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INVESTIGATION OF SELF-DETERMINATION THEORY IN AN ESP COURSE*

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ABSTRACT

Competence, autonomy and engagement are some of the components of self-determination theory. They are important components for students' cognitive and psychological development. This study aimed to find out if there is a relationship between academic achievement (AA), perceived competence (PC), perceived instructor autonomy-support (PIAS) and classroom engagement (CE) of English for Specific Purposes (ESP) students. Furthermore, how these four variables were affected by gender and type of high school graduated was investigated. This study is an exploratory correlational research. 204 college students attending a state university located in the west of Turkey participated in the study. Perceived Competence Scale, The Learning Climate Questionnaire (LCQ), Classroom Engagement Scale and students' grades in an ESP class were utilized to collect data. The data were analyzed via descriptive statistics, independent samples t-test, one-way ANOVA test and Pearson correlation test. As a result of the findings, it was found that perceived instructor autonomy-support had a significantly moderate and positive relationship with perceived competence, classroom engagement and academic achievement. Besides, it was revealed that gender only affected students' classroom engagement; however, type of high school had no impact on AA, PC, PIAS or CE.

Keywords: Self-determination theory, competence, autonomy, learning climate, classroom engagement

ÖZEL AMAÇLI İNGİLİZCE DERSİNDE ÖZ-BELİRLEME KURAMININ İNCELENMESİ

ÖZ

Yeterlilik, özerklik ve katılım öz-belirleme kuramı bileşenlerinden bazılarıdır. Bu bileşenler öğrencilerin bilişsel ve psikolojik gelişimleri için önemlidir. Bu çalışmanın amacı Özel Amaçlı İngilizce öğrenen öğrencilerin akademik başarıları ile algılanan yeterlilik, algılanan öğretim elemanı özerklik desteği ve derse katılımları arasında herhangi bir ilişki olup olmadığının ortaya çıkarılmasıdır. Bunun yanı sıra, çalışmada öğrencilerin cinsiyet ve mezun oldukları lise türünün akademik başarı, algılanan yeterlilik, algılanan öğretim elemanı özerklik desteği ve derse katılımını etkileyip etkilemediğinin ortaya çıkarılması amaçlanmıştır. Bu araştırma açıklayıcı korelasyon olarak desenlenmiştir. Çalışma, Türkiye'nin batısındaki bir devlet üniversitesinde öğrenim gören 204 öğrenci ile gerçekleştirilmiştir. Veriler 2017-2018 eğitim-öğretim yılı güz döneminde Algılanan Yeterlilik Ölçeği, Öğrenme İklimi Anketi, Derse Katılım Ölçeği ve öğrencilerin yarıyıl notları ile toplanmıştır. Verilerin analizinde betimleyici istatistikler, bağımsız örneklem t-testi, tek yönlü ANOVA testi ve Pearson korelasyon testi kullanılmıştır. Elde edilen bulgular sonucunda, algılanan öğretim elemanı özerklik desteğinin algılanan yeterlilik, derse katılım ve akademik başarı ile anlamlı derecede orta ve olumlu ilişkili olduğu bulunmuştur. Ayrıca, cinsiyet değişkeninin yalnızca öğrencilerin derse katılımını etkilediği ancak lise türünün akademik başarı, algılanan yeterlilik, algılanan öğretim elemanı özerkliği ya da derse katılım üzerinde herhangi bir etkisinin olmadığı bulunmuştur.

Anahtar Kelimeler: Öz-belirleme kuramı, yeterlilik, özerklik, öğrenme iklimi, derse katılım

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1. INTRODUCTION

Self-determination theory (SDT) is considered as “an approach to human motivation and personality that highlights the importance of humans' developed inner resources for behavioral self-regulation” (Ryan & Deci, 2000: 68). It suggests that people are self-motivated if their psychological needs are met, so appropriate conditions need to be created to let people meet their needs (Ryan & Deci, 2000). It also assumes that students have higher motivation and achievement when they are supported for competence, autonomy and relatedness by the teacher (Deci & Ryan, 2000).

Bandura (1986) defined self-efficacy as “personal judgments of one's capabilities to organize and execute courses of action to attain designated goals on specific tasks” (p. 39). Niemiec and Ryan (2009) report that students' competence can be enhanced if they are provided with optimally challenging activities or tasks in class. In addition, teachers need to provide effective feedback to enhance students' achievement and efficacy. Thus, it is important that feedback should ignore evaluation and focus on students' effectiveness.

SDT suggests that the interpersonal context has an influence on what extent individuals are autonomous or controlled. Little (2007) accepts the universal definition of learner autonomy as “the ability to take charge of one's own learning”. According to Black and Deci (2000), autonomy support means an instructor pays attention to students' perspectives, recognizes their feelings, provides students with various alternatives and choices as well as avoids using pressures and demands. According to self-determination theory, autonomy-supportive learning climates enhance intrinsic motivation, classroom engagement, creativity and achievement. Autonomy-supportive teachers have some characteristics such as listening students carefully, providing students with opportunities to choose, enhancing inner motivation and using informational language (Dinçer, 2014). Niemiec and Ryan (2009) state that students' autonomy can be fostered by reducing evaluative pressure and maximizing the opportunity for choice in academic activities in which they are engaged. In addition, Little (1999; 2007) suggests three fundamental ways to foster autonomy in foreign language classes. First, learners should be involved while goals are set, learning activities are planned and monitored, and learning outcomes are evaluated. Besides, learners should be encouraged to use the target language as the dominant medium of learning, and lastly written language should be utilized to elaborate learning plans, remind agreed learning tasks to learners, track the learning process and summarize individual and collective evaluations. Thus, if students get actively involved in learning processes autonomously, they feel comfortable and their self-efficacy and engagement are promoted (Brekelmans, Mainhard, Brok-den & Wubbels, 2011). However, teachers may sometimes use controlling behavior. One major reason why teachers use controlling behavior instead of autonomy-supporting is widely reported. Roth et al. (2007) found that teachers being more controlled in their own professional life created less autonomy supportive learning climate for their students and Pelletier et al. (2002) revealed that the more teachers perceived pressure from above, the more controlling they were with students (as cited in Niemiec & Ryan, 2009).

Student engagement is also important in SDT. It has been defined as “the extent to which students are engaging in activities that higher education research has shown to be linked with high-quality learning outcomes” (Krause & Coates, 2008: 493). Student engagement describes the level of energy or effort students put in learning activities, which have positive consequences on achievement and well-being (Reeve, 2002; Skinner, Furrer, Marchand, & Kindermann, 2008 as cited in Hospel & Galand, 2016). Fredricks, Blumenfeld and Paris (2004) identified three interrelated dimensions of student engagement which were behavioral, emotional, and cognitive engagement. Behavioral engagement refers to having good behavior in class and at school, taking part in school activities and academic tasks. Emotional engagement refers to how students react in different situations in the classroom and at school such as happiness, sadness, boredom, anxiety, and interest. Cognitive engagement means being ready for learning and strategic learning. Student engagement is generally considered to predict learning and personal development because students learn better as they study or practice a subject more (Carini, Kuh & Klein, 2006). Student engagement emphasizes the student at the center of learning through student-centered activities. Success requires active engagement of students. It may be possible to enhance student engagement by conducting lessons which increase student autonomy and competence. Thus, students whose self- autonomy and competence are improved may have higher academic achievement at school.

As suggested by many scholars (Black & Deci, 2000; Dörnyei, 1994; Fraser, 1998; Gardner & Tremblay, 1994; Hu & Zhang, 2017; Lim & Fraser, 2018; Little, 2007; Schunk, 1985), motivation, autonomy-supporting learning climates, classroom engagement and students' perceived competence are critical factors for learning as well as foreign language learning. Such traits are also important for English for Specific Purposes (ESP) learning. Nowadays universities that provide ESP courses are increasing tremendously (Javid, 2015). Javid (2015) suggests that single teaching methods cannot be enough to cater for the various needs of the ESP students. Thus, ESP instructors need to benefit from eclectic approach by using techniques and activities from various language teaching approaches and methodologies to help students achieve in ESP course. Sifakis (2003) puts forward a model that focuses on including education principles for adults to design a better ESP teaching. This model consists

of two aspects; one of which requires the ESP teacher to know how adults learn better, and the other side requires the ESP teacher to utilize a number of English language learning methodologies such as self-directed learning techniques, as well as acting as a guide in class. As seen from this model, it can be said that ESP teachers should create an autonomous classroom climate by providing adult students with choices, understanding their feelings and being a counsellor so that they can facilitate students' learning.

The aim of this study is to explore whether any relationship between academic achievement (AA), perceived competence (PC), perceived instructor autonomy-support (PIAS) and classroom engagement (CE) of English for Specific Purposes (ESP) exists or not. Furthermore, it aims to find out if gender and type of high school graduated affect ESP students' AA, PC, PIAS and CE. This study is important since it is necessary to find out which variables affect ESP learners' academic achievement so that it may be possible to discuss the pedagogical implications.

1.1. Literature Review

In the literature, various studies about competence, autonomy, motivation and engagement exist. Korpershoek, Kuyper and van der Werf (2015) found that there was a positive relationship between students' motivation, school commitment and academic self-efficacy. Besides, Allen et al. (2013) found that classrooms that were thought as having positive learning climate and paying attention to adolescent needs, using various methods and focusing on problem solving were related to higher student success. Dinçer, Yeşilyurt and Takkaç (2012) investigated how autonomous learning climate affects students' engagement, achievement and competence in English speaking classrooms. As a result of correlation analysis, they found that autonomy-supportive climate was positively correlated with perceived competence, course engagement and course achievement. Doğan and Tuncer (2017) conducted a correlational study to identify the relations among general metacognitive awareness, academic self-efficacy and achievement in foreign language learning. As a result, it was unearthed that there were significant correlations between academic self-efficacy and foreign language achievement; and between academic self-efficacy and metacognitive awareness. Calp (2013) investigated the effect of perceived competence, autonomy and autonomy support which were based on self-determination theory on autonomous academic motivation and academic achievement of middle school students. It was found as a result of this study that autonomy support obtained from the teachers directly affected students' perceived competence and autonomous academic motivation. Besides, it was revealed that students' autonomous academic motivation affected their academic achievement. Akbari, Pilot and Simons (2015) investigated differences between face-to-face and Facebook group students in terms of foreign language learning outcome, autonomy, competence and relatedness, and found significant differences between the two groups with regard to learning outcomes as well as in the three SDT variables. Students who were in the Facebook group were found to feel more autonomous, competent and related. Besides, it was unearthed that autonomy, competence and relatedness were associated with learning outcomes; however, almost no relationship was found among the SDT variables with learning outcomes within the two groups. Hospel and Galand (2016) investigated effects of teachers' autonomy support and structure on students' engagement in language classes and concluded that there was relationship between classroom context, especially structure and engagement. Furthermore, autonomy support was shown to have an integral role as it was related with emotional engagement.

Within the scope of this study, various variables of self-determination theory such as perceived competence, autonomy support as well as engagement were focused on, and it was hypothesized that an autonomy-supportive learning climate in which students were supported by an autonomy-supportive instructor would lead to greater academic achievement, greater perceived competence and engagement for ESP course.

2. METHODOLOGY

2.1. Research Design

This study was designed as an exploratory correlational research. Correlational research studies are conducted to look for whether there are any patterns and relationships between two or more sets of data (Denscombe, 2010). Correlation is also the measure of the size and direction of the linear relationship between the two variables (Tabachnick & Fidell, 2014). In the current study, correlational research was used because it analyzed relationships among various SDT components which were AA, PC, PIAS and CE.

2.2. Participants

A total of 204 students who were studying in the department of Accounting Information Systems in the School of Applied Sciences at a state university located in the Aegean Region of Turkey and taking ESP course participated in the present study. The demographic properties of participants are shown in Table 1:

Table 1.*Demographic Properties of Participants*

Variables		N	%
Age	20-21	111	54.41
	22-23	93	45.59
Gender	Female	102	50
	Male	102	50
High School They Graduated From	Vocational and Technical Anatolian	135	66.2
	Anatolian	40	19.6
	General	29	14.2
Total		204	100

In addition to the information given above, participants take ESP course for four semesters, each of which is three-credit course. They are presented with reading texts and asked to read, translate and learn vocabulary about accounting.

2.3. Data Collection

The research data were collected in the fall semester of 2017-2018 academic year. The data for this study were collected by Perceived Competence Scale (Williams & Deci, 1996), The Learning Climate Questionnaire (Williams & Deci, 1996), Classroom Engagement Scale (Dinçer, 2014) and learners' end of semester grades. All items in the measurement tools were rated on a 5-point scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

Perceived Competence Scale (PCS)

In order to assess students' perceptions about their competence in the ESP course, Perceived Competence Scale developed by Williams & Deci (1996) was used. PCS consisted of 4-items, with 5-point Likert-type. While the internal consistency of the original scale was $\alpha = .80$, it was found $\alpha = .87$ in the present study which showed a high level of consistency.

The Learning Climate Questionnaire (LCQ)

In the present study, the Learning Climate Questionnaire was used in order to assess how students perceived their instructor as supporting autonomy. The LCQ is used with respect to a specific learning setting or general learning climate. The earlier version of the questionnaire was Health-Care Climate Questionnaire (Williams et al., 1996) and later it was adapted by Williams & Deci (1996). LCQ consisted of 15 items, with 5 point Likert-type. The internal consistency of the original scale was $\alpha = .96$. The internal consistency of the scale for the present study was $\alpha = .93$, which showed a high level of consistency.

Classroom Engagement Scale (CES)

In order to assess students' perceptions about their classroom engagement, Classroom Engagement Scale was used. The adapted CES by Dinçer (2014) has 17 items, with 5-point Likert-type. While the internal consistency of the adapted scale was $\alpha = .93$, the internal consistency of the scale for the present study was $\alpha = .95$, which showed a high level of consistency.

The students filled in all the questionnaires in their regular classroom hours and it took them about ten minutes to complete the questionnaires.

Academic Achievement

Students' end-of-fall-semester total scores were used to indicate their academic achievement.

2.4. Data Analysis

In the present study, the Statistical Package for the Social Sciences (SPSS, version 23.0) was utilized for statistical analysis. Descriptive statistics were used to indicate the participants' demographic features and SDT components. Also, before analyzing the data, the normal distribution of the data was checked. To check the normality, this study applied statistical method of Skewness and Kurtosis (Pallant, 2013; Tabachnick & Fidell, 2014). Tabachnick and Fidell (2014) state that deviation from normality of Skewness and Kurtosis often does not make a substantive difference in the analysis when the sample size is more than 200. Also, they suggest that the acceptable values of Skewness and Kurtosis should be between +1.5 and -1.5. According to this, the absolute values of the Skewness and Kurtosis of all the items in this study are within the acceptable range of $1.5 \leq \text{skewness/kurtosis} \leq -1.5$. Thus, in this study parametric tests were used. Independent samples t-test was used to find the effect of gender on variables and one-way ANOVA was used to assess the effect of type of high school on variables. Furthermore,

Pearson correlation test, which is a parametric test, was employed to analyze if and to what extent any relationship among the variables existed. Pearson correlation coefficient value ranges between +1 to -1. -1 indicates a strong negative correlation and +1 indicates a strong positive correlation. 0 means that there is no correlation (Tabachnick & Fidell, 2014). Büyüköztürk (2012) suggests that if Pearson correlation coefficient value is between the values +.70 -1.00, it indicates a strong positive relationship; between +.70 -.30, it is interpreted to have a moderate positive relationship and between +.30 -.00, it shows a weak positive relationship.

3. RESULTS

The results regarding mean and standard deviation for each variable are shown in Table 2:

Table 2.
Mean and Standard Deviation For Each Variable

Variables	M	SD
AA	53.43	11.62
PC	12.54	3.74
PIAS	51.87	10.95
CE	54.55	13.99

As it is shown in Table 2, ESP students' academic achievement is average level with a mean of 53.43. Besides, students' perceived competence mean value is 12.54 out of 20 which is the maximum score to get from this scale. In addition, students' perceived instructor autonomy-support mean value was found to be 51.87 out of 75 and their classroom engagement mean value was found 54.55 out of 85. Thus, it can be said that students' scores for each variable are at average level. Independent samples t-test results for revealing differences of variables in terms of gender are indicated in Table 3:

Table 3.
Independent Samples T-Test Results for Revealing Differences of Variables in Terms of Gender

Variables	Gender	N	\bar{X}	SD	T	P
AA	Female	102	54.35	11.80	.068	.37
	Male	102	52.50	12.36		
PC	Female	102	12.77	3.57	.879	.381
	Male	102	12.31	3.90		
PIAS	Female	102	51.62	11.88	-.325	.745
	Male	102	52.12	9.98		
CE	Female	102	56.97	14.55	.092	.013*
	Male	102	52.13	13.03		

As it is revealed in Table 3, while gender affected classroom engagement ($p < 0.05$), it did not affect students' scores for each variable. It was unearthed that female students' classroom engagement was significantly higher than that of male students. However, no significant differences were found between gender and academic achievement, perceived competence and perceived instructor autonomy-support scores. One-way ANOVA results for revealing differences of variables in terms of type of high school are shown in Table 4:

Table 4.
One-way ANOVA Results for Revealing Differences of Variables in Terms of Type of High School

Variables	Type of High School	N	\bar{X}	SD	df	F	P
AA	Vocational	135	53.04	12.25	2-201	.281	.756
	Anatolian	40	54.00	11.39			
	General	29	53.25	12.79			
PC	Vocational	135	12.42	3.93	2-201	.216	.806
	Anatolian	40	12.82	3.38			
	General	29	12.72	3.34			
PIAS	Vocational	135	51.91	10.68	2-201	.241	.786
	Anatolian	40	52.57	10.82			
	General	29	50.72	12.55			
CE	Vocational	135	52.95	14.30	2-201	2.745	.067
	Anatolian	40	57.05	13.27			
	General	29	58.55	12.54			

As indicated in Table 4, no statistically significant differences between type of high school and academic achievement, perceived competence, perceived instructor autonomy-support and classroom engagement were

found ($p>0.05$). Correlation analysis results regarding the relationship between ESP learners' academic achievement, perceived competence, perceived instructor autonomy-support and classroom engagement are demonstrated in Table 5:

Table 5.

Correlation Analysis Results Regarding the Relationship Between ESP Learners' AA, PC, PIAS and CE

	AA	Total PC	Total PIAS	Total CE
AA	-	.020	.53**	.08
Total PC			.51**	.58**
Total PIAS				.57**
Total CE				

** $p<.01$

As it is unearthed from Pearson correlation test results, academic achievement had significantly moderate and positive relationship with perceived instructor autonomy support ($r=.53$; $p<.01$). However, academic achievement was found not to have any relationship with perceived competence and classroom engagement. Furthermore, it was determined that perceived instructor autonomy-support had a significantly moderate and positive relationship with perceived competence ($r=.51$; $p<.01$) and classroom engagement ($r=.57$; $p<.01$). This study also indicated a moderate and positive relationship between perceived competence and classroom engagement.

4. DISCUSSION AND CONCLUSION

This research aimed to investigate the relationship between ESP learners' scores for four different variables (AA, PC, PIAS and CE) as well as to find out if these variables differed in terms of gender and type of high school. Examining the results of the study, it was found that ESP students employed self-determination perspectives at average level. Similarly, in Kanadlı and Bağçeci's (2015) study, English preparatory class students were found to have high perceived instructor autonomy-support in listening-speaking and reading-writing courses while they had average perceived competence in these courses. Nevertheless, it was identified in Dinçer, Yeşilyurt and Takkaç's (2012) study that students studying English preparatory class had high levels of perceived competence in speaking English, perceived instructor autonomy support and classroom engagement in speaking courses.

Furthermore, the results of the study indicated that perceived instructor autonomy support was positively linked with academic achievement, perceived competence and classroom engagement. Hence, it can be said that the hypothesis of the study "an autonomy-supportive learning climate in which students are supported by an autonomy-supportive instructor would lead to greater academic achievement, greater perceived competence and engagement for ESP course" was confirmed. This finding is consistent with the study of Dinçer, Yeşilyurt and Takkaç (2012) which found as a result of correlation analysis that autonomy-supportive climate was positively correlated with perceived competence, course engagement and course achievement. Similarly, Marshik, Ashton and Algina (2017) found in their study that teachers' autonomy support and students perceived academic competence were positively associated with students' achievement in reading. Mills, Pajares and Herron (2006) found that students' perceived competence in reading in French course was positively associated with reading proficiency. Also, in the study conducted by Kanadlı and Bağçeci (2015), it was found that there was a positively significant relationship between students' listening-speaking in English and reading-writing self-efficacy beliefs and perceived autonomy support. Besides, significant positive correlation was found between students' self-determination levels and perceived autonomy support in the study done by Oğuz and Özçalışan (2017). Besides, Hospel and Galand (2016) demonstrated that autonomy support and emotional engagement were integrated. The present study also showed moderate and positive correlation between perceived competence and classroom engagement. The more students felt competent, the more engaged they became in the ESP course.

Another important finding of the study was that academic achievement was not correlated with perceived competence and classroom engagement. However, as demonstrated by Mills, Pajares and Herron (2006), students' judgments of their own capabilities, or their perceived competence may influence their academic performance. Hence, it is important for language instructors to enhance confidence in students' ability to comprehend all kinds of input from the very early stages of learning. Besides, in order for teachers to foster intrinsic motivation, which is an important factor in academic success, it is important for them to be supportive and not over-controlling. Thus, decreasing the level of scaffolding toward the latter stages of learning may improve learner autonomy. Also, as recommended by Herod (2012), adult learning principles must be implemented for adult learners. They should be provided with choices in curriculum design, curriculum implementation and assessment. In addition, learning must be relevant to real life contexts, and needs to be immediately applicable to such contexts so that adults are able to apply what they have learnt to the real life.

Moreover, it was found that learner variable 'gender' had an impact only on students' classroom engagement. It was concluded that female students' classroom engagement was significantly higher than that of the male students.

Supporting this finding, Oga-Baldwin and Nakata (2017) found that male students, who were studying in elementary schools in Japan, showed lower engagement in foreign language learning. What is more, Hu and Kuh (2002) found that male students were either disengaged or highly engaged in comparison to females. However, in the current study it was revealed that 'gender' did not have impact on students' academic achievement, perceived competence and perceived instructor autonomy-support. In contrast to the present study, it was revealed in Aydın's (2006) study that female students were more successful compared to boys in foreign language. Similar to this study, in Erol and Avcı-Temizir's (2016) study, it was unearthed that university students' self-efficacy perceptions did not differ significantly according to gender. Different from the present study, female students were found to have more positive perceptions regarding instructor autonomy-support than male students (Oğuz & Özçalışan, 2017).

In addition, it was unearthed that the type of high school graduated did not affect students' scores for each variable (AA, PC, PIAS and CE). Contrary to this study, in Aydın's (2006) study it was unearthed that students in foreign language intensive high schools had higher academic achievement than those studying in general and vocational high schools. Similar to this study, in the study implemented by Uygur & Çakır (2015) it was indicated that self-efficacy perceptions of prospective English teachers were not affected by the type of high school. In contrast, it was shown that students studying in private high schools and getting intensive English education had more perceived competence than those who graduated from general high schools (Açıkkel, 2011).

This study addresses some implications for instructors and learners. It is important that ESP instructors create an autonomous and supportive classroom climate in order to cater for adult learners' needs since adult learners, different from young learners, would like to have a say in decisions made in class and do not want to be overcontrolled by the instructor. They can be provided with choices in activities. In addition, instructors need to utilize eclectic approach by using various methodologies so that learners may improve their competence, autonomy and engagement. Furthermore, learners need to be active in the learning process by taking part in class activities, which may influence their peers and the instructor in turn. They may benefit from different learning strategies to improve their competence and engagement.

This study has some limitations. This study included ESP students studying at the department of Accounting Information Systems in the School of Applied Sciences. In future studies, students from various departments and faculties may be included since there is a lack of research about the correlation between department and self-determination components in English courses in the literature. Also, this study did not employ 'relatedness' component of the self-determination theory since it was out of the scope of this study. Hence, as a further study the correlation between relatedness and other self-determination components may be investigated.

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GENİŞLETİLMİŞ ÖZET

1. Giriş

Öz belirleme kuramı, insanın davranışsal öz-düzenleme için gelişmiş iç kaynaklarının önemini vurgulayan insan motivasyonuna ve kişiliğine bir yaklaşım olarak düşünülmektedir. Bu kuram insanların psikolojik ihtiyaçlarının öz motivasyonlarının temelini oluşturduğunu ve bu olumlu süreçleri geliştiren koşulların iyileştirilmesi gerektiğini ileri sürmektedir. Aynı zamanda, öğretmenlerin öğrencilerin özerklik, yeterlilik ve ilişkili olma psikolojik ihtiyaçlarını desteklediklerinde öğrencilerin daha motive olduklarını ve daha yüksek bir başarıya sahip olduklarını varsaymaktadır. Özerklik desteği, bir öğretmenin öğrencilerin bakış açısını benimsemesi, duygularını kabul etmesi ve onlara ilgili bilgi ve fırsatlar sunması anlamına gelir. Özerklik teorisine göre, özerklik destekli öğrenme iklimleri içsel motivasyonu, sınıf katılımını, yaratıcılığı ve başarıyı artırmaktadır. Bu bağlamdaki öğretmenlerin özelliklerinin bazıları şunlardır: Öğrencileri dikkatle dinlemek, öğrencilerin seçim yapabilmeleri ve iç motivasyon kaynaklarını beslemeleridir. Öz yeterlilik ise belirli görevler üzerinde belirlenmiş hedeflere ulaşmak için eylem alanlarını organize etmek ve yürütmek için yeteneklere ilişkin kişisel kararlar ve yargılar olarak tanımlanmaktadır. Öğrencilerin akademik yeterliliklerinin sınıfta zorlayıcı faaliyetler veya görevlerle donatıldıklarında artırılabilirliği belirtilmektedir. Ayrıca, öğretmenlerin öğrencilerin başarı ve yeterlilik duygularını teşvik etmek için etkili geri bildirim sağlamaları gerekmektedir. Derse katılım ise öğrencilerin yüksek öğrenim araştırmalarında yüksek kaliteli öğrenme çıktıları ile bağlantılı olduğunu gösterdikleri faaliyetlerle ne derece ilgilendikleri olarak tanımlanmıştır. Öğrenci katılımı, özellikle başarı ve iyi hissetmeleri üzerinde olumlu sonuçlara sahip olan öğrenme faaliyetlerine katılan öğrencilerin enerjisi ya da çaba düzeyi olarak tanımlanmaktadır. Akademik başarı öğrencilerin derse katılımını gerektirmektedir. Öğrencilerin derse katılımını, öğrenci özerklik ve yeterliliğini artıran dersler gerçekleştirerek artırmak mümkün olabilir. Pek çok bilim adamı tarafından önerildiği gibi motivasyon, özerklik desteği, derse katılım ve öğrencilerin algılanan yeterliliği, öğrenmenin yanı sıra yabancı dil öğrenimi için de önemli faktörlerdir. Bu özellikler, Özel Amaçlı İngilizce (ÖAİ) öğrenimi için de önemlidir. Günümüzde ÖAİ dersi veren üniversiteler, farklı alanlara ait öğrencilerin özel ihtiyaçlarını karşılamak için muazzam bir şekilde artmaktadır. ÖAİ öğrencilerinin çeşitli ihtiyaçlarını karşılamak için tek bir öğretim yönteminin yeterli olmayacağı öne sürülmektedir. Bu nedenle, ÖAİ uygulayıcılarının, öğrencilerin ÖAİ dersine katılması için çeşitli öğretim yöntemlerini seçmeleri gerekmektedir. ÖAİ dersi alan öğrencilerin yetişkin birey olmalarından dolayı ÖAİ öğretmenleri yetişkin öğrenme özellikleri bağlamında onlara seçme şansı vererek, onların duygularını anlayıp onlara rehber olarak özerk öğrenme iklimi yaratmalıdırlar. Böylelikle, öğrencilerin öğrenmelerini kolaylaştırabilirler. Bu çalışma kapsamında algılanan yeterlilik, özerklik desteği ve katılım gibi çeşitli öz-belirleme kuramı değişkenleri üzerinde durulmuş ve öğretim elemanı tarafından oluşturulan özerklik destekleyici bir öğrenme ortamının daha yüksek akademik başarı, algılanan yeterlilik ve derse katılıma neden olacağı varsayılmıştır. Bu çalışmanın amacı Özel Amaçlı İngilizce öğrenen öğrencilerin akademik başarı, algılanan yeterlilik, algılanan öğretim elemanı özerklik desteği ve derse katılımı arasında herhangi bir ilişki olup olmadığını ortaya çıkarılmasıdır. Bunun yanı sıra, çalışmada öğrencilerin cinsiyet ve mezun oldukları lise türünün akademik başarı, algılanan yeterlilik, algılanan öğretim elemanı özerklik desteği ve derse katılımını etkileyip etkilemediğinin ortaya çıkarılması amaçlanmıştır.

2. Yöntem

Bu araştırma açılımlı korelasyon çalışması olarak desenlenmiştir. Korelasyon araştırmaları iki ya da daha çok veri seti arasında herhangi bir ilişki olup olmadığını belirlemek için kullanılmaktadır. Bu çalışmada da akademik başarı, algılanan yeterlilik, algılanan öğretim elemanı özerklik desteği ve derse katılım arasındaki ilişkiler incelenmiştir. Bu çalışma, 2017-2018 eğitim-öğretim yılı güz döneminde bir devlet üniversitesinde öğrenim gören 204 öğrenci ile gerçekleştirilmiştir. Veriler Algılanan Yeterlilik Ölçeği, Öğrenme İklimi Anketi, Derse Katılım Ölçeği ve öğrencilerin yarıyıl sonu notları ile toplanmıştır. Algılanan Yeterlilik Ölçeği Williams ve Deci (1996) tarafından geliştirilmiş dört maddeli ve beşli Likert türünde yanıtlanmaktadır. Öğrenme İklimi Anketi öğrencilerin öğretim elemanlarını ne derece özerklik destekleyici olduklarını belirlemek için kullanılmıştır. Williams ve Deci (1996) tarafından uyarlanan anket 15 madde içermekte ve beşli Likert türünde yanıtlanmaktadır. Derse Katılım Ölçeği Dinçer (2014) tarafından uyarlanmakta olup 17 madde içermekte ve beşli Likert türünde yanıtlanmaktadır. Bunun yanı sıra, öğrencilerin güz dönem sonu notları onların akademik başarılarının göstergesi olarak kabul edilmiştir. Verilerin analizinde SPSS 23 kullanılmıştır. Veriler analiz edilmeden önce normal dağılıp dağılmadığı incelenmiştir. Bunun için, basıklık çarpıklık değerleri kontrol edilmiştir. Basıklık ve çarpıklık değerlerinin +1.5 ile -1.5 arasında olması gerekmektedir. Gerçekleştirilen analizler sonucunda verilerin bu değerler arasında olduğu bulunmuş ve bu nedenle parametrik testler kullanılmıştır. Katılımcıların demografik özellikleri ve onların algılanan yeterlilik, algılanan öğretim elemanı özerklik desteği, derse katılım ve akademik başarılarına ilişkin analizlerde betimsel analiz gerçekleştirilmiştir. Cinsiyetin algılanan yeterlilik, algılanan öğretim elemanı özerklik desteği, derse katılım ve akademik başarılarına etkisini belirlemek için bağımsız örneklem t-testi, mezun olunan

okul türünün etkisini belirlemek için tek yönlü ANOVA testi ve veri setleri arasında bir ilişki olup olmadığını belirlemek için Pearson korelasyon testi kullanılmıştır.

3. Bulgular, Tartışma ve Sonuç

Gerçekleştirilen betimsel analizler sonucunda öğrencilerin akademik başarıları, algılanan yeterlilik düzeyi, algılanan öğretim elemanı özerklik desteği ve derse katılımının orta düzeyde olduğu belirlenmiştir. Bunun yanı sıra, cinsiyet değişkeninin yalnızca öğrencilerin derse katılımını etkilediği belirlenmiştir. Kız öğrencilerin derse katılımlarının erkek öğrencilere göre anlamlı derecede daha yüksek olduğu tespit edilmiştir. Ancak mezun olunan lise türünün akademik başarı, algılanan yeterlilik, algılanan öğretim elemanı özerkliği ve derse katılım üzerinde herhangi bir etkisinin olmadığı bulunmuştur. Korelasyon analizi sonucunda ise akademik başarının algılanan öğretim elemanı özerklik desteği ile anlamlı derecede orta düzeyde ve olumlu bir ilişkisi olduğu ve algılanan öğretim elemanı özerklik desteğinin de algılanan yeterlilik ve derse katılım ile anlamlı derecede orta ve olumlu ilişkisi olduğu bulunmuştur. Araştırma sonucunda ortaya çıkan bir diğer bulgu ise öğrencilerin algılanan yeterlik düzeyleri ile derse katılımları arasında anlamlı derecede orta ve olumlu bir ilişki olmasıdır. Bu çalışmada algılanan öğretim elemanı özerkliği desteğinin akademik başarı, algılanan yeterlilik ve derse katılım ile anlamlı derecede pozitif ilişkili olduğu sonucuna ulaşılmıştır. Bu nedenle, öğrencilerin özerkliği desteklenen özerklik destekleyici bir öğrenme ikliminde öğrencilerde daha büyük bir akademik başarı, daha fazla algılanan yeterlilik ve derse katılım sağlanır hipotezinin doğrulandığı söylenebilir. Benzer şekilde, yapılan çeşitli araştırmalarda da öğretmenlerin öğrencilerin özerkliklerini ve akademik yeterlilik algılarını desteklemeleri ile akademik başarıları arasında pozitif ilişki olduğu bulunmuştur. Bunun yanı sıra, bu çalışma algılanan yeterlilik ve derse katılımın pozitif ilişkili olduğunu göstermiştir. Öğrenciler kendilerini ne kadar yeterli hissederse, derse katılımları da o kadar artmaktadır. Destekleyici ve çok kontrolcü olmayan öğretmenler akademik başarı için önemli bir faktör olan öğrencilerin içsel motivasyonunu geliştirmelerine yardımcı olmaktadır. Öğrencilerin ilerleyen aşamalarında öğrenim desteğinin seviyesini azaltmak öğrenen özerliğini geliştirmektedir. Ayrıca, yetişkin öğrenenler için yetişkin öğrenme ilkelerinin uygulanması önem taşımaktadır. Yetişkinlere program tasarımında, programın uygulanması ve değerlendirilmesinde çeşitli seçenekler sunulurken özerklikleri geliştirilmelidir. Bunun yanında, öğrenme gerçek yaşam bağlarıyla ilişkili olmalı ve bu tür bağlarla hemen uygulanabilir olmalıdır.