendly approach of the English course teachers towards the students and the level of the active, behavioural and cognitive engagement of the students. A moderate and positive relationship was found with the emotional agency engagement of the students. Also, a positive and weak relationship was found between the students' understanding of the lesson and their agentic engagement in the lesson. Moreover, there was a negative relationship between students' dissatisfaction with the English course and their engagement in the lesson. That means the disciplined and strict approach of the teacher plays a negative role in students' participation in lessons.

5.3. Implications

Interaction in contemporary classroom systems is bi-directional (Altıntaş, 2000). The teacher and the student represent two basic dimensions of interaction. The predominant dimension of the teacher in the interaction leads to the passive listener of the students in the learning situation. In the Turkish Education System, which has a teacher-centered structure, it is necessary to ensure that students participate effectively in the learning process by saving them from being passive listeners.

Students' agency engagement in the lesson can be achieved by the teacher creating a positive classroom environment and interaction with the students. In these interactions, giving importance to the students' participation and thoughts, deeming their participation as valuable, sharing them in the classroom and trying to understand them to direct the interaction with the students positively (Çakmak, 2000). The positive interaction established between teacher and student brings mutual trust and respect and this encourages students to express their ideas without hesitation and to participate in discussions (Akyol, 2000). In light of the findings of the present study, the suggestions that can be presented to the administrators and teachers working in the field of education are as follows:

It is recommended that;

- Teachers can use QTI to identify their ideal teacher, how they see themselves and how their students see them. This type of information allows teachers the opportunity to develop interactions with their students,
- Teachers should avoid strict approaches and should not engage in admonishing behaviours in order to increase students' agency engagement in English lessons,
- In order to increase students' English course success, the teacher should prevent the process of the lesson which may be perceived as uncertainty,
- Teachers who teach English should be kindly mastered and lead the course,
- Teachers who teach English are advised to approach students in a friendly and helpful manner,
- Teachers should encourage students to relate their classroom experience to their interests and activities,
- Professional development allows teachers to learn new teaching styles and techniques and it supports and encourages student success. Teaching observation

and giving positive feedback to each other help teachers become more reflective and intentional,

- Staff development units in institutions can plan seminars and workshops to raise awareness about students ' interactions with their teachers and their classroom participation and achievements,

5.4. Suggestions for Further Studies

This study throws light on the relationship between the level of interaction with their teachers in EFL classes, the levels of agency engagement and the success levels of the students. The data was only gathered from the students of TED Adana College Middle School, further studies may be conducted in different contexts and different age groups. This study is only applied to a private school. In later studies, surveys can be applied to a large sample involving other school types in order to make more general inferences to the researchers who will do similar studies in the future.

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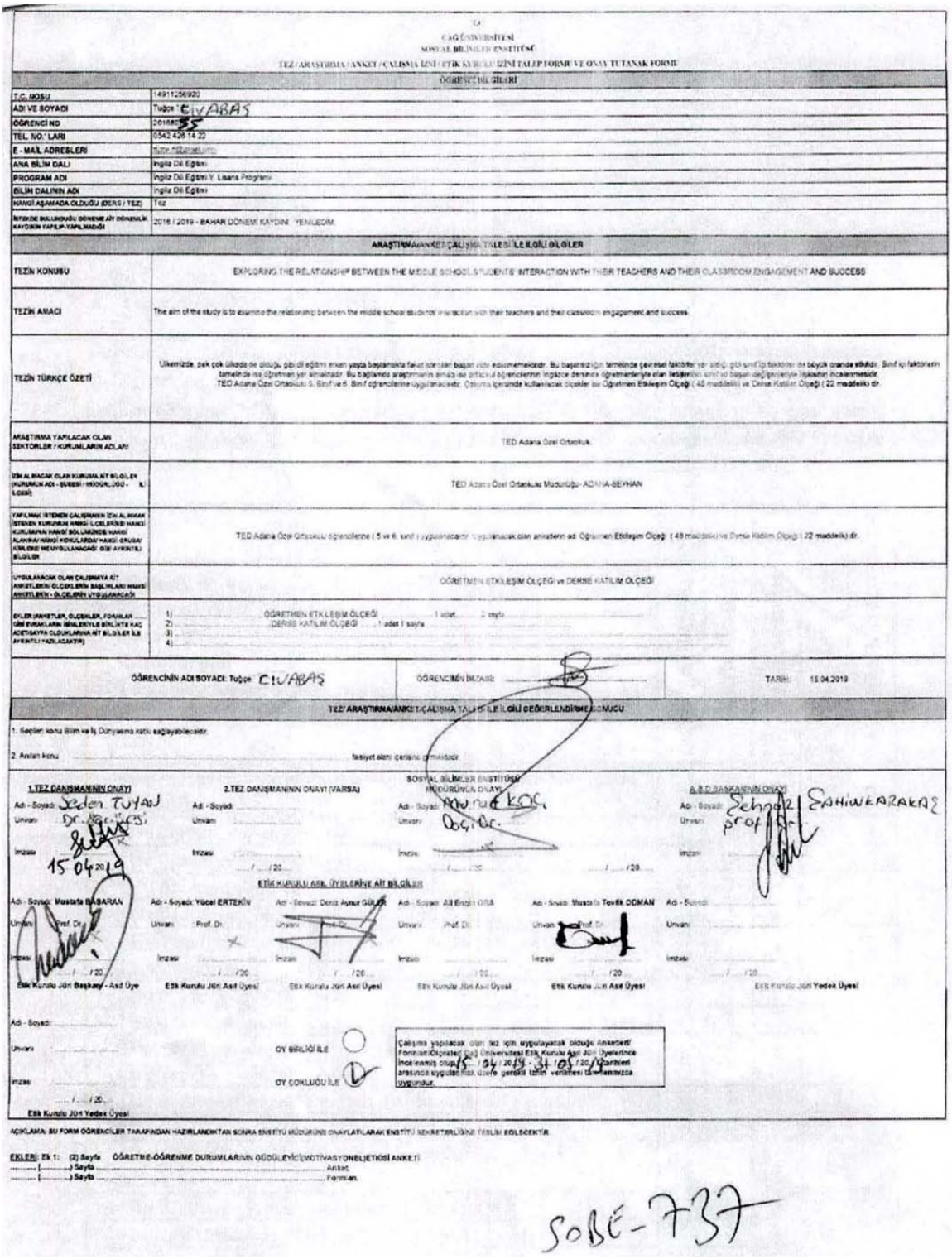
7. APPENDICES

Appendix 1: Ethics Committee Permit Document



İ.G.
İSTANBUL GELİŞİM ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
TEZ/ARAŞTIRMA/ANKET/ÇALIŞMA İZNİ/ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU

ÖĞRENCİ BİLGİLERİ

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ADI VE SOYADI	Tuğçe CİVABAŞ
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PROGRAM ADI	İngiliz Dili Eğitimi Y. Lisans Programı
BİLİM DALININ ADI	İngiliz Dili Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez
BİTİRDİĞİ BİLLİNOĞLU DÖNEMİNE AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2018 / 2019 - BAHAR DÖNEMİ KAYDINI YENİLEDİM.

ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER

TEZİN KONUSU	EXPLORING THE RELATIONSHIP BETWEEN THE MIDDLE SCHOOL STUDENTS' INTERACTION WITH THEIR TEACHERS AND THEIR CLASSROOM ENGAGEMENT AND SUCCESS
TEZİN AMACI	The aim of the study is to examine the relationship between the middle school students' interaction with their teachers and their classroom engagement and success.
TEZİN TÜRKÇE ÖZETİ	Ülkemizde, pek çok ülkede de olduğu gibi eğitim erken yaşta başlamakta fakat istenen başarı elde edilememektedir. Bu başarısızlığın temelinde çevresel faktörler yer almış gibi sınıf içi faktörler de büyük oranda etkilidir. Sınıf içi faktörlerin temelinde ise öğretmen yer almaktadır. Bu bağlamda araştırmanın amacı ise ortaokul öğrencilerinin İngilizce derslerini öğretmenleriyle olan ilişkileri sınıf içi başarı değişkenleriyle ilişkisinin incelenmesidir. TED Adana Özel Ortaokulu 5. Sınıf ve 6. Sınıf öğrencilerine uygulanacaktır. Ölçümde içerisinde kullanılacak ölçekler ise Öğretmen Etkileşim Ölçeği (46 maddelik) ve Derse Katılım Ölçeği (22 maddelik) dir.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER / KURUMLARIN ADLARI	TED Adana Özel Ortaokulu
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI - ŞUBESİ / MÜDÜRLÜĞÜ - İLÇESİ)	TED Adana Özel Ortaokulu Müdürlüğü- ADANA-SEYHAN
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNDE HANGİ KURUMLARIN HANGİ BÖLÜMLERİNDE HANGİ ALANLAR/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI/ GİBİ AYRINTILI BİLGİLER	TED Adana Özel Ortaokulu öğrencilerine (5 ve 6. sınıf) uygulanacaktır. Uygulanacak olan anketlerin adı Öğretmen Etkileşim Ölçeği (46 maddelik) ve Derse Katılım Ölçeği (22 maddelik) dir.
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN ÖLÇEKLERİN BAŞLIKLARI HANGİ ANKETLERİN - ÖLÇEKLERİN UYGULANACAĞI	ÖĞRETMEN ETKİLEŞİM ÖLÇEĞİ ve DERSE KATILIM ÖLÇEĞİ
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR ..... GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADETSAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) ..... ÖĞRETMEN ETKİLEŞİM ÖLÇEĞİ ..... 1 adet ..... 2 sayfa 2) ..... DERSE KATILIM ÖLÇEĞİ ..... 1 adet 1 sayfa 3) ..... 4) .....

ÖĞRENCİNİN ADI SOYADI: Tuğçe CİVABAŞ — ÖĞRENCİNİN İMZASI: ..... — TARİH: 15.04.2019

TEZ/ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU

1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.

2. Anılan konu ..... faaliyet alanı çerçeve olmaktadır.

1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI	A.B.D. BAŞKANININ ONAYI
Adı - Soyadı: Seden TUTAN	Adı - Soyadı:	Adı - Soyadı: Mustafa KOÇ	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ
Unvanı: Dr. Öğr. Üyesi	Unvanı:	Unvanı: Doç. Dr.	Unvanı: Prof. Dr.
İmzası: 15/04/2019	İmzası: ..... / ..... / 20..	İmzası: ..... / ..... / 20..	İmzası: ..... / ..... / 20..

ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER

Adı - Soyadı: Mustafa BABARAN	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Deniz Ayşun GÜLER	Adı - Soyadı: Ali Engin ORA	Adı - Soyadı: Mustafa Tevfik ODMAN	Adı - Soyadı: .....
Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: Doç. Dr.	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.	Unvanı: .....
İmzası: ..... / ..... / 20..	İmzası: ..... / ..... / 20..	İmzası: ..... / ..... / 20..	İmzası: ..... / ..... / 20..	İmzası: ..... / ..... / 20..	İmzası: ..... / ..... / 20..
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Yedek Üyesi

Adı - Soyadı: .....
Unvanı: .....
İmzası: ..... / ..... / 20..
Etik Kurulu Jüri Yedek Üyesi

OY BİRLİĞİ İLE ○
OY ÇOKLUĞU İLE ✓

Çalışma yapılacak olan/ lar için uygulanacak olduğu Anketler/ Formlar/Öğretim Elemanı Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup 15 / 04 / 2019 - 31 / 05 / 20.. tarihleri arasında uygulanması düşünülen gerekli izinlerin verilmesi hususunda uygundur.

AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR.

EKLER: Ek 1: (2) Sayfa ÖĞRETME-ÖĞRENME DURUMLARININ GÜDÜLEYİCİ(MOTİVASYONEL)ETKİSİ ANKETİ
..... (.....) Sayfa ..... Anket.
..... (.....) Sayfa ..... Formları.

SOBE-737

Appendix 2: The Survey (Turkish)

Öğretmen Etkileşimi Ölçeği

İsim- Soyisim:…….. **Sınıf:……..**

Cinsiyet: ☐ Erkek ☐ Kız

Değerli öğrenciler; aşağıdaki maddelere ilişkin görüşlerinizi ‘’ İngilizce’’ öğretmeninizi dikkate alarak belirtiniz. Aşağıdaki görüşe yönelik düşüncenizi doğru veya yanlış gibi düşünmeden katılım düzeyini belirtiniz. Her ifadenin karşısına tek bir kutucuğu işartleyiniz. Eğer yanlış kutucuğu işaretlediğinizi düşünüyorsanız lütfen üzerine çarpı atıp doğru kutucuğu yuvarlak içine alınız.

1: Hiç katılmıyorum 2:Katılmıyorum 3:Kararsızım 4:Katılıyorum 5: Tamamen Katılıyorum

Aşağıdaki yargıları öğretmeninize göre doldurunuz;		**1**	**2**	**3**	**4**	**5**
1.	Bu öğretmen her zaman konusu hakkında hevesli bir şekilde konuşur	1	2	3	4	5
2.	Bu öğretmen bize güvenir.	1	2	3	4	5
3.	Bu öğretmen kararsız görünür.	1	2	3	4	5
4.	Bu öğretmen beklenmedik bir şekilde sinirlenir.	1	2	3	4	5
5.	Bu öğretmen her şeyi net bir şekilde açıklar.	1	2	3	4	5
6.	Eğer bu öğretmenin düşüncesine katılmazsak, onunla konuşabiliriz.	1	2	3	4	5
7.	Bu öğretmen tereddütlüdür.	1	2	3	4	5
8.	Bu öğretmen çabuk sinirlenir.	1	2	3	4	5
9.	Bu öğretmen ders dinlerken dikkatimizi canlı tutmamızı sağlar.	1	2	3	4	5
10.	Bu öğretmen anlattığı şeyleri tekrar anlatmaya isteklidir.	1	2	3	4	5
11.	Bu öğretmen ne yapacağını bilmez gibi hareket eder.	1	2	3	4	5
12.	Bu öğretmen bir kurala uymadığımızda bizi çok çabuk düzeltir.	1	2	3	4	5
13.	Bu öğretmen sınıfta olan biten her şeyi bilir.	1	2	3	4	5
14.	Bir şey söylemek istediğimizde bu öğretmen bizi dinler.	1	2	3	4	5
15.	Bu öğretmen sınıfta ona istediğimiz gibi davranmamıza izin verir.	1	2	3	4	5
16.	Bu öğretmen sabırsızdır.	1	2	3	4	5

17.	Bu öğretmen iyi bir liderdir.	1	2	3	4	5
18.	Bu öğretmen bir konuyu anlamadığımızda bunu fark eder.	1	2	3	4	5
19.	Bu öğretmen vaktimizi etkin kullanmadığımızda ne yapacağını bilemez.	1	2	3	4	5
20.	Bu öğretmenle kavga etmek oldukça kolaydır.	1	2	3	4	5
21.	Bu öğretmen kendine güvenerek hareket eder.	1	2	3	4	5
22.	Bu öğretmen sabırlıdır.	1	2	3	4	5
23.	Bu öğretmenle dalga geçmek kolaydır.	1	2	3	4	5
24.	Bu öğretmen alaycıdır.	1	2	3	4	5
25.	Bu öğretmen yaptığımız işlerde bize yardımcı olur.	1	2	3	4	5
26.	Bu öğretmenin sınıfında biz de bazı şeylerde söz sahibiyiz.	1	2	3	4	5
27.	Bu öğretmen bizim kopya çektiğimizi düşünür.	1	2	3	4	5
28.	Bu öğretmen katıdır.	1	2	3	4	5
29.	Bu öğretmen dost canlısıdır.	1	2	3	4	5
30.	Bu öğretmeni etkileyebiliriz.	1	2	3	4	5
31.	Bu öğretmen bizim hiçbir şey bilmediğimizi düşünür.	1	2	3	4	5
32.	Bu öğretmenin sınıfında sessiz olmak zorundayız.	1	2	3	4	5
33.	Bu öğretmen güvenebileceğimiz birisidir.	1	2	3	4	5
34.	Bu öğretmen sınıfta vaktimizi boşa harcamamıza izin verir.	1	2	3	4	5
35.	Bu öğretmen bizi küçümser.	1	2	3	4	5
36.	Bu öğretmenin sınavları zordur.	1	2	3	4	5
37.	Bu öğretmenin bir mizah anlayışı vardır.	1	2	3	4	5
38.	Bu öğretmenin dersinde yaptığımız hatalar cezasız kalır.	1	2	3	4	5
39.	Bu öğretmen bizim hiçbir şeyi doğru yapamayacağımızı düşünür.	1	2	3	4	5
40.	Bu öğretmenin standartları çok yüksektir.	1	2	3	4	5
41.	Bu öğretmen şaka kaldırabilir.	1	2	3	4	5
42.	Bu öğretmen bize sınıfta çok boş zaman verir.	1	2	3	4	5
43.	Bu öğretmen tatmin olmamış gibi görünür.	1	2	3	4	5
44.	Bu öğretmen sınav kâğıtlarına not verirken acımasızdır.	1	2	3	4	5
45.	Bu öğretmenin dersleri zevkli geçer.	1	2	3	4	5
46.	Bu öğretmen hoşgörülüdür.	1	2	3	4	5
47.	Bu öğretmen şüphecidir.	1	2	3	4	5
48.	Bu öğretmenden korkarız.	1	2	3	4	5

Appendix 3: The Survey (English)

QTI

Student Questionnaire of Teacher Interaction

This questionnaire asks you to describe the behaviour of your teacher. This is not a test.

This questionnaire has 48 senteces about the teacher. For each sentences, circle the number corresponding to your response. For example:

,	Never				Always
This teacher Express himself/herself clearly.	0	1	2	3	4

If you think that your teacher always Express himself/herself clearly, circle the 4. If you think your teacher never Express himself/ herself clearly, circle the 0. You also canchoosethe numbers 1,2 and 3 which are in between. If you want to change your answer, cross it out and circle a new number. Thank you for your cooperation.

Don't forget to write the name of the teacher and other details at the top of the reverse side of this page.

Teacher's name_____ Class_____School_____

	Never Always	Teacher Use
1. This teacher talks enthusiastically about his/her subject.	0 1 2 3 4	Lead Und
2 .The teacher trusts us.	0 1 2 3 4	Unc
3. This teacher seems uncertain.	0 1 2 3 4	Adm
4. This teacher gets angry unexpectedly.	0 1 2 3 4	
5. This teacher explains things clearly.	0 1 2 3 4	Lead
6. If we don't agree with this teacher, we can talk about it.	0 1 2 3 4	Und
	0 1 2 3 4	Unc
7.This teacher is hesitant.	0 1 2 3 4	Adm
8. This teacher gets angry quickly.		
9. This teacher holds our attention.	0 1 2 3 4	Lead

10.This teacher willing to explain things again. 11.This teacher acts as if she/ hedoes not know what to do. 12.This teacher is too quick to correct us when we break a rule.	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Und Unc Adm
13. This teacher knows everythingthat goes on in the classroom. 14.If we have somthing to say, this teacher will llisten. 15.This teacher let us boss her/him around. 16. This teacher is impatient.	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Lead Und Unc Adm
17. This teacher is a good leader. 18.This teacher realises when we don't understand. 19.This teacher is not sure what to do when we fool around. 20. It is easy to pick a fight with this teacher.	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Lead Und Unc Adm
21. This teacher acts confidently. 22.This teacher is patient. 23.It is easy to make a foolout of this teacher. 24. This teacher is sarcastics.	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	Lead Und Unc Adm
25. This teacher help us with our work. 26. We can decide somethings in this teacher's class. 27. The teacher thinks that we cheat. 28. The teacher is strict.	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	HFr SRe Dis Str
29.The teacher is friendly. 30.We can influence this teacher. 31.This teacher thinks that we don't know anything. 32. We have to be slient in this teachers class.	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	HFr SRe Dis Str
33.This teacher is someone we can depend on. 34.THis teacher let us fool around in the class. 35.This teacher puts us down. 36.This teacher's tests are hard.	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	HFr SRe Dis Str
37.This teacher has a sense of humour. 38.This teacher let us get away with a lot in class. 39.This teacher thinks that we can't dothings well. 40.This teacher's standartsa re very high.	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	HFr SRe Dis Str
41.This teacher can take a joke. 42.This teacher gives us alor of free time in class. 43.This teacher extreme dissatisfied. 44.This teacher severe when marking papers.	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	HFr SRe Dis Str
45.This teacher class is pleasent. 46.This teacher is lenient. 47.This teacher is suspicious. 48.We are afraid of this teacher.	0 1 2 3 4 0 1 2 3 4 0 1 2 3 4 0 1 2 3 4	HFr SRe Dis Str

Appendix 4: The Survey (Turkish)

Derse Katılım Ölçeği

İsim- Soyisim:…….. **Sınıf:……..**

Cinsiyet: ☐ Erkek ☐ Kız

Değerli öğrenciler; aşağıdaki maddelere ilişkin görüşlerinizi ‘’ İngilizce’’ öğretmeninizi dikkate alarak belirtiniz. Aşağıdaki görüşe yönelik düşüncenizi doğru veya yanlış gibi düşünmeden katılım düzeyini belirtiniz. Her ifadenin karşısına tek bir kutucuğu işartleyiniz. Eğer yanlış kutucuğu işaretlediğinizi düşünüyorsanız lütfen üzerine çarpı atıp doğru kutucuğu yuvarlak içine alınız.

1: Hiç katılmıyorum 2:Katılmıyorum 3:Kararsızım 4:Katılıyorum 5: Tamamen Katılıyorum

Aşağıdaki ifadeleri İngilizce dersine göre değerlendirip işaretleyiniz.						
1	Ders süresince sorular sorarım.	**1**	**2**	**3**	**4**	**5**
2	Öğretmenime nelerden hoşlanıp hoşlanmadığımı söylerim.	**1**	**2**	**3**	**4**	**5**
3	Öğretmenimin neyle ilgilendiğimi bilmesini sağlarım.	**1**	**2**	**3**	**4**	**5**
4	Ders süresince tercihlerimi ve fikirlerimi ifade ederim.	**1**	**2**	**3**	**4**	**5**
5	Dersin daha iyi nasıl işlenebileceğine ilişkin önerilerde bulunurum.	**1**	**2**	**3**	**4**	**5**
6	Dersi dikkatlice dinlerim.	**1**	**2**	**3**	**4**	**5**
7	Derste çok gayret gösteririm.	**1**	**2**	**3**	**4**	**5**
8	Öğretmenim yeni bir konu açıklarken onu çok dikkatli dinlerim.	**1**	**2**	**3**	**4**	**5**
9	Derste yeni bir şeylere başladığımızda sıkı çalışırım.	**1**	**2**	**3**	**4**	**5**
10	Derse dikkatimi veririm.	**1**	**2**	**3**	**4**	**5**
11	Derste yeni şeyler öğrenmekten hoşlanırım.	**1**	**2**	**3**	**4**	**5**
12	Derste bir şeyler üzerinde çalıştığımızda ona ilgi duyarım.	**1**	**2**	**3**	**4**	**5**
13	Dersteyken, öğrendiğimiz şeyleri merak ederim.	**1**	**2**	**3**	**4**	**5**

14	Ders eğlencelidir.	**1**	**2**	**3**	**4**	**5**
15	Ödevlerimi yaparken, öğrendiklerimi önceden bildiklerimle ilişkilendirmeye çalışırım.	**1**	**2**	**3**	**4**	**5**
16	Ders çalışırken, öğrendiklerimi kendi yaşantılarıma bağlamaya çalışırım.	**1**	**2**	**3**	**4**	**5**
17	Ders çalışırken, tüm farklı fikirleri birbirleriyle uyumlu ve anlamlı hale getirmeye çalışırım.	**1**	**2**	**3**	**4**	**5**
18	Çalıştığım önemli kavramları anlamama yardımcı olmaları için kendi örneklerimi oluştururum.	**1**	**2**	**3**	**4**	**5**
19	Çalışmaya başlamadan önce neye ulaşmak istediğimi düşünürüm.	**1**	**2**	**3**	**4**	**5**
20	Ders çalışırken, bir an durur ve o ana kadar yaptıklarımı gözden geçiririm.	**1**	**2**	**3**	**4**	**5**
21	Ders çalıştığımda, yalnızca doğru cevapları verip vermediğimi değil, ne kadar anladığımı da değerlendiririm.	**1**	**2**	**3**	**4**	**5**
22	Eğer üzerinde çalıştığım konunun anlaşılması güçse, onu öğrenme yöntemimi değiştiririm.	**1**	**2**	**3**	**4**	**5**

Appendix 5: The Survey (English)

Student survey

Age 16 17 18

Gender Male Female

Overall GPA 4.0-3.5 3.5-3.0 3.0-2.5 2.5-2.0 Below 2.0

Ethnicity White Hispanic Pacific Islander American Indian Black Asian

What is your current percentage grade out of 100 for this class?_____/ 100 (If this survey is given at the beginning of class please put what percentage grade you expect to get for this class.

Please think about **this class** as you respond to the following questions

1. I let my teacher know what I need and want.

Strongly disagree	Disagree	Slightly disagree	Neither agree nor disagree	Slightly Agree	Agre	Strongly agree

2. During this class, I express my preferences and opinions.

Strongly disagree	Disagree	Slightly disagree	Neither agree nor disagree	Slightly Agree	Agre	Strongly agree

3. When I need something in this class, I'll ask the teacher for it.

Strongly disagree	Disagree	Slightly disagree	Neither agree nor disagree	Slightly Agree	Agre	Strongly agree

4. During class, I ask questions to help me learn.

Strongly disagree	Disagree	Slightly disagree	Neitheragree nor disagree	Slightly Agree	Agre	Strongly agree

5. I let my teacher know what I am interested in.

Strongly disagree	Disagree	Slightly disagree	Neitheragree nor disagree	Slightly Agree	Agree	Strongly agree

6. I am free to express my opinions in this class.

Strongly disagree	Disagree	Slightly disagree	Neitheragree nor disagree	Slightly Agree	Agree	Strongly agree

7. I feel like I have a lot of input in deciding how to learn in this class.

Strongly disagree	Disagree	Slightly disagree	Neitheragree nor disagree	Slightly Agree	Agree	Strongly agree

8. The teacher takes my perspective into consideration in this class.

Strongly disagree	Disagre e	Slightly disagree	Neitheragree nor disagree	Slightly Agree	Agree	Strongly agree

9. I do not think the tasks I do in this class are very stimulating.

Strongly disagree	Disagree	Slightly disagree	Neitheragree nor disagree	Slightly Agree	Agree	Strongly agree

10. I enjoy the challenges this class provides.

Strongly disagree	Disagree	Slightly disagree	Neitheragree nor disagree	Slightly Agree	Agree	Strongly agree

11. Most days I feel a sense of accomplishment from doing work in this class.

Strongly disagree	Disagree	Slightly disagree	Neitheragree nor disagree	Slightly Agree	Agree	Strongly agree

12. The teacher cares about me and my progress.

Strongly disagree	Disagree	Slightly disagree	Neitheragree nor disagree	Slightly Agree	Agree	Strongly agree

13. The teacher is pretty friendly towards me.

Strongly disagree	Disagree	Slightly disagree	Neitheragree nor disagree	Slightly Agree	Agree	Strongly agree

14. I don't feel the teacher understands me.

Strongly disagree	Disagree	Slightly disagree	Neitheragree nor disagree	Slightly Agree	Agree	Strongly agree

15. My classmates care about me.

Strongly disagree	Disagree	Slightly disagree	Neitheragree nor disagree	Slightly Agree	Agree	Strongly agree

16. My classmates are pretty friendly toward me.

Strongly disagree	Disagree	Slightly disagree	Neitheragree nor disagree	Slightly Agree	Agree	Strongly agree

17. I don't feel my classmates understand me.

Strongly disagree	Disagree	Slightly disagree	Neitheragree nor disagree	Slightly Agree	Agree	Strongly agree

Appendix 6: Approval from Çağ University

T.C.
ÇAĞ ÜNİVERSİTESİ
ÇAĞ UNIVERSITY

SAYI : 23867972/ 509-294
KONU: Tez Anket İzini Hakkında

30.04.2019

T.C
TED ADANA ÖZEL ORTAOKULU MÜDÜRLÜĞÜNE

1. İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında 2018/2019 Bahar dönemi itibariyle tez aşamasındaki kaydını yenilemiş olan 20168055 numaralı **Tuğçe CIVABAŞ, "Exploring the relationship between the middle scholl students' interaction with their teachers and their classroom engagement and success"** konulu tez çalışmasını Üniversitemiz öğretim üyesi olan Dr. Öğr. Üyesi Seden TUYAN atanmış ve halen tez çalışması yürütülmektedir.
2. Adı geçen öğrenci bu tez çalışması kapsamında **TED Adana Özel Ortaokulu bünyesinde halen öğrenin gören 5.Sınıf ve 6.Sınıf ortaokul öğrencilerini kapsamak üzere** kopyası Ek'ler de sunulan bir anket uygulaması yapmak istemektedir.
3. Adı geçen öğrenci bu tez çalışması kapsamında yukarıda belirtilen anketi uygulayabilmesi için gerekli iznin verilmesi hususunda bilgilerinizi rica ederim.

Prof. Dr. Ünal AY
Rektör

EKLERİ: Beş Sayfa formlar.

A.Yaşar Baybo̧an Kampüsü, Adana-Mersin Karayolu 33800 Yenice-Mersin / TÜRKİYE T. +90 (0324) 651 48 00 F. +90 (0324) 651 48 11
www.cag.edu.tr

Appendix 7: Permission from the TED Adana College Principal

TED ADANA KOLEJİ

T.C.
SEYHAN KAYMAKAMLIĞI
TED Adana Koleji Özel Ortaokulu Müdürlüğü

Sayı : 952-11/ 46
Konu : Tez Anket İzni Hakkında
Kurum Kodu : 99957218

Tarih : 10 /05 / 2019

ÇAĞ ÜNİVERSİTESİ
Mersin

Okulumuz İngilizce Öğretmenlerinden Tuğçe CIVABAŞ'ın TED Adana Koleji Özel Ortaokulu bünyesinde hala öğrenim gören 5. Ve 6. Sınıf ortaokul öğrencilerini kapsamak üzere kopyası eklerde sunulan anketleri uygulamasında kurumumuzca herhangi bir sakınca bulunmamaktadır.

Gereğini yapmanızı rica ederiz.

Oğuz KORKMAZ
Okul Müdürü

TED Adana Koleji, Bahçeşehir Mah. Batı Karaisalı Bağlantısı Bulvarı No:32 Seyhan/ADANA
Tel: 444 7 833 (TED)
www.tedadanakoleji.k12.tr - www.tedadanakoleji.com

8. CURRICULUM VITAE

PERSONAL DETAILS

Name-Surname **:** Tuğçe CIVABAŞ

Date of Birth **: 14.10.1992**

Place of Birth **: ADANA**

Contact Information: E-mail : ttgce.c@gmail.com

EDUCATION

2018-2019: Çağ University, Institute of Social Sciences, Department of English Language Teaching, Mersin. (MA)

2013-2016: Çağ University, Institute of Social Sciences, Department of English Language Teaching, Mersin. (BA)

PROFESSIONAL EXPERIENCES

2017 (September)- 2019(September): English Language Teacher, Private TED College, Adana.